



WALLIS
ANNENBERG
HIGH
SCHOOL



Charter of
Wallis Annenberg High School
A California Public Charter School

Part of
The Accelerated Schools



THE
ACCELERATED
SCHOOLS

Petition Submitted on 1/10/18

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Assurances, Affirmations, and Declarations

Wallis Annenberg High School (also referred to herein as “WAHS” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).)
- Not charge tuition. (Ed. Code § 47605(d)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. (Ed. Code § 47605(d)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(d)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A).)
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). (Ed. Code § 47605(d)(2)(B).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(d)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(c)(1).)
- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(c)(2).)

Charter School hereby declares that Charter School, operated as or by its nonprofit public benefit corporation, is and shall be the exclusive public school employer of Charter School’s employees for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code. Charter School shall comply with all provisions of the EERA and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

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

Element 1 – The Educational Program

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

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

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

LOCAL CONTROL FUNDING FORMULA (LCFF) AND LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Los Angeles County Superintendent of Schools and the Charter Schools Division (CSD) on or before July 1. In accordance with Education Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update to the local control and accountability plan.” (Ed. Code § 47606.5(e).)

ACADEMIC CALENDAR AND SCHEDULES

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in Education Code section 47612.5, and the number of school days required by *California Code of Regulations*, title 5, section 11960.

MATHEMATICS PLACEMENT

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

TRANSITIONAL KINDERGARTEN

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

HIGH SCHOOL EXIT EXAMINATION

Charter School shall comply with all applicable requirements of Education Code sections 60850 – 60859, including but not limited to the requirements of sections 60851.6 and 60852.3.

WASC ACCREDITATION

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

ENGLISH LEARNERS

Charter School shall identify potential English Learners in a timely manner in accordance with all applicable legal requirements. Charter School must provide all English Learners with an effective English language acquisition program that also affords meaningful and equitable access to Charter School's core academic curriculum. Instructional plans for English Learners must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis, upon request, Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School has adopted and is implementing either the LAUSD English Learner Master Plan *or* Charter School's own English Learner (EL) Master Plan. If Charter School chooses to implement its own EL Master Plan, the plan shall provide a detailed description of Charter School's EL program, and shall address the following:

- How Charter School's EL Master Plan provides all of its English Learners, including but not limited to Long Term English Learners (LTELs) with an effective English language acquisition program as well as meaningful and equitable access to Charter School's core academic curriculum
- How English Learners' specific needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How Charter School will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

Each year, Charter School shall provide to the CSD a report on its annual evaluation of the effectiveness of its EL program. Upon request, Charter School shall provide a copy of its current EL Master Plan to the CSD.

Charter School shall administer the CELDT/ELPAC annually in accordance with federal and state requirements.

Charter School shall reclassify English Learners in accordance with federal and state requirements.

Charter School shall provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding Charter School matters to the same extent as other parents.

STUDENTS WITH DISABILITIES

Federal Law Compliance

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 Education Improvement Act of 2004.

Special Education Program

Charter School shall ensure that no student otherwise eligible to enroll in Charter School shall be denied, directly or indirectly, admission due to a disability or to Charter School's inability to provide necessary services. Charter School acknowledges that policies and procedures are in place to ensure the recruitment, enrollment, service, and retention of students with disabilities at LAUSD-authorized charter schools, including Charter School.

Prior to LAUSD Board of Education approval of an initial Charter petition, and if a renewing Charter School intends to operate as a "school of the district" for special education services, Charter School shall execute a Memorandum of Understanding ("MOU") by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with applicable state law and the LAUSD Special Education Local Plan Area ("SELPA") Local Plan for Special Education and shall be considered a "public school of the District" for purposes of Special Education pursuant to Education Code Section 47641(b). However, Charter School reserves the right to make written verifiable assurances that it may become an independent local educational agency (LEA) and join a SELPA pursuant to Education Code Section 47641 (a) either on its own or with a grouping of charter school LEAs as a consortium following the requirements of Education Code section 56195.3(b).

SELPA Reorganization

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code section 56195.1(a). As a single-District SELPA, the District has created two charter school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the reorganized LAUSD SELPA commenced in the 2013-2014 school year requiring all District-authorized charter schools to elect one of the three options available under the LAUSD SELPA. Prior to an option election, all District-authorized charter schools were required to participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that had previously executed an Option 3 Memorandum of Understanding ("MOU"), were required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of

the charter petition term. The Charter-operated Program schools do not have LEA status for the purposes of special education but will function in a similar role in that each charter school will be responsible for all special education requirements, including but not limited to services, placement, due process, related services, special education classes, and special education supports. Charter schools that have elected to participate in a District-operated programs option may apply for membership in the Charter-operated Program section of the SELPA. Charter schools accepted for participation in the Charter-operated Programs section receive support from a Special Education Director for the Charter-operated Programs.

Modified Consent Decree Requirements

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of the *Chanda Smith* Modified Consent Decree (“MCD”) and other court orders imposed upon the District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes nineteen statistically measureable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All charter schools are required to use the District’s Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs (“IEPs”) and tracking of related services provided to students during the course of their education.

As part of fulfilling the District’s obligations under the MCD, student level data requests from District-operated and Charter-operated charter schools are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s (“OIM”) required format in accordance with the OIM’s required timelines and as follows:

- End of Year Suspension

District ID, SSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.

- Statewide Assessment Data

The standard file including District ID.

- Norm day

District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- CBEDS

- All Students enrolled as of December 1 of each school year

District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- Dropout

District ID, SSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district

- Monthly SESAC and Suspension data
- Graduation roster from all charter schools with 12th grade students with disabilities

The MCD requires charter schools to implement the District's integrated student information system, which is currently referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All charter schools are required to utilize MiSiS directly or interface with MiSiS via a web based Application Programming Interface (API) in compliance with the requirements of the MCD and applicable timelines. Upon charter school full utilization of MiSiS either directly or via a web based API, the list of required data above will automatically be captured within MiSiS.

GENERAL INFORMATION

| | |
|--|---|
| • The contact person for WAHS is: | <i>Johnathan Williams, Co-Founder and CEO</i> |
| • The contact address for WAHS is: | <i>4000 S. Main St. Los Angeles, CA 90037</i> |
| • The contact phone number for WAHS is: | <i>(323) 235-6343</i> |
| • The proposed address or ZIP Code of the target community to be served by WAHS is: | <i>4000 S. Main St. Los Angeles, CA 90037</i> |
| • This location is in LAUSD Board District: | <i>7</i> |
| • This location is in LAUSD Local District: | <i>Central</i> |
| • The grade configuration of WAHS is: | <i>9 – 12</i> |
| • The number of students in the first year will be: | <i>530</i> |
| • The grade level(s) of the students in the first year will be: | <i>9 – 12</i> |
| • WAHS's scheduled first day of instruction in 2018-2019 is: | <i>August 13, 2018</i> |
| • The enrollment capacity is: (Enrollment capacity is defined as the total number of students who may be enrolled in WAHS regardless of student residency.) | <i>600</i> |
| • The type of instructional calendar (e.g., traditional/year-round, single track/multi-track, extended day/year) will be: | <i>Traditional</i> |
| • The bell schedule for WAHS will be: | <i>8:00am-3:15pm</i> |
| • The term of this Charter shall be from: | <i>July 1, 2018 to June 30, 2023</i> |

COMMUNITY NEED FOR CHARTER SCHOOL

Over the 2013-2018 charter term, Wallis Annenberg High School met the needs of the South Los Angeles community as evidenced by the following records of performance.

Academic Performance Data

In the three years that the California Assessment of Student Performance and Progress (CAASPP) exams have been administered, Wallis Annenberg High School has outperformed the Los Angeles Unified School District and far outperformed Resident Schools each year in ELA and Math. Wallis Annenberg has also outperformed the LAUSD Similar Schools each year in ELA and Math, with one exception: our ELA proficiency rate in 2014-15 was 49% compared to 53% for LAUSD Similar Schools. Wallis Annenberg has either had comparable scores or outperformed the state of CA each year on the CAASPP for both ELA and Math.

CAASPP (SBAC) – ELA

| | Standard Met or Exceeded | | |
|--|--------------------------|---------|---------|
| | 2014-15 | 2015-16 | 2016-17 |
| Wallis Annenberg High School | 49% | 68% | 65% |
| Similar Schools Median | 53% | 64% | 66% |
| LAUSD Resident Schools Median | 27% | 35% | 34% |
| Los Angeles Unified School District (11 th grade) | 48% | 54% | 54% |
| State of California (11 th grade) | 56% | 59% | 60% |

Sources: 2014-2017 CDE Dataquest; LAUSD Data Set

CAASPP (SBAC) – Mathematics

| | Standard Met or Exceeded | | |
|--|--------------------------|---------|---------|
| | 2014-15 | 2015-16 | 2016-17 |
| Wallis Annenberg High School | 36% | 30% | 30% |
| Similar Schools Median | 21% | 27% | 25% |
| LAUSD Resident Schools Median | 7% | 9% | 9% |
| Los Angeles Unified School District (11 th grade) | 20% | 25% | 24% |
| State of California (11 th grade) | 29% | 33% | 32% |

Sources: 2014-2017 CDE Dataquest; LAUSD Data Set

From 2013-2015, Wallis Annenberg High School consistently outperformed the Los Angeles Unified School District and the state of California in the California High School Exit Exam (CAHSEE) each year in both ELA and Math. Wallis Annenberg far outperformed the Resident Schools in ELA and Math each year. Compared to LAUSD Similar Schools, our school performed comparably or better each year on the CAHSEE.

California High School Exit Exam (CAHSEE)

| | 2012-13 | | 2013-14 | | 2014-15 | |
|-------------------------------------|---------|------|---------|------|---------|-------|
| | ELA | Math | ELA | Math | ELA | Math |
| Wallis Annenberg High School | 82% | 87% | 82% | 85% | 77% | 79% |
| Similar Schools Median | 83% | 84% | 85% | 88% | ----* | ----* |
| LAUSD Resident Schools Median | 63% | 66% | 66% | 73% | ----* | ----* |
| Los Angeles Unified School District | 70% | 71% | 71% | 73% | 72% | 73% |
| State of California | 77% | 79% | 78% | 80% | 80% | 80% |

Sources: 2012-2015 CDE Dataquest; LAUSD Data Set; *data not available

Advanced Placement Test Results

Since 2014, Wallis Annenberg High School students have outperformed the Los Angeles Unified School District and the State of California in Advanced Placement Test pass rates.

| | 2013-14 | 2014-15 | 2015-16 |
|-------------------------------------|---------|---------|---------|
| Wallis Annenberg High School | 37% | 68% | 60% |
| Los Angeles Unified School District | 43% | 40% | 41% |
| State of California | 58% | 57% | 56% |

Source: 2013-2016 CDE Dataquest

Graduation Rates

Since 2013, Wallis Annenberg High School's four-year cohort graduation rate has been higher than the Los Angeles Unified School District and LAUSD Resident Schools, but similar to the State of California averages and lower than Similar Schools.

| | 2013-14 | 2014-15 | 2015-16 |
|-------------------------------------|---------|---------|---------|
| Wallis Annenberg High School | 77% | 83% | 82% |
| Similar Schools Median | 87% | 88% | 90% |
| LAUSD Resident Schools Median | 68% | 71% | 76% |
| Los Angeles Unified School District | 70% | 72% | 77% |
| State of California | 81% | 82% | 83% |

Sources: 2013-2016 CDE Dataquest; LAUSD Data Set

Supporting the Success of Student Subgroups

Wallis Annenberg supports several numerically significant subgroups including:

- Economically Disadvantaged
- Hispanic or Latino
- English Learners
- Students with Disabilities

More details are included in the “Student Population” section. As our two largest subgroups, Economically Disadvantaged students and Hispanic or Latino students tend to perform similarly to our overall school population as demonstrated in our state test scores below. English Learners have demonstrated less proficiency on ELA and Math each year than the general population.

WAHS Student Performance by Subgroup (CAASPP)

| | 2014-15 | | 2015-16 | | 2016-17 | |
|----------------------------|---------|------|---------|-------|---------|------|
| | ELA | Math | ELA | Math | ELA | Math |
| All Students | 49% | 36% | 68% | 30% | 65% | 30% |
| Hispanic or Latino | 50% | 38% | 68% | 29% | 64% | 29% |
| English Learner | 17% | 0% | ----* | ----* | 13% | 0% |
| Economically Disadvantaged | 48% | 37% | 70% | 30% | 65% | 30% |

Sources: LAUSD Data Set; *Data not available on LAUSD Data Set

Our Hispanic or Latino students, English Learners, and Economically Disadvantaged students have outperformed Resident Schools in ELA and Math in 2016-17. Compared with the Los Angeles Unified School District, our subgroups have had mixed results. Economically Disadvantaged students outperformed LAUSD in ELA in Math, however, English Learners in LAUSD outscored our school in both areas.

Comparison Subgroup Data – CAASPP ELA 2016-17

| | All Students | Hispanic or Latino | English Learner | Economically Disadvantaged |
|--|--------------|--------------------|-----------------|----------------------------|
| Wallis Annenberg High School | 65% | 64% | 13% | 65% |
| Resident Schools Median | 34% | 39% | 0% | 34% |
| Los Angeles Unified School District (11 th grade) | 54% | 52% | 57% | 52% |

Sources: 2016-17 CDE Dataquest; LAUSD Data Set

Comparison Subgroup Data – CAASPP Math 2016-17

| | All Students | Hispanic or Latino | English Learner | Economically Disadvantaged |
|--|--------------|--------------------|-----------------|----------------------------|
| Wallis Annenberg High School | 30% | 29% | 0% | 30% |
| Resident Schools Median | 9% | 10% | 0% | 8% |
| Los Angeles Unified School District (11 th grade) | 24% | 20% | 5% | 20% |

Sources: 2016-17 CDE Dataquest; LAUSD Data Set

AREAS OF CHALLENGE AND SCHOOL PLANS FOR IMPROVEMENT

1. Math Proficiency

On the 2016-17 and 2015-16 CAASPP (SBAC) assessments in Mathematics, the school maintained a proficiency rate of 30% both years. However, these rates represents a decrease of about 5 percentage points from the 2014-15 Mathematics proficiency rate of 36%.

Plan for Improvement

A thorough causal analysis of historical math performance was conducted, which included conversations with teachers, parents, and students, as well as observations of math classes and an analysis of benchmark and grade data from the past few years. The analysis has uncovered the following probable causes of decreasing math proficiency:

- **Difficulties with math teacher turnover and staffing.** At the beginning of the 2015-16 school year, 2 out of 4 math teachers (50%) left Wallis Annenberg High School. The two open position were filled by first year math teachers. This turnover contributed to the 5% proficiency drop in mathematics proficiency. At the beginning of the 2016-17 school year, 4 of 4 math teachers were retained (100%), however, we opened a 5th position in order to reduce class sizes. However, we had difficulty filling the 5th position, and the classroom had rotating substitutes for a majority of the school year. This unfilled position contributed to the fact that scores did not improve in 2016-17. At the beginning of the 2017-18 school year, the 5th math position was successfully filled with the remaining 4 math teachers all deciding to return (100% retention rate).
- **Inexperienced and untrained math teachers.** Overall, the teaching style and methodology of our current math teachers can be described as “traditional”, characterized by lecture, note-taking, and individual student practice.
 - We hired a math coach at the beginning of the second semester in the 2017-18 school year so that we can directly support our math teachers in Common-Core aligned instruction, which involves an emphasis on critical thinking and the CCSS eight math practices.
 - As we move through the process of hiring a math coach, we hired part-time consultants beginning in the fall of 2017 to work with the math teachers. The consultants conducted classroom observations, demonstration lessons, co-teaching, and lesson/unit planning and assessments.
 - As of the second semester of the 2017-18 school year, the math coach and consultants have provided the math department with professional development on engaging classroom learning environments, lesson planning support, and effective teaching practices. As a result, math classroom observations have yielded an increased usage of effective teaching strategies such as wait time, cold calling, and differentiated instruction. Learning environments in math classrooms have been observed to have more students engaged and on-task, and less teacher lecturing with more student reading, writing, and discussing.

Our comprehensive plan to improve math proficiency includes the following:

1. Hiring a **Math Coach** who will support the administration in:
 - Providing intensive training and coaching for our math teachers in order to shift their instructional mindset from a traditional approach to Common-Core aligned instruction which will focus on critical thinking and the CCSS six math practices:
 - i. Make sense of problems and persevere in solving them
 - ii. Reason abstractly and quantitatively
 - iii. Construct viable arguments and critique the reasoning of others
 - iv. Model with mathematics
 - v. Use appropriate tools strategically
 - vi. Attend to precision
 - vii. Look for and make use of structure
 - viii. Look for and express regularity in repeated reasoning
 - Fostering a deep awareness of the Common Core State Standards in Mathematics and train teachers on planning curriculum and instruction aligned with the CCSS
 - Promoting a deep awareness of the Smarter Balanced Assessment Consortium (SBAC) / California Assessment of Student Performance and Progress (CASSPP) exam by guiding them through practice exams and an analysis of all elements of the test
 - Training and coaching teachers on how to integrate CCSS-aligned teaching strategies into daily instruction, focusing on critical thinking and literacy in math
 - Guiding the math department in effective vertical planning which will allow math teachers to provide instruction that seamlessly prepares students for the transition for next year's course, with an emphasis on proficiency on the CCSS standards at each level
 - Guiding the math department in data-driven inquiry cycles to increase student success based on analysis of frequent assessments of student performance
2. **Targeted interventions** for math students inside and outside of the classroom:
 - Math teachers will implement the "Power Hour" tutoring protocol, which involves five-week cycles of data analysis, followed by targeted interventions for struggling math students. These "Power Hour" interventions consist of after-school tutoring sessions led by the entire math department designed for specific student groups based on data. Math teachers will reach out to specific parents and students every five weeks in order to ensure that the students with the highest need are provided the "Power Hour" tutoring interventions which will provide the necessary additional time and support for these students to be successful.
 - All math teachers will provide tutoring on a daily basis. On a weekly basis, they will lead their classes in grade reflections. Any students with failing grades on tests or quizzes will be scheduled for individual tutoring sessions.
 - We are partnering with the Youth Policy Institute who will provide additional math tutoring for students before and after school, supporting the tutoring efforts of the math department and ensuring that tutoring opportunities are being provided at all times.
3. Staff will be trained on the **CCSS eight math practices**. Expectations and support will be established for all teachers in implementing the eight math practices in all classes including fostering critical thinking, attending to precision, perseverance in problem solving, use of quantitative thinking, and constructing viable arguments in all content areas.
4. The Department Leadership Team, as well as all faculty, will promote the **celebration of student successes in Mathematics** by publicly setting goals for math proficiency with parents and all stakeholders and publicly celebrating students who display excellence in Mathematics on a quarterly

basis (i.e. awards ceremonies, parent/student announcements, celebration displays/walls, posting student work in the classroom, certificates etc.)

2. Subgroup Student Performance

When comparing 2015 to 2016 CAASPP results in the performance bands of standards Met and Exceeded in Math, none of the student subgroups increased in performance from 2014-15 to 2015-16. Latino students decreased by nine percentage points and Economically Disadvantaged decreased seven percentage points. All of the student subgroups also performed lower than the Resident Schools Median for each of the respective subgroups. For example, 29% of the school's Latino student subgroup Met or Exceeded the performance standards in Math, compared to 37% of the Resident Schools Median for Latino students. In addition, 30% of the school's Economically Disadvantaged student subgroup Met or Exceeded the performance standards in Math, compared to 34% the Resident Schools Median.

Plan for Improvement

After a deep analysis of the WAHS student subgroup data, the leadership team uncovered that the majority of subgroup performances that decreased were isolated to Mathematics scores. In contrast, our subgroups in ELA overall showed improvement over the past few years. Therefore, we determined that the same plan that we created to increase overall math proficiency would also powerfully help increase math subgroup scores. The leadership team will monitor overall math scores as well as subgroup scores in order to determine whether additional interventions and supports need to be implemented in addition to those listed above.

3. Reclassification Rate

Wallis Annenberg High School has demonstrated a lower past performance regarding student reclassification rates for two of the last three years when compared with the District and Resident Schools Median. Wallis Annenberg High School had a 0% reclassification rate in 2015-2016, which was less than LAUSD District average at 12.1%. In 2014-2015, Wallis Annenberg High School's reclassification rate was 14.9%, which was lower than the District at 16.6%. In 2013-2014, Annenberg High School's reclassification rate was 18.4%, higher than the District's rate at 13.9%.

| | Reclassification Rates | | | | |
|-------------------------------------|------------------------|---------|---------|---------|---------|
| | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
| Wallis Annenberg High School | 18% | 15% | 0% | 7.1% | 26.6%* |
| Similar Schools Median | 11% | 20% | 17% | 19% | ----** |
| LAUSD Resident Schools Median | 5% | 14% | 10% | 10% | ----** |
| Los Angeles Unified School District | 14% | 17% | 12% | 17% | ----** |

Sources: 2013-2017 CDE Dataquest;

*internal WAHS data to be submitted to CALPADS

**data not available

Analysis

The “0%” reported for the 2015-16 school year was due to a reporting error. 5 out of 96 students (5%) reclassified during the school year, however, the 2014-15 WAHS administrative team failed to report these reclassifications on CALPADs. In 2015-16, the new administrative team retroactively reported the reclassified students, however, this occurred after the census date and were not reflected on Dataquest.

The decreased reclassification rates from 2014 to 2016 were primarily due to changes in Criterion #2 (Examination requirement). The CAHSEE and the CSTs were suspended in 2015-16; instead, students took the SRI (Scholastic Readership Inventory) to meet Criterion #2. The higher level of rigor on the SRI, compared to the relatively lower level of rigor on the CAHSEE, led to lower reclassification rates.

The current reclassification rate of 26.6% (internally calculated for 2017-18 so far) has been due to the hiring of an ELD Coordinator in the second semester of the 2017-18 school year, and the ELD Coordinator’s excellent and rapid implementation of the ELD success improvement plan outlined below. This reclassification rate was calculated using the standard state algorithm: number of English Learners reclassified since the last census date (21) divided by the total number of English Learners on the last census date (79) = 26.6%.

Plan for Improvement

Our comprehensive plan to improve reclassification rates includes the following:

1. WAHS hired an **ELD Coordinator** in the second semester of the 2017-18 school year who supports the Administration in:
 - Providing intensive training and coaching for our ELD teachers, to ensure that they are supporting our English Learners in effectively developing English Literacy, specifically in the areas of speaking, listening, reading and writing.
 - Providing intensive training and coaching for all teachers in gaining a deep understanding of and in fully implementing the new ELD Standards in all content areas

- Training and coaching teachers on how to integrate CCSS-aligned teaching strategies into daily instruction, focusing on literacy in all classrooms as guided by the 3 Literacy Shifts:
 1. Regular practice with complex texts and their academic language
 2. Reading, writing, and speaking grounded in evidence from texts, both literary and informational
 3. Building knowledge through content-rich nonfiction
 - Providing intensive training and coaching for all teachers in supporting students who are English Learners using SDAIE (Specially designed academic instruction in English) strategies as well as GLAD (Guided Language Acquisition Design) strategies. Each of these systems are designed to support English acquisition as well as support English Learners with the acquisition of all other content knowledge.
 - Designated ELD Supports: In English Language Development classes, teachers will use common strategies to improve pedagogy with consistent instructional routines/activities; as observational tools to measure efficacy; to establish vertical articulation; and to promote cross-cultural, student-centered classrooms in which language acquisition is inquiry driven.
 - Integrated ELD Supports: Across the curriculum, GLAD strategies will be integrated into core content instruction along with the implementation of the California ELD Standards. Each department will be assigned a portion of state ELD standards which align with core content standards, and on which teachers will focus pedagogy. GLAD strategies will guide teachers as they work with the ELD coordinator to design learning experiences that utilize common strategies and consistent instructional routines; that focus on academic vocabulary acquisition; that foster an environment that celebrates diversity and cross-cultural respect; and that give students opportunities to practice English language skills by reading, writing, speaking, and listening. ELD Coordinator will be supporting teachers in designing and implementing lessons with these strategies in mind.
 - Promoting a deep awareness of the new ELPAC (English Language Proficiency Assessment for California) exam by guiding them through practice exams and an analysis of all elements of the test
 - Guiding the English Language Advisory Council to assess the effectiveness of supports and resources for English Learners and to develop additional, powerful ways to promote the success of English Learners
 - Guiding the faculty in data-driven inquiry cycles to increase student success based on analysis of frequent assessments of student performance
 - Pre-assess English Learner literacy levels at Wallis Annenberg, and monitor student success data frequently
 - Communicate with parents, students, and teachers regularly regarding student progress, and ensure that the student's needs regarding English Literacy development are being met at every stage
 - Provide targeted interventions for group and individual English Learners as necessary to support their growth
2. **Targeted interventions** to support English Language Acquisition beyond the classroom:
- ELD Coordinator will implement the "Power Hour" tutoring protocol, which involves five-week cycles of data analysis, followed by targeted interventions for struggling English Learners. These "Power Hour" interventions consist of after-school tutoring sessions designed for specific groups of English Learners based on specific literacy data: reading,

writing, speaking, and listening. The ELD Coordinator will reach out to specific parents and students every five weeks to ensure that the students with the highest need are provided the “Power Hour” tutoring interventions. This will provide the much-needed additional time and support for these students to be successful.

- Students have the opportunity to attend daily tutoring before and after school. In Professional Development, teachers will assess the progress of their English Learners and schedule individual tutoring sessions for these students as appropriate.
 - Youth Policy Institute will provide additional tutoring for students during before and after school, supporting the tutoring efforts of the faculty and ensuring that tutoring opportunities are always being provided
3. The ELAC Committee, along with all stakeholders, will promote the **celebration of student successes** in English Language Development by publicly setting goals for EL proficiency and publicly celebrating students who display excellence in ELD on a quarterly basis (i.e. awards ceremonies, parent/student announcements, celebration displays/walls, posting student work in the classroom, certificates etc.)

Innovative Features of the Educational Program

To meet our mission of “preparing all students to succeed at the college or university of their choice” (WAHS Mission Statement), our school employs several innovative features that contribute to student success:

Curriculum and Instruction

Our instructional program is focused on *student-based instruction*. This means that in all classes, students are actively grappling, uncovering, and directly interacting with the learning material. Direct instruction, lecturing, and passive note-taking are minimized—instead the teacher designs engaging student-based learning activities, then assumes the role of coach for most of the class period. This is based on Constructivist Learning Theory which states that the person who does the most thinking is also doing the most learning. Therefore, we move away from traditional teaching in which the teacher lectures and students simply take notes on the solutions and insights that others have developed. Instead, students are placed in conditions where they themselves do the uncovering, the critical thinking, and therefore the learning.

Our students come to us with various levels of academic readiness and diverse types of social capital, socioeconomic capital, and cultural capital. Therefore, our instructional program is also focused on *differentiated instruction*, which allows each student to access the material based on their specific level of readiness, their individual learning profile, and relating to their personal areas of interest. This is based on the theory of the Zone of Proximal Development, which indicates that learning best occurs when a student is challenged just beyond their comfort zone, but not so far as to feel helpless. We train our teachers in providing differentiated lessons in every class. This is pivotal in providing necessary supports for our subgroups, which include Latino students, socioeconomically disadvantaged students, Students with Disabilities, and English Learners.

College Readiness

As evident in our mission statement, Wallis Annenberg is dedicated to preparing students to succeed at the college of their choice. Therefore, we employ features of our program that encourage students to be college ready at an elevated level. One way in which we do this is to maintain a more *rigorous graduation requirement* than the state of California as well as higher expectations compared with the A through G standards. By requiring students to achieve more than the A-G requirements, we not only ensure that graduates are UC eligible, we also ensure that they are competitive.

Along with our rigorous graduation requirements, we also only recognize grades of A, B, and C as passing grades for all Wallis Annenberg classes. This is because colleges generally do not recognize “D” grades, and therefore neither do we. We want every passing grade that we issue to be representative of not only readiness for graduation but also readiness for the rigor of college.

To attend many colleges, students must take an aptitude test such as the SAT or ACT. We therefore provide all students with SAT prep courses as part of their course load and have all students take the SAT. We also provide fee waivers and financial supports for students who cannot afford testing fees. We provide direct assistance to all students in preparing for and registering for the SAT exam, and directly support all students through the college applications process. Our Assistant Principal / College Counseling Lead utilizes her background in college admissions to give students and parents valuable insight on the admissions process from the viewpoint of colleges.

In progress:

Our school is currently in the process of recruiting a *Chief Academic Officer*, as aligned with best practices from other highly successful charter organizations. By commissioning an academic lead at the executive level, we are demonstrating our commitment to a powerful focus on instruction that begins at the very top of the organization and reverberates all the way down.

Our school is also currently establishing a partnership with Los Angeles Trade Technical College (LATTC). We are leveraging this partnership to provide students (and parents) with opportunities to take a variety of college level courses at minimal to no expense. This will allow students to gain skills and knowledge for a variety of STEM careers, business entrepreneurship, and other exciting areas of study. They will also earn college credits as they do so, including joining an internship program that also provides college credit in addition to an invaluable opportunity to develop the soft skills of leadership and communication.

STUDENT POPULATION TO BE SERVED

WAHS’ enrollment is composed of graduates from The Accelerated School and students drawn from other local LAUSD schools including Adams Middle School and Carver Middle School.

WAHS is located in one of the densest areas in Los Angeles with a population of 103,892 within 4.29 square miles, averaging 24,239 persons per square mile. Evidence of economic distress abounds: gang activity, active drug dealing, significant numbers of single parent households, lack of affordable housing, and abandoned businesses. Set within an urban empowerment zone just south of downtown Los Angeles, the unemployment rate is 9.1%. The 2010 census data for people living in the zip code 90037 states that there are 10% African American, 89.4% Hispanic and .3% mixed race inhabitants. Many of the families are

considered “working poor” by most standards, with 41.6% of households earning less than \$20,000 and less annually and 76% of the community speaks a language other than English at home. The economy relies heavily on low wage industry and service jobs. Nearly half of the residents receive some form of public assistance (Calworks-27%/General Relief-8%) and 74.2% have less than a high school education. Surrounding local public high schools that serve the same general population include Thomas Jefferson Senior High, Santee Educational Complex, Manual Arts Senior High, and John C Fremont Senior High.

In 2017-2018, WAHS’ internal data reports a student population consisting of 93.97% Latino, 5.2% African-American, and .62% Asian students. 16.42% of the student body are identified as English Learners, with 12.27% of students identified as having a learning disability. Our 2017-18 applications indicate that 97.09% of the students are eligible for free or reduced price meals.

Given these conditions, it is imperative that WAHS has high expectations for student success along with ongoing supports for students and their families to achieve their goals. In order to best serve the community, WAHS therefore implements curriculum that meaningfully engages students in their learning. WAHS prepares its graduates to rise above the obstacles of the environment through the attainment of the academic skills and soft skills necessary for success in high school, college, and beyond.

WAHS opened its doors in the Fall semester of 2003 with a 9th grade class of 37 students and continued to add one grade level per year until it reached 12th grade. WAHS graduated its first senior class in 2006-2007. At capacity, our school will serve a total student population of 600. WAHS plans on adding additional students to all grade levels, keeping student to teacher ratios between 25:1 and 28:1 beginning with the 2018-19 school year. The chart below displays the expected annual student enrollment. Additionally, by being intentional about the number of classes offered and keeping the enrollment numbers limited to 600, the master schedule can be structured to minimize the number of preparations for high school faculty and provide common planning time to each department or grade level. This will allow teachers time to collaborate, plan Common Core-aligned lessons including cross-curricular content.

5 Year Projected Student Enrollment

| Enrollment Roll-Out Plan | | | | | |
|--------------------------|------------|------------|------------|------------|------------|
| Grade | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
| 9 | 150 | 150 | 150 | 150 | 150 |
| 10 | 140 | 140 | 150 | 150 | 150 |
| 11 | 130 | 135 | 140 | 150 | 150 |
| 12 | 110 | 120 | 130 | 135 | 150 |
| Total | 530 | 545 | 570 | 585 | 600 |

GOALS AND PHILOSOPHY

Wallis Annenberg High School's educational philosophy was originally based upon the nationally recognized Accelerated Schools Model¹ dedicated to the idea that every child can accelerate her/his progress and achieve at high levels through powerful learning experiences. In this model, powerful learning depends on a rigorous, standards-based curriculum where learning is related to the personal experiences of the students and calls for higher order critical thinking skills. The instructional strategies that support powerful learning include active learning, projects, technology, heterogeneous grouping, and alternative assessments. WAHS prepares its students to take their rightful place as confident and compassionate citizens eager to achieve and contribute to a global society. WAHS has graduated students who are prepared to succeed at the university or college of his/her choice; who have entered the workplace as informed and productive employees, entrepreneurs, and community leaders; and who will conduct themselves as responsible citizens. The guiding principles and values, described below, are integrated at WAHS to create and sustain a highly supportive educational environment that provides students, parents, and the community with high expectations of personal achievement and rigorous learning experiences.

Three Central Principles Guiding Wallis Annenberg High School

1. Unity of Purpose
The drive among parents, teachers, support staff, students, administrators, the district, and the local community toward a common set of goals for the school that become the focal point of everyone's efforts.
2. Empowerment Coupled with Responsibility
The ability of all participants in a school community to (1) make important educational decisions, (2) share responsibility for implementing those decisions, and (3) share responsibility for the outcomes of those decisions.
3. Building on Strengths
Sharing and utilizing all of the available human resources that students, parents, school staff, districts, and local communities bring to the educational experience.

Values of The Accelerated Schools

1. *Equity*: All students can learn and have an equal right to a high-quality education.
2. *Participation*: Everyone participates in the decision-making process and the creation of powerful learning experiences.
3. *Communication and collaboration*: All members of the school community work together and share ideas. The entire school community collaboratively works toward a shared purpose by learning from each other's experiences.
4. *Community Spirit*: School staff, parents, students, district office representatives, and the local community are all part of the comprehensive school community. WAHS builds strong connections with all stakeholders, with the goal of aligning all of our efforts to support student success.

¹ 1 Keller, Beth M. (1993). *Accelerated Schools Project*. Vol 3, Number 2, Stanford University.

5. *Reflection*: The entire school community continuously scrutinizes the work of the school and addresses challenges to school improvement.
6. *Experimentation and discovery*: All staff, parents, and students explore, design, and implement experimental programs after communicating about and reflecting on the school's challenges and participating in discovery exercises.
7. *Trust*: The entire school community establishes a foundation of trust based on the faith, support, and development of everyone's strengths.
8. *Risk Taking*: All parties are encouraged to be entrepreneurial in their efforts, which involves taking risks, being open-minded, and continually finding new and innovative ways to support student success.
9. *School as center of expertise*: The members of the school community recognize that they possess the vision and the talent they need to make students' and families' dreams a reality. The school is a professional community with the expertise to create the best programs for its children, staff, and parents.

An Educated Citizen in the 21st Century

An educated citizen participates constructively in society. S/he demonstrates knowledge and appreciation for the arts, diverse cultures, literature, history, social sciences, mathematics, science, technology, and career ethics. Skills in reading, writing, speaking, and listening have been acquired. Quantitative reasoning, logic, problem solving, research, and independent study have been integral parts of this person's educational background. S/he values friendship, responsibility, cultural diversity, and respect for self and others. This person has a broad knowledge base and has acquired skills that prepare him or her to enter the economic mainstream. S/he works cooperatively to achieve constructive answers to tough questions for the benefit of society. S/he has acquired an acute awareness of global diversity and his responsibility to the global community. S/he sees himself/herself as an integral member of this diverse community.

It is our goal that all WAHS students are prepared for college, career, and life in the 21st century by the time they graduate. In addition to all of the characteristics listed above, this also includes the ability to responsibly, appropriately, and effectively use technology to access, evaluate, and communicate information. These practices will ensure that our students are fully prepared to be successful in college and career, while we simultaneously focus on promoting reflectiveness, self-advocacy, and self-care.

How Learning Best Occurs

Guided by the understanding of the student population and building upon the success of The Accelerated Schools, WAHS staff will utilize research-based educational approaches that incorporate the following elements:

Instruction:

- Have a clear and common focus on improving each student's academic achievement;
- Maintain high standards and expectations for all students;
- Create an environment that is student-centered and focused on meeting the needs of the students;
- Create an environment of connectedness where all students feel they belong;
- Provide supportive, personalized and relevant learning;

- Have curriculum that is aligned to common core standards and is grounded in research-based pedagogy;
- Use research-based instructional strategies that focus on active learning, metacognitive practices, hands-on approaches, and culturally relevant and responsive teaching;
- Provide differentiated instruction where teachers work with a group of students to allow for individualized instruction based on students' strengths and areas of need derived from informal and formal assessments;
- Create heterogeneous instructional grouping that ensures equal access to a rigorous and high-interest curriculum;
- Maintain small classroom learning environments and emphasize individualized instruction;

Teacher Training and Collaboration:

- Allow time for teachers to collaborate on curriculum, instruction, and assessment, as well as the progress of their students at start of each year and throughout the school year;
- Use an interdisciplinary approach to teaching and learning where the relationships across subject matter content areas are made explicit;
- Provide opportunities for teachers to collaborate and participate in the shared-decision making process through leadership committees such as the School Based Council, English Learner Advisory Council, Instructional Leadership Team, Safe and Civil Team, and School Leadership Team;
- Provide Pupil Free Days designated for professional development;
- Provide weekly professional development and sacred time for grade level and department level collaboration;
- Provide opportunities for teachers and administrators to collaboratively analyze and discuss data related to student outcomes to monitor progress and continually improve instruction;
- Provide open dialogue and communication between teachers and administration to identify individual and collective (grade level/department) professional development needs (on-site or off-campus);

Wrap-around supports for All Students:

- Provide regular and frequent opportunities for advisement and counseling that further connect the student with a caring adult;
- Provide opportunities for exposure to and exploration of courses and areas of interest beyond the academic core;
- Provide activities that take place beyond the school day that continue to engage the student's mind in ways that promote pro-social behavior and a healthy lifestyle;
- Foster parent/community involvement;
- Integrate technology into the curriculum in meaningful ways.

Technology instruction and integration into the curriculum will be an important part of the WAHS instructional program and will be guided by National Educational Technology Standards, State Content, and Common Core State Standards, as applicable. To support a multidisciplinary approach to technology integration, our teachers will link digital content to educational objectives, select student outcomes and performance standards, and evaluate student outcomes against these standards to refine and improve our instructional and institutional practices. We believe the use of technology is an essential element in an institutional process of data collection, analysis, and improvement.

Annual Goals for all Pupils and Subgroups

| LCFF STATE PRIORITIES | | |
|---|---------------------------------------|---|
| GOAL #1 | | |
| <i>Each teacher will be highly qualified, have appropriate teaching credentials provided by State Commission on Teacher Credentialing for his/her teaching assignment, promote a college going culture – college and career readiness and provide rigorous and relevant instruction that prepares students for success at the next grade level with academic interventions in place to eliminate obstacles of student achievement.</i> | Related State Priorities: | |
| | <input checked="" type="checkbox"/> 1 | <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 7 |
| | <input checked="" type="checkbox"/> 2 | <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 8 |
| | <input type="checkbox"/> 3 | <input checked="" type="checkbox"/> 6 |
| Specific Annual Actions to Achieve Goal | | |
| <p>1.1 Provide instructional staff with professional development to support classroom instruction including the implementation of the CCSS, the Next Generation Science Standards (NGSS), technology, and BTSA</p> <p>1.2 Continue to ensure that all teachers are highly qualified, appropriately credentialed and properly placed</p> <p>1.3 Provide planning time for teachers to review and revise Curriculum Based Units of Study and ensure the alignment with the CCSS for both ELA and Math</p> <p>1.4 Provide effective, systematic and organized instruction to all students throughout the school day</p> <p>1.5 Extend the school day by providing targeted Language Arts and Math intervention before school and/or after school through small group tutoring services using research based practices and pre/post assessments</p> <p>1.6 Provide teachers with high quality intervention materials needed to support students struggling in Language Arts and math.</p> <p>1.7 Provide ELD instruction to students at each level of EL proficiency: 55 minutes at the high school level</p> <p>1.8 Promote retention of content learned through the implementation of a summer ELA and Math program for students entering 9-12th grade</p> <p>1.9 Implement college activities to support and Implement college program to support and promote a college-going culture in high school</p> <p>1.10 Provide additional instruction on Saturdays to support students struggling in Language Arts and Math</p> <p>1.11 Provide training in restorative justice, SRI, Project GLAD, phonemic awareness and phonics programs and training to implement Khan Academy Math and Science software programs</p> <p>1.12 Implement Professional Learning Community Committees – Leadership, Culture, ELD, safe and civil – to support the mission and vision of the school</p> | | |

- 1.13 Develop high functioning before and after school program which effectively supports student readiness for college and career
- 1.14 Provide enrichment opportunities for students during the school day as well as during afterschool programs, including opportunities to take honors and Advance Placement courses in each content area
- 1.15 Provide supplemental materials and resources to support students in an AVID-like setting
- 1.16 Targeted special education supports ensuring the success of students with disabilities and enhanced outside resources to provide for their individual needs. Continue providing early interventions to reduce special education referrals using our RTI model through a learning lab or similar program. Maintain supplemental support specialists
- 1.17 Director of Curriculum and Instruction will support the alignment of CA CCSS standards and the goals of the school
- 1.18 Implement the CA CCSS and offer a rigorous course of study with aligned instructional materials, resources and supplies
- 1.19 Provide an after-school program to better serve all students, especially students who are at risk of failing.
- 1.20 Identify, recruit, place, orient staff to carry out the work of the school and provide them with the financial administration to assist in carrying out their goals of educating our students
- 1.21 Administrators and other staff will develop and enforce attendance standards and rules. Administrators and other staff will target and meet with 100% of truant students' parents/guardians monthly to advise them of their student's needs and responsibilities and consult with appropriate outside officials when required
- 1.22 Provide funding for library clerk to help fulfill the primary expectations of serving all students.
- 1.23 Ensure and monitor that physical education is occurring at the school site
- 1.24 Provide high quality substitutes to support classroom instruction when teachers are absent
- 1.25 Frequently monitor, assess, and review progress of EL students with IEPs toward gaining English Language proficiency and modify instructional practices and strategies as necessary to ensure compliance with IEP goals and objectives
- 1.26 Frequently monitor, assess and review students' grades and progress toward proficiency in all classes for all subgroups including ELs, Students with Disabilities, African American students, Socioeconomically disadvantaged students, and Hispanic/Latino students
- 1.27 Provide curricular accommodations and modifications as necessary and in compliance with student IEPs for all Students with Disabilities
- 1.28 Send designated teachers to Advanced Placement training prior to classes beginning

Expected Annual Measurable Outcomes

Outcome #1: All Students will be taught by highly qualified/Credentialed teachers in content areas

Metric/Method for Measuring: Basic Services – Highly Qualified/Credentialed teachers

| APPLICABLE STUDENT GROUPS | Baseline | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
|--|----------|-----------|-----------|-----------|-----------|-----------|
| All Students (Schoolwide) | 100% | 100% | 100% | 100% | 100% | 100% |
| English Learners | 100% | 100% | 100% | 100% | 100% | 100% |
| Socioecon. Disadv./Low Income Students | 100% | 100% | 100% | 100% | 100% | 100% |
| Students with Disabilities | 100% | 100% | 100% | 100% | 100% | 100% |
| Latino Students | 100% | 100% | 100% | 100% | 100% | 100% |

Outcome #2: Students will make incremental growth on the ELA SBAC Assessments, increasing the percentage of students who meet or exceed the state standard by 5% each school year.

Metric/Method for Measuring: Implementation of State Standards/Pupil Achievement: SBAC – ELA
Met/Exceeded

| APPLICABLE STUDENT GROUPS | Baseline | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
|--|----------|-----------|-----------|-----------|-----------|-----------|
| All Students (Schoolwide) | 65% | 70% | 75% | 80% | 85% | 90% |
| English Learners | 13% | 20% | 25% | 30% | 35% | 40% |
| Socioecon. Disadv./Low Income Students | 65% | 70% | 75% | 80% | 85% | 90% |
| Students with Disabilities | * | 70% | 75% | 80% | 85% | 90% |
| Latino Students | 64% | 70% | 75% | 80% | 85% | 90% |

* not a numerically significant subgroup at WAHS in 2016-17

Outcome #3: Students will make incremental growth on the Math SBAC Assessments, increasing the percentage of students who meet or exceed the state standard by 5% each school year.

Metric/Method for Measuring: Implementation of State Standards/Pupil Achievement: SBAC – Math
Met/Exceeded

| APPLICABLE STUDENT GROUPS | Baseline | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
|---------------------------|----------|-----------|-----------|-----------|-----------|-----------|
| All Students (Schoolwide) | 30% | 40% | 45% | 50% | 55% | 60% |
| English Learners | 0% | 10% | 15% | 20% | 25% | 30% |

| | | | | | | |
|--|-----|-----|-----|-----|-----|-----|
| Socioecon. Disadv./Low Income Students | 30% | 40% | 45% | 50% | 55% | 60% |
| Students with Disabilities | * | 40% | 45% | 50% | 55% | 60% |
| Latino Students | 29% | 40% | 45% | 50% | 55% | 60% |

* not a numerically significant subgroup at WAHS in 2016-17

Outcome #4: English Learners, including RFEP students, will make incremental growth on the ELA SBAC Assessments, increasing the percentage of students who meet or exceed the state standard by 5% each school year.

Metric/Method for Measuring: Implementation of State Standards/Pupil Achievement: English Learner Progress (RFEP) in ELA on SBAC

| APPLICABLE STUDENT GROUPS | Baseline | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
|--|----------|-----------|-----------|-----------|-----------|-----------|
| English Learners | 13% | 20% | 25% | 30% | 35% | 40% |
| Reclassified Fluent English Proficient (RFEP) Students | 76.12% | 81% | 86% | 91% | 96% | 100% |

Outcome #5: Pupil attendance rates will increase and remain at or above 98%

Metric/Method for Measuring: Pupil Engagement – school attendance rates

| APPLICABLE STUDENT GROUPS | Baseline | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
|--|----------|-----------------|-----------------|-----------------|-----------------|-----------------|
| All Students (Schoolwide) | 94.52% | At or above 96% | At or above 98% | At or above 98% | At or above 98% | At or above 98% |
| English Learners | 94.52% | At or above 96% | At or above 98% | At or above 98% | At or above 98% | At or above 98% |
| Socioecon. Disadv./Low Income Students | 94.52% | At or above 96% | At or above 98% | At or above 98% | At or above 98% | At or above 98% |
| Students with Disabilities | 94.52% | At or above 96% | At or above 98% | At or above 98% | At or above 98% | At or above 98% |
| Latino Students | 94.52% | At or above 96% | At or above 98% | At or above 98% | At or above 98% | At or above 98% |

Outcome #6: Unduplicated students and students with disabilities will be provided with programs and services that will allow them access to the various courses based on data and need.

Metric/Method for Measuring: Course Access

| APPLICABLE STUDENT GROUPS | Baseline | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
|---------------------------|--|--|--|--|--|--|
| All Students (Schoolwide) | 100% of all students will be provided with programs and services that are designed to provide access to the various courses needed to graduate. Effectiveness surveys and student grades will be the metrics used to determine student growth and achievement. | 100% of all students will be provided with programs and services that are designed to provide access to the various courses needed to graduate. Effectiveness surveys and student grades will be the metrics used to determine student growth and achievement. | 100% of all students will be provided with programs and services that are designed to provide access to the various courses needed to graduate. Effectiveness surveys and student grades will be the metrics used to determine student growth and achievement. | 100% of all students will be provided with programs and services that are designed to provide access to the various courses needed to graduate. Effectiveness surveys and student grades will be the metrics used to determine student growth and achievement. | 100% of all students will be provided with programs and services that are designed to provide access to the various courses needed to graduate. Effectiveness surveys and student grades will be the metrics used to determine student growth and achievement. | 100% of all students will be provided with programs and services that are designed to provide access to the various courses needed to graduate. Effectiveness surveys and student grades will be the metrics used to determine student growth and achievement. |
| English Learners | 100% of English Learners will be provided with programs and services that are designed to provide access to the various courses needed to graduate. Effectiveness surveys and student grades will be the metrics used to determine student growth and achievement. | 100% of English Learners will be provided with programs and services that are designed to provide access to the various courses needed to graduate. Effectiveness surveys and student grades will be the metrics used to determine student growth and achievement. | 100% of English Learners will be provided with programs and services that are designed to provide access to the various courses needed to graduate. Effectiveness surveys and student grades will be the metrics used to determine student growth and achievement. | 100% of English Learners will be provided with programs and services that are designed to provide access to the various courses needed to graduate. Effectiveness surveys and student grades will be the metrics used to determine student growth and achievement. | 100% of English Learners will be provided with programs and services that are designed to provide access to the various courses needed to graduate. Effectiveness surveys and student grades will be the metrics used to determine student growth and achievement. | 100% of English Learners will be provided with programs and services that are designed to provide access to the various courses needed to graduate. Effectiveness surveys and student grades will be the metrics used to determine student growth and achievement. |

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|--|---|---|---|---|---|---|
| | <p>courses needed to graduate. Effectiveness surveys and student grades will be the metrics used to determine student growth and achievement.</p> | <p>courses needed to graduate. Effectiveness surveys and student grades will be the metrics used to determine student growth and achievement.</p> | <p>provide access to the various courses needed to graduate. Effectiveness surveys and student grades will be the metrics used to determine student growth and achievement.</p> | <p>courses needed to graduate. Effectiveness surveys and student grades will be the metrics used to determine student growth and achievement.</p> | <p>provide access to the various courses needed to graduate. Effectiveness surveys and student grades will be the metrics used to determine student growth and achievement.</p> | <p>courses needed to graduate. Effectiveness surveys and student grades will be the metrics used to determine student growth and achievement.</p> |
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| LCFF STATE PRIORITIES | |
|---|--|
| GOAL #2 | |
| <p><i>WAHS students will learn in a clean, safe and well-equipped school and will be provided with relevant, innovative and ample instructional resources</i></p> | <p>Related State Priorities:</p> <p> <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6 </p> |
| Specific Annual Actions to Achieve Goal | |
| <p>2.1 Custodial and grounds services to ensure school is clean and creates a well-kept environment that maximizes student learning. Maintenance and repairs of school facilities are done in a timely manner to help ensure a quality learning environment for our students</p> <p>2.2 Provide professional development in SIOP or similar program to all teachers to improve instructional practices in the classroom for all students, particularly English learners, SWD and struggling students</p> <p>2.3 Implement ELD Professional Learning Community to maintain proper alignment of curriculum, ensure instructional practices that result in reclassification and ongoing literacy/language support for English learners and providing professional development to the staff</p> <p>2.4 Purchase materials and resources to support ELD programs at the school site and EL students who have been reclassified – software, textbooks, visual aids, etc.</p> <p>2.5 Technology department maintains oversight of software programs, providing technology support for those programs, to deliver PD for all software programs and to oversee the expansion of technology at the school site to meet testing requirements – expanding infrastructure and programs; acquiring hardware, software and equipment. Provide support to enhance and utilize technology available and provide PD to teachers on using the tools available to enhance instruction</p> <p>2.6 School supports will include utilities, rentals, insurance, trash, telephone, fleet maintenance and other related expenditures supporting the operation of the school</p> <p>2.7 Food services will provide nutritious meals to students giving them the critical nutrients to enhance their learning and reinforce good nutrition practices through services and nutritional information regarding child nutrition</p> <p>2.8 Implement systems and opportunities to support nutritional, mental, and physical health of students – PFT</p> <p>2.9 Train and maintain safety and supervision staff and emergency preparedness program</p> | |
| Expected Annual Measurable Outcomes | |
| <p>Outcome #1: Students will be taught in facilities that are maintained in good or better repair.</p> | |

Metric/Method for Measuring: Basic Services – Facilities

| APPLICABLE STUDENT GROUPS | Baseline | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
|--|----------|-----------|-----------|-----------|-----------|-----------|
| All Students (Schoolwide) | 100% | 100% | 100% | 100% | 100% | 100% |
| English Learners | 100% | 100% | 100% | 100% | 100% | 100% |
| Socioecon. Disadv./Low Income Students | 100% | 100% | 100% | 100% | 100% | 100% |
| Students with Disabilities | 100% | 100% | 100% | 100% | 100% | 100% |
| Latino Students | 100% | 100% | 100% | 100% | 100% | 100% |

Outcome #2: Students will make incremental growth on the ELA SBAC Assessments, increasing the percentage of students who meet or exceed the state standard by 5% each school year.

Metric/Method for Measuring: Implementation of State Standards: SBAC – ELA Met/Exceeded

| APPLICABLE STUDENT GROUPS | Baseline | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
|--|----------|-----------|-----------|-----------|-----------|-----------|
| All Students (Schoolwide) | 65% | 70% | 75% | 80% | 85% | 90% |
| English Learners | 13% | 20% | 25% | 30% | 35% | 40% |
| Socioecon. Disadv./Low Income Students | 65% | 70% | 75% | 80% | 85% | 90% |
| Students with Disabilities | * | 70% | 75% | 80% | 85% | 90% |
| Latino Students | 64% | 70% | 75% | 80% | 85% | 90% |

* not a numerically significant subgroup at WAHS in 2016-17

Outcome #3: Students will make incremental growth on the Math SBAC Assessments, increasing the percentage of students who meet or exceed the state standard by 5% each school year.

Metric/Method for Measuring: Implementation of State Standards/Pupil Achievement: SBAC – Math Met/Exceeded

| APPLICABLE STUDENT GROUPS | Baseline | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
|---------------------------|----------|-----------|-----------|-----------|-----------|-----------|
| All Students (Schoolwide) | 30% | 40% | 45% | 50% | 55% | 60% |
| English Learners | 0% | 10% | 15% | 20% | 25% | 30% |

| | | | | | | |
|--|-----|-----|-----|-----|-----|-----|
| Socioecon. Disadv./Low Income Students | 30% | 40% | 45% | 50% | 55% | 60% |
| Students with Disabilities | * | 40% | 45% | 50% | 55% | 60% |
| Latino Students | 29% | 40% | 45% | 50% | 55% | 60% |

* not a numerically significant subgroup at WAHS in 2016-17

Outcome #4: English Learners, including RFEP students, will make incremental growth on the ELA SBAC Assessments, increasing the percentage of students who meet or exceed the state standard by 5% each school year.

Metric/Method for Measuring: Implementation of State Standards/Pupil Achievement: English Learner Progress (RFEP) in ELA on SBAC

| APPLICABLE STUDENT GROUPS | Baseline | 2018- 2019 | 2019- 2020 | 2020- 2021 | 2021- 2022 | 2022- 2023 |
|--|----------|---------------|---------------|---------------|---------------|---------------|
| English Learners | 13% | 20% | 25% | 30% | 35% | 40% |
| Reclassified Fluent English Proficient (RFEP) Students | 76.12% | 81% | 86% | 91% | 96% | 100% |

| LCFF STATE PRIORITIES | | | | | | |
|--|----------|-----------|-----------|-----------|--|-----------|
| GOAL #3 | | | | | | |
| <p><i>WAHS students will learn in a positive, welcoming, safe and supportive environment; parents, students, and community voices will be valued in enhancing student's success and stakeholders will demonstrate a commitment to uplift the community.</i></p> | | | | | <p>Related State Priorities:</p> <div> <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 6 </div> | |
| Specific Annual Actions to Achieve Goal | | | | | | |
| <p>3.1 Implement Professional Learning Community committee to support discipline and positive behavior support plan</p> <p>3.2 Implement schoolwide Multi-Tiered System of Implement a Multi-Tiered System of student supports – positive behavioral intervention and supports – WAHS Culture Committee Currency System through PBIS</p> <p>3.3 Administrative staff will focus on the implementation of positive behavior supports in a Multi-Tiered system working through SST process to identify interventions and corrective measures</p> <p>3.4 Through field trips and classroom speakers, students participate in learning experiences about community service; conduct research and needs analysis, complete outreach and at minimum one group project; complete at least one group project and one individual project.</p> <p>3.5 Teachers and staff will use positive behavior incentives to encourage and reward appropriate and positive behavior and to foster a safe, welcoming and supportive school environment</p> <p>3.6 Provide program to support high school students to reduce at risk students dropping out – i.e. counseling club, monthly check-in with counselor, shields for families counseling groups</p> <p>3.7 Provide additional parent/guardian oral and written translation and communication to increase access and involvement of parents/guardians of English Learners and low-income students; Main office will act as a liaison with the community</p> <p>3.8 Maintain anti-bullying efforts and positive school culture at the school site by building efficacy in our student and teacher led organizations (i.e. S.A.F.E. & student council)</p> <p>3.9 Create community service program for high school students</p> <p>3.10 The school will create a program to honor and recognize student for various achievements.</p> | | | | | | |
| Expected Annual Measurable Outcomes | | | | | | |
| <p>Outcome #1: Parents of enrolled students will have the opportunity, via surveys and participation on decision-making committees, to provide input and give feedback to the school regarding school facilities, classroom instruction, curricular programs, and parent involvement at the school site</p> <p>Metric/Method for Measuring: Parental Involvement</p> | | | | | | |
| APPLICABLE STUDENT GROUPS | Baseline | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |

| | | | | | | |
|----------------------|---|---|---|---|---|---|
| Parental Involvement | Develop surveys to gain parent input that will support school staff decision making efforts at the school site. At least 50% of parents will take the survey. | Administer and analyze semi-annual effectiveness surveys to gain parent input and to assist the school in identifying additional ways to promote parental involvement in various programs at the school site. At least 55% of parents will take the survey. | Administer and analyze semi-annual effectiveness surveys to gain parent input and to assist the school in identifying additional ways to promote parental involvement in various programs at the school site. At least 60% of parents will take the survey. | Administer and analyze semi-annual effectiveness surveys to gain parent input and to assist the school in identifying additional ways to promote parental involvement in various programs at the school site. At least 65% of parents will take the survey. | Administer and analyze semi-annual effectiveness surveys to gain parent input and to assist the school in identifying additional ways to promote parental involvement in various programs at the school site. At least 70% of parents will take the survey. | Administer and analyze semi-annual effectiveness surveys to gain parent input and to assist the school in identifying additional ways to promote parental involvement in various programs at the school site. At least 75% of parents will take the survey. |
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Outcome #2: The school will maintain a suspension rate of less than 1% and an expulsion rate of 0%.

Metric/Method for Measuring: School Climate – Suspension/Expulsion Rates

| APPLICABLE STUDENT GROUPS | Baseline | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
|--|-----------|-------------------|-------------------|-------------------|-------------------|-------------------|
| All Students (Schoolwide) | 1.0% / 0% | Less than 1% / 0% | Less than 1% / 0% | Less than 1% / 0% | Less than 1% / 0% | Less than 1% / 0% |
| English Learners | 1.0% / 0% | Less than 1% / 0% | Less than 1% / 0% | Less than 1% / 0% | Less than 1% / 0% | Less than 1% / 0% |
| Socioecon. Disadv./Low Income Students | 1.0% / 0% | Less than 1% / 0% | Less than 1% / 0% | Less than 1% / 0% | Less than 1% / 0% | Less than 1% / 0% |
| Students with Disabilities | 1.0% / 0% | Less than 1% / 0% | Less than 1% / 0% | Less than 1% / 0% | Less than 1% / 0% | Less than 1% / 0% |
| Latino Students | 1.0% / 0% | Less than 1% / 0% | Less than 1% / 0% | Less than 1% / 0% | Less than 1% / 0% | Less than 1% / 0% |

Outcome #3: The school will meet all requirements as outlined in EC 51210 and EC 51220 (a-i).

Metric/Method for Measuring: Pupil Outcomes

| APPLICABLE STUDENT GROUPS | Baseline | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
|---------------------------|--|--|--|--|--|--|
| All Students (Schoolwide) | 100% of students will be provided with the adopted course of study for grades 9-12. Effectiveness surveys will be used to measure appropriateness and student growth. Each course of study shall be inclusive and shall offer courses in all required areas of study based on EC 51210 & EC 51220 (a)-(i). | 100% of students will be provided with the adopted course of study for grades 9-12. Effectiveness surveys will be used to measure appropriateness and student growth. Each course of study shall be inclusive and shall offer courses in all required areas of study based on EC 51210 & EC 51220 (a)-(i). | 100% of students will be provided with the adopted course of study for grades 9-12. Effectiveness surveys will be used to measure appropriateness and student growth. Each course of study shall be inclusive and shall offer courses in all required areas of study based on EC 51210 & EC 51220 (a)-(i). | 100% of students will be provided with the adopted course of study for grades 9-12. Effectiveness surveys will be used to measure appropriateness and student growth. Each course of study shall be inclusive and shall offer courses in all required areas of study based on EC 51210 & EC 51220 (a)-(i). | 100% of students will be provided with the adopted course of study for grades 9-12. Effectiveness surveys will be used to measure appropriateness and student growth. Each course of study shall be inclusive and shall offer courses in all required areas of study based on EC 51210 & EC 51220 (a)-(i). | 100% of students will be provided with the adopted course of study for grades 9-12. Effectiveness surveys will be used to measure appropriateness and student growth. Each course of study shall be inclusive and shall offer courses in all required areas of study based on EC 51210 & EC 51220 (a)-(i). |

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| | appropriateness and student growth. Each course of study shall be inclusive and shall offer courses in all required areas of study based on EC 51210 & EC 51220 (a)-(i). | appropriateness and student growth. Each course of study shall be inclusive and shall offer courses in all required areas of study based on EC 51210 & EC 51220 (a)-(i). | appropriateness and student growth. Each course of study shall be inclusive and shall offer courses in all required areas of study based on EC 51210 & EC 51220 (a)-(i). | appropriateness and student growth. Each course of study shall be inclusive and shall offer courses in all required areas of study based on EC 51210 & EC 51220 (a)-(i). | surveys will be used to measure appropriateness and student growth. Each course of study shall be inclusive and shall offer courses in all required areas of study based on EC 51210 & EC 51220 (a)-(i). | surveys will be used to measure appropriateness and student growth. Each course of study shall be inclusive and shall offer courses in all required areas of study based on EC 51210 & EC 51220 (a)-(i). |
| Latino Students | 100% of Latino students will be provided with the adopted course of study for grades 9-12. Effectiveness surveys will be used to measure appropriateness and student growth. Each course of study shall be inclusive and shall offer courses in all required areas of study based on EC 51210 & EC 51220 (a)-(i). | 100% of Latino students will be provided with the adopted course of study for grades 9-12. Effectiveness surveys will be used to measure appropriateness and student growth. Each course of study shall be inclusive and shall offer courses in all required areas of study based on EC 51210 & EC 51220 (a)-(i). | 100% of Latino students will be provided with the adopted course of study for grades 9-12. Effectiveness surveys will be used to measure appropriateness and student growth. Each course of study shall be inclusive and shall offer courses in all required areas of study based on EC 51210 & EC 51220 (a)-(i). | 100% of Latino students will be provided with the adopted course of study for grades 9-12. Effectiveness surveys will be used to measure appropriateness and student growth. Each course of study shall be inclusive and shall offer courses in all required areas of study based on EC 51210 & EC 51220 (a)-(i). | 100% of Latino students will be provided with the adopted course of study for grades 9-12. Effectiveness surveys will be used to measure appropriateness and student growth. Each course of study shall be inclusive and shall offer courses in all required areas of study based on EC 51210 & EC 51220 (a)-(i). | 100% of Latino students will be provided with the adopted course of study for grades 9-12. Effectiveness surveys will be used to measure appropriateness and student growth. Each course of study shall be inclusive and shall offer courses in all required areas of study based on EC 51210 & EC 51220 (a)-(i). |

Self-Motivated, Competent, Lifelong Learners

To properly prepare students for college and beyond, we not only prepare students for academic success, but we also help students build their character and the soft skills necessary to be successful in their future careers and life. We do this in multiple ways. First, we provide instruction and guidance to students based on the *7 Habits of Highly Effective Teens* curriculum. We also provide many athletic and extra-curricular programs in collaboration with the California Interscholastic Federation (CIF) and the Youth Policy Institute (YPI), which provide wholesome and authentic learning experiences for the students. We are also partnering with Los Angeles Trade Technical College (LATTC) in order to provide work-study programs that give students valuable working experience and help foster independence and responsibility. These programs help students harness the skills of:

- Leadership
- Organization
- Study skills

- Reflection
- Self-advocacy
- Proactiveness (7 Habits of Highly Effective Teens – habit 1)
- Planning ahead (habit 2)
- Prioritizing (habit 3)
- Effective communication (habit 4)
- Cooperation (habits 5 & 6)
- Self-care (habit 7)

INSTRUCTIONAL DESIGN

The educational program at WAHS was developed to graduate students who are prepared to succeed at the university or college of his/her choice; who will enter the workplace as informed and productive employees, entrepreneurs, and community leaders; and who will conduct themselves as responsible citizens. To provide these opportunities for students, the overall curricular and instructional design is based on and adheres to the California Content Standards and the Common Core State Standards. In August of 2010, the Common Core State Standards for English Language Arts and Mathematics were adopted by the California State Board of Education to provide clear and consistent expectations of what students are to learn from K-12. Just as importantly, the curriculum of WAHS will provide students opportunities to learn the fundamental truths of life and the foundational requirements to be an educated person. To learn effectively and retain information, children need to have meaningful learning experiences, which engage their curiosity and imagination. To serve that need, the curriculum is used as a vehicle to support students in their mastery of the State Content and Common Core State Standards. All students graduating from WAHS also complete what we call the “A-G plus.” These requirements are more stringent than the University of California A through G subject requirements; adding an extra year for each A-G course. The educational program at WAHS is designed to support students in mastering the “A-G plus” requirements.

Curriculum and Instruction

ENGLISH LANGUAGE ARTS

Instructional design. The philosophy of the ELA department at Wallis Annenberg High School is to prepare our students for college and university level reading/comprehension and writing. Thus, we put a heavy emphasis on close reading strategies for every unit of our curriculum. Our units are novel based with a variety of supplementary non-fiction text that complements the primary text. Essentially, close reading means reading to uncover layers of meaning that lead to deep comprehension. The Partnership for Assessment of Readiness for College and Careers (PARCC) supplies clarification useful for teaching with Common Core standards in mind:

Close, analytic reading stresses engaging with a text of sufficient complexity directly and examining meaning thoroughly and methodically, encouraging students to read and reread deliberately. Directing student attention on the text itself empowers students to understand the central ideas and key supporting details. It also enables students to reflect on the meanings of individual words and sentences; the order in which sentences unfold; and the development of ideas over the course of the

text, which ultimately leads students to arrive at an understanding of the text as a whole. (PARCC, 2011, p. 7)

It is with this mindset that the WAHS ELA department endeavors to use the text to make relevant connection with our students. This means that we employ the higher Blooms Taxonomy level questions to fully engage our students to go beyond the simple comprehension line of questioning and *evaluate* and *critique* the primary text. Further, we encourage our students to develop their own questions by which to illustrate mastery of the primary text.

The skill of evaluation and critique then transfers to the writing component of our philosophy. Students take the same skills of close reading and higher a Blooms line of questioning to peer-edit and evaluate their own writing. We spend a minimum of 2-3 weeks on the writing process alone. In addition, we require a minimum of three rough drafts before the final paper is due. Each rough draft must be re-written so essentially each student is writing their essay four times. The rigor of our writing component is what will truly prepare our students for the college or university.

Curriculum and Instruction. The Core Literature program developed by teachers and administration for this department is a comprehensive approach for the delivery of a rigorous, results-oriented language arts program that will prepare students for college success. At WAHS, all ELA courses are considered core curriculum. Each of the seventeen core novels or plays listed below is read deeply, while incorporating outside materials (essays, biographies, short stories, poems, and research). Novels are selected based on students reading level, relevancy, and literary merit. The hallmark of this approach is to connect expository reading and writing through the study of fictional works. This provides students with a common literary experience with key works that are relevant to their continued study of both fiction and nonfiction. Instruction is data-driven with strategies modified as necessary to ensure that all students are progressing toward mastery.

Core Novels Options Curriculum 9th-12th

Night by Elie Wiesel
Of Mice and Men by John Steinbeck
Paradise Lost by John Milton
Antigone by Sophocles
Pride and Prejudice by Jane Austen
Frankenstein by Mary Shelly
Macbeth by William Shakespeare
Hamlet by William Shakespeare
Julius Caesar by William Shakespeare
Romeo and Juliet by William Shakespeare
The House on Mango Street by Sandra Cisneros
To Kill a Mockingbird by Harper Lee
Hunger for Memory by Richard Rodriguez
The Catcher in the Rye by J.D. Salinger
The Stranger by Albert Camus
Things Fall Apart by Chinua Achebe
Lord of the Flies by William Golding

Each Grade Level separates the school year into 6 units. The Units are thematic and anchored around a primary text. The Common Core English Standards and skills are weaved in throughout each unit. Each unit is designed by backwards planning with the writing component as the main assessment. Common core standards are selected based on the skills necessary to achieve proficiency in writing and therefore build upon one another as the semester progresses. The units are as follows:

| | |
|---|---|
| <p>9th grade</p> <p>Unit 1 – Myth and Legend</p> <p>Unit 2 – Faith</p> <p>Unit 3 – Friendship</p> <p>Unit 4 – Courage</p> <p>Unit 5 – Identity</p> <p>Unit 6 – Love</p> | <p>11th grade</p> <p>Unit 1 – Puritan Influence</p> <p>Unit 2 – Democracy</p> <p>Unit 3 – Modernism</p> <p>Unit 4 – Short Story</p> <p>Unit 5 – Poetry</p> <p>Unit 6 – Theme</p> |
| <p>10th grade</p> <p>Unit 1 – Identity</p> <p>Unit 2 – Justice</p> <p>Unit 3 – Respect/Tolerance</p> <p>Unit 4 – Tragedy</p> <p>Unit 5 – Theme</p> <p>Unit 6 – Power</p> | <p>12th grade</p> <p>Unit 1 – The Nature of Evil</p> <p>Unit 2 – The Victorian Era</p> <p>Unit 3 – Ethical dilemma</p> <p>Unit 4 – Existentialism</p> <p>Unit 5 – Revenge</p> <p>Unit 6 – Love</p> |

The primary instructional methods/strategies used are:

1. Reciprocal Teaching
2. Cross Curricular Units with Social Studies and History
3. SDAIE
4. Group work
5. Mini-Lectures
6. Writing workshops
7. Teacher/student conferencing
8. Student led discussions
9. Student debates
10. Individual and group presentations
11. Graphic organizers
12. Vocabulary development
13. Scaffolding

Interventions. High Level – Specialize groupings, extended independent research, reflections, alternative assessment, presentations, and individual interpretation.

Struggling Students/ELD – Graphic organizers, specialized groupings, vocabulary list, printed notes, text in primary language, iPad translator, Audio books, individual partner, scaffolding, sentence starters, alternative assessments.

Entry Level Assessments. All students undergo reading and writing exams created using the online assessment program (Illuminate) at the beginning of the year to determine where each students' areas of strength and need are, document growth during the year, and to support data-driven instruction. In addition, grades 9 and 10 are required to take the Illuminate Benchmark Assessments 3 times a year. These assessments are based on California Common Core Standards and are used to determine proficiency and inform the design of curriculum and instruction to meet the needs of all students.

Formative Assessments. All assessment data is used to determine whether re-teaching is necessary before moving on in the curriculum. These assessments include: quizzes and tests (pre, post and interval); verbal (individual and group) checks for understanding; projects developed for the end of novel extensions; writing assessments scored with a rubric; and reading logs/journals for response to literature assignments.

Summative Assessments. Summative assessments are used at the end of a novel or as a unit assessment. These assessments are composed of multiple-choice, short-answer, as well as in class on-demand timed writing.

The following components comprise the grade a student receives in the course:

- Homework
- Independent reading

- In Class reading
- Essay assignments
- Tests and quizzes
- Projects (independent, group, or partner)
- Oral presentations
- Journal work
- Class participation
- Benchmark and final exams
- Do Nows and Exit Slips

Instructional methods and strategies. A typical 55-minute lesson for the ELA department at Wallis Annenberg High School is comprised of three parts; Instruction, model, independent practice. During the instruction there is a Warm up (Do Now), tapping into prior knowledge and an anticipatory set. There is also a mix of independent and group work for students to engage in the material in different ways. These three components would be the “meat” of the lesson. This does not include warm up, vocabulary building, or exit ticket.

A typical day scenario: Text- “Pride and Prejudice” Pre-reading activity

- Warm up (Do Now) – Journal write 5 min/ What comes to your mind when you hear the word “prejudice?” brainstorm the word “Prejudice”
- Share with elbow partner/ discuss similarities and differences – 5 min
- Whole class discussion/ class definition of word Prejudice/ Teacher lead – 10 Min
- Instruction – Groups of 5 (groupings are already assigned)
 - Explanation of the activity and how it relates to novel and unit
 - Distribute pictures of 10 “famous people” from 1970’s, 80’s, and early 90’s
 - Students are to look at each picture for 1 min and then write their first impression of the individual in their journal without sharing their responses with group members after 1 minute teacher will say “Stop” whereby students stop writing and “Switch” whereby students will pass the picture to their left side
 - Timer is projected on the screen
 - Teacher monitors students
 - After students have responded to all 10 pictures they will discuss their findings and identify the picture that resulted in the most difference of opinion.
 - Teacher then reveals true background of each picture
 - Students define “Prejudice” again based on their findings.
 - Closure/ Exit ticket – Answer – How do we base our first impressions?

Students will then use exercise to evaluate a major theme in the novel.

EL students are supported using their iPads (technology) to translate their responses. Students are also given a graphic organizer with sentence starters and word bank to respond to each picture.

Instructional Methods. The ELA department at WAHS understands the need for students to be fully engaged in the material. For this reason, wherever possible, we provide materials that the students can write on to be fully engaged readers. The use of graphic organizers, printed copies, post-it notes all

support these “best practices”. This encourages critical thinking because it requires the student to be cognitively engaged with the material. The students get a “hands on” approach to critical thinking by being able to annotate and write on the texts that we provide for them. And in cases where they cannot actively write on the material they can use their notes. Also, we employ dialectical journals to further engage the student in the primary text. A dialectical journal is required for each primary text and adheres to specific guidelines based on the teacher’s goal for that particular unit. The commitment to full engagement of the text is closely aligned with CCCS standards for Reading and Literacy.

Technology. All of our students are required to peer-edit and revise their final essays a minimum of three times. Each student has a Google account and uses Google Docs to write his/her essay from a computer cart that is available for each of our classrooms. In addition, each unit contains a technology assessment where students have the option to create power point presentations, interpretive 5 minute films, compose music, or draw a graphic design. Students use a number media platforms and programs to show mastery of key concepts within the unit beyond the traditional written essay. In addition, all 9th and 10th grade ELA courses take the Illuminate Benchmark assessment that is completed online. Further, both 11th and 12th grade courses require their students to write at least one on-demand writing assessment online in the middle of the 2nd semester. It is this exposure to technology that we believe will better prepare our students for the rigor of college or university level work.

MATHEMATICS

Instructional Design. There are 5 math teachers at Wallis Annenberg High School, all having had successful careers prior to joining the teaching profession. Each of them bring their own unique experiences of what it takes to be successful in a business career and what math concepts students need to be proficient to succeed in their collegiate math courses. Each teacher brings their unique way of teaching students; we do not ascribe to the “one size fits all” mentality, nor that all teachers should teach the same way. However, there are some similarities in our teaching practices and those include, but are not limited to, direct instruction, small group work, and discussions (2-4 students, usually).

Curriculum and Instruction. Some of the features and components of our department’s curriculum include, but are not limited to, linear and quadratic functions, linear equations and inequalities, exponential and polynomial functions, triangle congruence, right-angle relationships and trigonometry, circles, geometric modeling in two- and three-dimensional figures. Other components include conic sections, rational and radical functions, probability, and the design of statistical studies.

A few of the innovative components we incorporate into our lessons are the use of software programs and websites such as Khan Academy, Geogebra, Quizlet, and Kahoot. Some of the interventions that our department uses to promote student success is mandatory tutoring hours for each teacher, test/quiz corrections, and frequent contact with parent(s)/guardian(s). Also, approximately twice a year parent conferences are scheduled on pupil-free days as another level of intervention.

Instructional Methods and Strategies. Some of the instructional strategies that are used by our faculty are academic language, analysis of student work, cooperative learning, direct instruction, inquiry-based learning, strategic grouping of students, co-teaching, word walls, and effective questioning strategies. A typical lesson might include a Do Now, note-taking, guided practice, independent practice, a group activity (reinforcing concepts/challenges/cooperative learning, etc.), and then an exit ticket.

Alignment with the CCSS. Our department's methodologies and curriculum align to the Common Core State standards in the following ways (not an exclusive list):

- Student-centered learning/instruction
- Collaboration among students (group work and discussions)
- Incorporating technology into lessons
- Depth of knowledge questioning that targets strategic and extended thinking
- Weekly department meetings during Common Planning Time to share strategies and receive continuous feedback from administration observations
- Focus on foundational skills
- Backwards planning
- Weekly professional development meetings (2 hours per week)
- Frequent review of the standards

Technology Support. Our department incorporates many different software applications into our lessons. Some of the tools/programs that our students have become or will become familiar with are:

- Google Classroom
- Geogebra
- Students recording notes on software
- Kahoot, Quizlet, Edmodo, Desmos
- Students creating movies, topic: teaching other students via their own video.
- Khan Academy
- SAT and SBAC practice tests

SCIENCE

Instructional Design. Under the new NGSS, it is believed that science, engineering, and technology are all interdependent. Thus, students must learn to work with a team to solve a problem under specific parameters to prepare for the modern world. Technology is a resource all students must be prepared to use responsibly in the 21st century. Under Brunkhorst and Yager, an exemplary STS (Science-Technology-Society) program would include high-order thinking skills across content areas, hands-on and student-centered program, evaluation that includes awareness and reasoning, variety of assessments, and includes the utilization of technology. Through STS students would become experts at asking questions, creating a hypothesis, testing the hypothesis, and drawing conclusions including solving the problem.

The NGSS are used to create lessons and guide curriculum. The standards are grouped by topic in Biology. Throughout each unit, students are expected to complete a project that incorporates discussion, presentation, readings and writing. Students are expected to conduct research using reliable information, making claims or arguments, and providing reasoning and evidence to support their claims. Students are also expected to conduct labs, collect data, and analyze data from their own labs and from other studies. Students will complete formative assessments such as quizzes, reflections, quick-writes, labs, and projects as well as summative assessments. Students will use critical thinking skills to develop models, make predictions, construct explanations, and design solutions.

Biology

Unit 1: Matter and Energy Transformations in Organisms and Ecosystems

Students will investigate how matter and energy move between living and non-living components of an ecosystem by studying models and creating their own simulation using the ecosystem in a bottle project.

Unit 2: Interdependent Relationships in Ecosystems

Students will compare graphs and models to study how organisms depend on each other. They will conduct their own research on one human impact on the environment, the negative effects on the ecosystem, and they will devise a solution to solve or fix this problem.

Unit 3: Structure and Function

Students will need to explain how the structure of organisms affects its function in the body from a cellular level to that of the whole body. Students will create a physical model of one portion of the body to demonstrate understanding of this concept.

Unit 4: Inheritance and Variations in Traits

Students will be expected to explain how traits are passed on through their genes. They will simulate the processes that create differences in an embryo through a project called “Baby Face.”

Unit 5: Natural Selection and Evolution

Students will carry out several simulations in which they experience natural selection and better observation this as the driving force behind evolution.

Various hands-on activities are used for kinesthetic learners. Video clips, power points, diagrams, and graphs are used for visual learners. Discussions, group work, pair-sharing, and video clips, are used to help auditory learners. SDAIE strategies such as graphic organizers, mind maps, interactive group readings, jigsaws, posters, pair-sharing, and brainstorming are used for EL students. Additional high-level questions and tasks are added to assignments and projects for enrichment. Guided notes, chunked readings, word walls, visuals, timers, sentence starters, group projects, and tutoring are used to help struggling students.

All students in Biology will also take part in constructing a science fair project.

Biology Curriculum Map

| Biology Chapters | Units | Standards | Instructional Materials/Assessment |
|------------------|--|--|---|
| 1, 2, 3, 8 | Matter and Energy - How do organisms interact with the living and nonliving environments to obtain matter and energy? -How do matter and energy move through an ecosystem? | HS-LS-1-5 HS-LS-1-6 HS-LS-1-7 HS-LS-2-3 HS-LS-2-4 HS-LS-2-5 | Ecosystem in a Bottle Project Photosynthesis and Cellular Respiration Poster Tests and Quizzes Do Nows/Exit Tickets/Checks for Understanding/Reflections Graphic Organizers |

| Biology Chapters | Units | Standards | Instructional Materials/Assessment |
|--------------------|--|--|---|
| 4, 5 | Interdependent Relationships -How do organisms interact with their environment and what are the effects of these interactions? -What happens to ecosystems when the environment changes? -How do organisms interact in groups to benefit individuals? -What is biodiversity, how do humans affect it, and how does it affect humans? | HS-LS-2-1 HS-LS-2-2 HS-LS-2-6 HS-LS-2-7 HS-LS-2-8 HS-LS-4-6 | Human Impact and Solutions Project and Presentation Tests and Quizzes Do Nows/Exit Tickets/Checks for Understanding/Reflections Graphic Organizers |
| 6, 7 | Structure and Function -DNA and Protein Synthesis -How do organisms grow and reproduce? | HS-LS1-1 | DNA Model Activity DNA Extraction Lab Enzyme Lab Protein Synthesis Activity Tests and Quizzes Do Nows/Exit Tickets/Checks for Understanding/Reflections Graphic Organizers |
| 9, 10, 11, 12 | Inheritance of Traits -How are characteristics of one generation passed to the next? How can individuals of the same species and even siblings have different characteristics? | HS-LS-1-4 HS-LS-3-1 HS-LS-3-2 HS-LS-3-3 | Make a Baby Face Project Tests and Quizzes Do Nows/Exit Tickets/Checks for Understanding/Reflections Graphic Organizers |
| 14, 15 | Evolution and Natural Selection -How can there be so many similarities among organisms yet so many kinds of organisms? -What evidence shows that varied species are related? -How does genetic variation among organisms affect survival and reproduction? -How does the environment influence populations of organisms over multiple generations? | HS-LS-4-1 HS-LS-4-2 HS-LS-4-3 HS-LS-4-4 HS-LS-4-5 | Survival of the Fittest Bird's Beak Activity Pokemon Go Evolution Whale Fossil Activity Tests and Quizzes Do Nows/Exit Tickets/Checks for Understanding/Reflections Graphic Organizers |
| 32, 33, 34, 35, 37 | Structure and Function -Organs and Body System -How do organisms respond to their environment? -How are structures within organisms related to their functions? | HS-LS1-2 HS-LS1-3 | Organ Project Tests and Quizzes Do Nows/Exit Tickets/Checks for Understanding/Reflections Graphic Organizers |

| Biology Chapters | Units | Standards | Instructional Materials/Assessment |
|------------------|----------------------|-------------------------------------|------------------------------------|
| | Science Fair Project | HS-ETS1-1 HS-ETS1-2 HS-ETS1-3 | |

Chemistry

Unit 1: Matter and Measurements

In this unit students will gain a basic understanding of matter and define the basic terminology used to describe matter. There will be a laboratory activity where they will observe chemical and physical change.

Unit 2: The Atom

Students will learn that the atom (along with its protons neutrons, and electrons) serve as the starting point for the study of chemistry. Students will learn about the history and the people who contributed to the understanding of the atom. Students will build an atom with its subatomic particles. They will learn that at present, chemists use the quantum mechanical model, which has been around for decades. Students will utilize Visuals from www.ExploreLearning.com and www.Phet.colorado.edu

Unit 3: The Periodic Table of elements

Students will explain why elements in a group have similar properties. They will relate the group and period trends seen in the periodic table to the electron configuration of atoms. Students will build their own Periodic Table of Elements.

Unit 4: Bonding

Students will learn that Bonds are connections between atoms. They will learn about The VSEPR (Valence Shell Electron Pair Repulsion) theory that helps scientists understand how elements that differ by one or two atomic number behave similarly or differently. Students will differentiate between Covalent bonds and Ionic Bonds by using graphic organizers. Students will, also, be introduced to isotopes. Students will utilize Visuals from www.ExploreLearning.com and www.Phet.colorado.edu

Unit 5: Chemical Formulas and Equations

In this unit students will be able to write out formulas and equations. In this unit, they will build upon their understanding of molecules and bonding and begin to name and write compounds. Students will be able to balance chemical equations. Students will be able to classify chemical reactions: synthesis, decomposition, single displacement, double displacement.

Unit 6: Mole and Stoichiometry

In this unit students will convert from Mole to Mass and from Mass to Mole. They will be able to write mole ratios from balanced chemical equations. Students will calculate the number of moles and the mass of a reactant or product when given the number of moles or the mass of another reactant or

product. Students will determine percent compositions, empirical formulas, and molecular formulas. Students will utilize Visuals from www.ExploreLearning.com and www.Phet.colorado.edu

Unit 7: States of Matter

In this unit students will learn how matter behaves. They will study the phase diagram which predicts the state (solid, liquid, or gas) of any group of molecules and at any given temperature and pressure. Students will be able to compare types of intermolecular forces. They will explain how kinetic energy and intermolecular forces combine to determine the state of substances.

Unit 8: Solutions

Students will describe and categorize Solutions, and will calculate concentrations of solutions. They will analyze the colligative properties of solutions and compare and contrast heterogeneous mixtures.

Unit 9. Gases

Students will use gas laws to calculate how pressure, temperature, volume and number of moles of a gas will change when one or more of these variables is altered. They will compare properties of real and ideal gases, and they will apply the gas laws and Avogadro's principle to chemical equations. Students will utilize Visuals from www.ExploreLearning.com and www.Phet.colorado.edu

Unit 10: Thermochemistry and Thermodynamics.

In this unit students will take a look at energy as it relates to chemistry and chemical reactions. They will study both thermochemistry, which deals with the temperature – and heat-related aspects of chemistry, and thermodynamics, which focuses on the overall energies associated with chemical reactions. Students will write thermochemical equations and use them to calculate changes in enthalpy. Students will utilize Visuals from www.ExploreLearning.com and www.Phet.colorado.edu

Unit 11: Reaction Rates/chemical equilibrium

Students will investigate a model describing how chemical reactions occur as a result of collisions. They will compare the rates of chemical reactions under varying conditions and calculate the rates of chemical reactions. Students will use Le Chatelier's principle to explain how various factors affect chemical equilibrium.

Unit 12: Acids and Bases

In this unit students will study about acids and bases and pH meter. They will conduct a laboratory experiment where they will test the acidity and basicity of household products using the cabbage juice as an indicator. Students will conduct a titration experiment to understand Neutralization. Students will calculate the pH and pOH of aqueous solutions. They will, also, explain how buffers resist changes in pH. Students will utilize Visuals from www.ExploreLearning.com and www.Phet.colorado.edu

Unit 13. Nuclear Chemistry

Students will trace the history of nuclear chemistry from discovery to application. They will identify types of radioactive decay and solve decay rate problems. They will describe the reactions involved in fusion and fission. Students will utilize Visuals from www.ExploreLearning.com and www.Phet.colorado.edu

Unit 14: Organic Chemistry/Biochemistry

Students will learn the functions of the four major classes of biological molecules: proteins, carbohydrates, lipids and nucleic acids. Students will build each of the listed macromolecule.

Chemistry Curriculum Map

Textbook: Chemistry- Matter and Change, Glencoe

| Unit/Concept/Topic | NGSS standards | Instructional Material/Assessment |
|--|----------------------|---|
| Introduction to Chemistry- 1. The Scientific Method 2. Data Analysis | | Laboratory Activity: Observing and Inferring- "The Gum Lab" Project: Creating a Hypothetical Scientific method. Worksheet: Scientific Notations Worksheet: Significant digits |
| Matter-Properties and change 1. Evaluate physical and chemical properties. 2. Characterize physical and chemical changes. | HS-PS1-1 HS-PS1-3 | Laboratory Activity: Physical and Chemical Change. ExploreLearning- "Density" interactive |
| The structure of the Atom 1. Recognize discoveries from Dalton (atomic theory), 2. Thomson (the electron), Rutherford (the nucleus), and 3. Bohr (planetary model of atom), and understand how each discovery leads to modern theory 4. Electron Configuration | HS-PS1-1 HS-PS1-8 | Project: Atomic Models Group Activity Atomic orbitals worksheet Discovery Video: Clash of the Titans (demonstrating atomic theories/models) Laboratory: Atomic Structure: Rutherford's experiment exploreLearning: "Build an Atom" interactive Electron configuration worksheet Understanding Water Chemistry: Osmosis |
| The Periodic table and Periodic Law 1. Explain the relationship of an element's position on the periodic table to its atomic number. | HS-PS1-1 | Laboratory Activity: Flame Tests for Metals. Laboratory Activity: Periodic Properties |

| Unit/Concept/Topic | NGSS standards | Instructional Material/Assessment |
|--|-----------------------|--|
| 2. Identify families (groups) and periods on the periodic table. Interrelated Science | | Discovery Video on Mendeleev and Periodic Table Identifying families, groups and periods Homework: Section review questions Project: Build a Periodic Table of Elements |
| The Elements 1. Use the periodic table to identify the three classes of elements: metals, nonmetals, and metalloids. | HS-PS1-1 | Classifying elements, characteristics and examples |
| Bonding: Ionic Compounds/Covalent Compounds 1. Explain how atoms combine to form compounds through both ionic and covalent bonding. 2. Predict chemical formulas and the number of valence electrons | HS-PS1-1 HS-PS1-3 | Octet Rule and Dot Structures Worksheet and practice problems Examples of common cations and anions (ionic compounds) VSEPR worksheet Thinking maps to characterize differences and similarities of covalent and ionic bonds Isotope worksheet |
| Chemical Reactions 1. Classify chemical reactions as a. synthesis (combination), b. decomposition, c. single displacement (replacement), d. double displacement, and e. combustion. 2. Students will be able to balance chemical equations. | HS-PS1-7 | Classifying Reactions Handout Practice problems: Identifying chemical reactions Laboratory: Reactivity of Metals Laboratory: Precipitation reactions Balancing Chemical equations worksheets. |
| The Mole 1. Convert Moles to mass 2. Convert Mass to moles 3. Convert Moles to Molecules, and mass to molecules | HS-PS1-7 Hs-ESS3-6 | Mole Handout: Moles to mass, mass to moles. Worksheets: Using Avogadro's number to convert from mass to molecules/atoms, moles to molecules/atoms. |

| Unit/Concept/Topic | NGSS standards | Instructional Material/Assessment |
|---|-----------------------|---|
| | | Mole handout #2: Calculating Mole Ratios in chemical reactions |
| Stoichiometry <ol style="list-style-type: none"> Determine number of particles and molar mass for elements and compounds. Determine percent compositions, empirical formulas, and molecular formulas. | HS-PS1-7 Hs-ESS3-6 | Stoichiometry Handout: A step by step guide in solving stoichiometry problems Stoichiometry Practice Problems: Textbook Sample problems Laboratory Activity: Empirical Formula Determination Laboratory: Balanced Chemical Equations. |
| States of Matter <ol style="list-style-type: none"> Explore the phase diagram (solid, liquid, or gas) of any group of molecules and at any given temperature and pressure. compare types of intermolecular forces. Explain how kinetic energy and intermolecular forces combine to determine the state of substances. | HS-PS1-7 Hs-ESS3-6 | Phase diagram worksheet Laboratory Activity: Crystal Unit Cell Models Reading and Cornell Notes: ch 13/States of Matter. Answer chapter review questions |
| Gases <ol style="list-style-type: none"> Using the kinetic molecular theory, explain the behavior of gases and the relationship between pressure and volume (Boyle's law), volume and temperature (Charles's law), pressure and temperature (GayLussac's law), and the number of particles in a gas sample (Avogadro's hypothesis). Use the combined gas law to determine changes in pressure, volume, and temperature. | HS-Ps1-7 | Gas Law Handout and Practice Problems Combined Gas Law Worksheet PBS NOVA Documentary: Absolute Zero Section review questions Laboratory activity: The masses of equal volumes of gases ExploreLearning project: Boyle's Law/Charles's law. Laboratory: "Diffusion of gases" |

| Unit/Concept/Topic | NGSS standards | Instructional Material/Assessment |
|---|-----------------------|--|
| 3. Perform calculations using the ideal gas law. Understand the molar volume at 273 K and 1 atmosphere (STP). | | Ideal Gas Law and Stoichiometry Worksheet Lab: Gas Law Lab using balloons (measuring factors of temperature, pressure and volume) |
| Solutions 1. Describe the process by which solutes dissolve in solvents. 2. Calculate concentration in terms of molarity 3. Identify and explain the factors that affect the rate of dissolving (e.g., temperature, concentration, surface area, pressure, mixing) | HS-PS1-7 HS-ESS3-6 | Worksheet: calculating solubility Lab: Factors affecting dissolving rates Solutions Lab: Dilutions and Measuring Molarity Worksheet: Molality and Mole Fraction Laboratory: "Supersaturation" |
| Energy and Chemical Change/Thermochemistry 1. Describe the law of conservation of energy. 2. Explain the difference between an endothermic process and an exothermic process. | HS-PS1-4 | Measuring/Calculating Energy, Heat Capacity problems Identifying Endothermic and Exothermic reactions Chapter review questions Laboratory: Calorimetry explroeLearning: "calorimetry" interactive |
| Reaction Rates 1. Identify the factors that affect the rate of a chemical reaction (temperature, mixing, concentration, particle size, surface area, catalyst). | HS-PS3-1 | Evaluating graphs that show Activation Energy, and demonstrating the effects of catalysts. Laboratory: "Factors Affecting Reaction rates" |
| Chemical Equilibrium 1. Predict the shift in equilibrium when a system is subjected to a stress (LeChatelier's principle) and 2. identify the factors that can cause a shift in equilibrium (concentration, pressure, volume) | HS-PS1-5 HS-PS 1-7 | Equilibrium Practice Problems Equilibrium constants worksheet Laboratory: Disturbing Equilibrium |

| Unit/Concept/Topic | NGSS standards | Instructional Material/Assessment |
|---|-------------------------------------|---|
| <p>Acids and Bases</p> <ol style="list-style-type: none"> 1. Compare and contrast acids and bases as defined by the theories of Arrhenius, Bronsted-Lowry, and Lewis. 2. Relate hydrogen ion concentrations to the pH scale and to acidic, basic, and neutral solutions. 3. Compare and contrast the strengths of various common acids and bases (e.g., vinegar, baking soda, soap, citrus juice). | HS-JPS1-7 | <p>Common household acids and bases list Acid/Base lab activity: detecting pH values of unknowns</p> <p>Calculating pH values and concentration of acids and bases problems</p> <p>Laboratory: Antacid Lab Laboratory: Neutralization– acid and base lab.</p> |
| <p>Organic Chemistry and Biochemistry</p> <ol style="list-style-type: none"> 1. Compare and contrast biochemical macromolecules: <ol style="list-style-type: none"> a. Proteins, Carbohydrates, Fats, and Nucleic Acid | HS-LS1-6 | <p>Project: Building Macromolecules</p> <ol style="list-style-type: none"> a. Proteins, Carbohydrates, Fats, and Nucleic Acid |
| <p>Nuclear Chemistry</p> <ol style="list-style-type: none"> 1. Identify the three main types of radioactive decay (alpha, beta, and gamma) and compare their properties (composition, mass, charge, and p 2. Compare their properties (composition, mass, charge, and p | HS-PS1-1 | <p>Types of radiation examples/particles Research</p> <p>Calculating Half-Life Activity</p> <p>Discovery Video Segment: Radiometric Dating Textbook: Calculations/practice problems</p> |
| Science Fair Project | HS-ETS1-1 HS-ETS1-2 HS-ETS1-3 | Science Fair Report and Science Fair Poster presentation |

Physics

Unit 1: Motion

Students explore and explain conceptual velocity and acceleration, solve problems using velocity and acceleration equations, analyze motion graphs, perhaps build, test, refine models, etc.

Unit 2: Forces

Students explore and explain why objects move. They analyze labs, videos and texts that demonstrate Newton's Laws of motion. Students will write an essay explaining Newton's Laws of motion citing different sources for evidence.

Unit 3: Collisions

Students examine interactions between two objects during an elastic and inelastic collision. They will analyze the changes in force, momentum and impulse. Using the data, students will create a prototype of a parachute that can protect an egg falling from various heights.

Unit 4: Heat and Thermodynamics

Students explore relationship between heat, energy, pressure, and temperature. They will apply their knowledge to analyze engines and evaluate effectiveness of energy systems.

Unit 5: Energy

Students will examine what is energy, how it interacts with matter, and how it transfers. They will explore using labs with real materials (masses, rulers, stopwatches, carts, tracks, etc.) and virtual (www.phet.colorado.edu). Using their understanding of energy students will create a Rube Goldberg machine and evaluate its energy transfer.

Unit 6: Electricity and Magnetism

Students will explore how charged particles/objects interact. They will also participate in different electricity labs with real materials (wires, resistors, light bulbs, batteries, etc.) and virtual (www.phet.colorado.edu). Students will also build models using magnetism, electromagnetism and induction. Using their understanding of electromagnetism students will create models of machines that generate electricity with sustainable resources.

Unit 7: Waves

Students will examine wave characteristics and analyze its similarities/differences to particle behavior. They will evaluate technological uses of electromagnetic radiation.

Throughout each unit, video clips, power points, diagrams, and graphs are used for visual learners. Lab experiments, demonstration materials, and manipulatives provide hands-on experiences for kinesthetic learners. Discussions, group work, pair-sharing, and video clips, are used to help auditory learners. SDAIE strategies such as graphic organizers, mind maps, interactive group readings, jigsaws, posters, pair-sharing, and brainstorming are used for EL students. Additional high-level questions and tasks are added to assignments and projects for enrichment. Guided notes, chunked readings, word walls, visuals, timers, sentence starters, group projects, and tutoring are used to help struggling students.

All students in Physics will also take part in constructing a science fair project.

Physics Curriculum Map

| Unit/Concept/Topic | NGSS standards | Instructional Material/Assessment |
|------------------------------------|--|---|
| Motion – How Objects Move | HS-PS2-1 | Student Notebook, Velocity Lab, Constant Velocity/Acceleration Lab, Motion Graph Analysis, Velocity vs Acceleration Essay |
| Forces – Why Objects Move | HS-PS2-1 HS-PS2-4 | Student Notebook, Crash Test Baby Lab, Newton’s 2 nd Law Lab, Newton’s 1 st Law Essay, Force Graph Analysis, Universal Gravitation Diagram Analysis |
| Collisions – When Objects interact | HS-PS2-2 HS-PS-3 | Student Notebook, Bowling for Momentum Lab, Egg Drop Project, Elastic Collision Lab, Project Presentation |
| Heat and Thermodynamics | HS-PS3-1 HS-PS3-2 HS-PS3-4 | Student Notebook, Hot Cup Cold Cup Lab, Temperature Lab, Pressure Phet Lab |
| Energy | HS-PS3-1 HS-PS3-3 | Student Notebook, Rube Goldberg Project, Potential Energy Lab, Kinetic Energy Lab, Skatepark Phet Lab, Energy Graph Analysis, Conservation of Energy Essay |
| Electricity and Magnetism | HS-PS2-4 HS-PS2-5 HS-PS3-2 HS-PS3-5 | Student Notebook, Tape Lab, Simple Circuit Lab, Circuit Phet Lab, Ohms Law Graph Analysis, Electromagnet Lab, Compass Lab, Induction Lab, Circuit Project |
| Waves | HS-PS4-1 HS-PS4-2 HS-PS4-3 HS-PS4-4 HS-PS4-5 | Student Notebook, Slinky Lab, Wave Graph Analysis, Wave Parts Phet Lab, Light vs Sound Project, Particle vs Wave Essay |
| Science Fair Project | HS-ETS1-1 HS-ETS1-2 HS-ETS1-3 | |

Instructional Methods and Strategies. A typical lesson begins with a Do Now, followed by a demo, video, or attention-grabbing idea that students can relate to. Students might be asked to read in groups, work at stations, or do research on a topic. Students are also asked to conduct labs, participate in discussions, look for patterns and trends, or engage in a jigsaw activity. At the end of the lesson, students are asked to reflect and answer questions at various levels of Bloom’s taxonomy.

Technology Support. Students will use technology to type reports, put together presentations, conduct research from reliable sources, complete simulations or models for each content area, compile and graph data, and conduct analysis of the data. Students will be expected to learn to use Google Drive (Google Docs, Gmail, Google Sheets, and Google Slides), Powerschool, and various websites such as www.explorelearning.com, http://www.phschool.com/science/biology_place/labbench/, <https://phet.colorado.edu/>, and www.sciencebuddies.org.

SPANISH

Instructional Design. All levels of Spanish have various instructional materials to support mastery of the state standards. The WAHS Spanish department uses open-ended questions, songs, and current events for critical thinking. In addition, the materials mentioned provide literacy for all levels of Spanish. Literacy is utilized as a department with textbooks, short stories, songs, newspapers to support literacy in the targeted language. For critical thinking, the department uses Bloom's Taxonomy to create critical thinking questions and/or Hess' Depth of Knowledge questions for critical thinking.

Curriculum and Instruction. In the content of Spanish, there are differentiated levels that serve the needs of various students. The department consists of Spanish for non- native speakers 1-4, Spanish for Native speakers 1-4 and we offer AP Spanish Language and AP Spanish literature. The Spanish non-native curriculum is set up for students who do not have an awareness of the language or know very little of the language. The curriculum for Spanish Speakers is set up for students who come from a Spanish Speaking country or are Spanish speakers in their home. The Spanish Department offers Advanced Placement courses for those students who want to have college credit. The non-native course textbook is En Espanol for levels 1, 2, 3 and 4. Spanish Speakers textbook are 57um undo for Spanish Speakers levels 1 and 2. Spanish Speakers 3 and 4 use Nuevas Vistas.

Instructional Methods and Strategies. The department routinely begins each lesson with a Do Now. We use such strategies as direct instruction, think, write and pair share, and collaborative grouping for students. The department utilizes a gradual release with the responsibility of the cognitive load on students. Other "best practices" include: Socratic seminars, jigsaw, choral response, tiered activities, exit tickets, carousel, gallery walks, graphic organizers, literature school, rubrics, stations(centers) for students to complete either collaborative or independent work.

Technology Support. The department prepares students for careers and communication for the 21st century by using laptops for written assignments such as Microsoft word or Google docs. Students log into their Google accounts provided by the school. Students use Google slides or Prezi for presentations.

SOCIAL SCIENCE

Instructional Design. Our culturally responsive social science curriculum is committed to providing students a wide array of academic mediums to explore historical content and how it is relevant to their lives. Students are exposed to a variety of primary and secondary sources in the various social science classes that allows them to use inquiry-based instruction to construct deep analytical perspectives on the presented material. Teachers ensure that multiple perspectives are represented, with an emphasis on marginalized voices and historically underrepresented groups in history classrooms. Students utilize critical thinking skills to collaborate with one another to develop standards-based projects and papers, which are grade level appropriate, and offers alternative accessibility to content material.

Curriculum and Instruction. Students at WAHS take all four of the following courses to complete their A-G graduation requirements: Modern World History (10th grade), 20th Century US History (11th grade), Principles of American Democracy (12th grade) and Economics (12th grade).

Advanced Placement United States History (APUSH) is also offered to students interested in an intensive study of the nation's past. It is open to all students.

Our History classes study the concept of change over time and its impact on contemporary events. The Social Science faculty guides students in exploring the past from a variety of perspectives, which helps place current social phenomena into context.

During 10th grade, students analyze the development of the political and economic structure of modern states. In 11th grade, they critically examine the nation-building of the United States and how the American experience enters contemporary geopolitics. In the 12th grade, "Principles of American Democracy" course students learn the importance of citizenship and our nation's governmental structure. The course encourages students to become reflective, concerned, and competent citizens. 12th grade Economics students are taught real-life economic skills such as graphing, budgeting, and how to manage household expenses.

The social science department creates a vertical alignment to build on the skills that students need for college and career success. With the new Social Science Framework being rolled out over the next few years, teachers will attend trainings at LACOE to understand the new framework and successfully implement it in their classrooms.

The year starts with a diagnostic exam intended to test students' critical thinking skills, which they will need to actively engage in understanding history. This allows the teachers to focus on the skills that need to be built and reinforced throughout the school year.

The Social Science team utilizes the ELA Common Core Standards for writing, speaking & listening, and language to ensure that WAHS students are college ready.

The department focuses on ensuring that the content is accessible to all students. Utilizing the ELD standards, teachers ensure that content is accessible to the English learning community at Wallis Annenberg High School. Teachers work closely with the RSP teachers to help Students with Disabilities to access the course materials. Teachers provide leveled readings, guided notes, sentence frames, graphic organizers, as well as content in the students' home language.

Textbooks

Appleby, Joyce, Ph.D., et al., The American Republic Since 1877 (Glencoe)
Spielvogel, Jackson, Ph.D., World History Modern Times (Glencoe)
Miller, Roger LeRoy, Ph.D., Economics Today and Tomorrow (Glencoe)
McClenaghan, William A., Magruder's American Government (Prentice Hall)

Teachers utilize the textbooks as a supplement and utilize primary sources and other secondary sources as the main readings throughout the course.

Instructional Methods. The History-Social Science department utilizes the same tools as all other teachers: lecture, power point, group work, independent work, oral presentations, essays, as well as formative and summative assessments. To further extend student thinking, we focus on the following methods:

- Inquiry-Based Instruction
- Document-Based Questions – DBQ Project
 - Primary and secondary source analysis
 - Argumentative Writing
 - Debate/Discussion
- Effective Questioning
 - Scaffold based on Webb’s Depth of Knowledge
- Graphic Organizers
 - Essay Writing
- Debates/Discussion
 - Socratic Seminar
 - Structured Academic Controversy

Technology. Google programs

- Classroom – for communication and differentiation
- Drive – for collaboration with peers
- Students create multimedia presentations
- Forms for feedback and assessment

Research Skills

Essay Writing

Kahoot! And “Quizizz” (<https://quizizz.com/>) for review and check for understanding

PHYSICAL EDUCATION

Instructional Design. The physical education departments curricular and instructional design begins with an assessment of students’ prior content knowledge, followed by teacher/student led instruction/demonstration/modeling, then student practice and demonstration/modeling of content knowledge. A formative assessment is conducted throughout and at the end of daily instruction. Summative assessments are administered at the end of each unit. Some educational theories, which supports this instructional modality, are “Learning by Doing” is the basis of authentic learning and is considered one of the most effective strategies for instruction” (Lombardi, M. 2007), “Modeling good work is a key component of feedback—and improving student or player performance.” (Orlando, J. 2014) and “Movement is key to triggering the perception-action cycle: a person must take physical action to change the world around them, and then observe the result of that action” (Byrd, C. 2017). By applying these theories, students are applying what they observe through observational instruction and modeling to their daily practice. Students then analyze their own actions and outcomes and make corresponding adjustments throughout their modeling of skills. The teacher can the make summative daily assessments for each student.

Curriculum and Instruction. All parts of the curriculum is consistently aligned and coherent with each other. The range of the content will lead students to achieve the course outcomes and objectives. The order of learning is arranged so learners build on previous experiences and lead to deeper understandings of content. Then the relationship of major curriculum components is integrated across course content. Some key features of the physical education departments curriculum are to require students to do weekly self-assessments of skills learned and personal cardiovascular assessments. Students also perform the various components of the “Presidential Fitness Test” three times per school year. This allows students to track their own fitness levels, and compare their fitness levels to other students their age across the U.S.A. An innovative component in our program is the end of the year comprehensive fitness unit where students create their own exercise program, set goals, monitor progress, analyze data and make corresponding adjustments from that data to keep on target to reach their goals. Students monitor their weight, body fat percentage, diet, cardiovascular endurance and muscular strength or endurance. The physical education department uses one-on-one guidance during daily student performance for those who need assistance with the content as well as tutoring outside of the school day hours. Enrichment programs offered include: girls/boys volleyball, basketball, soccer, girls softball, boys football and access to the fitness facility after school. Curricular and instructional materials include various PE equipment, fitness applications for students’ phones, pedometers, hand-held body fat monitors, fitness facility and various hand-outs that guide students for each sport and fitness targets.

Instructional methods and strategies. Some of the instructional methods are lecture by teacher, class discussion facilitated by teacher, lecture-demonstration, individual student reports, bulletin boards, diaries, pretests, class projects, photographs, verbal illustrations. In addition, the department implements anecdotes and parables to illustrate skills, peer and teacher tutoring, applying simple statistical techniques to class data, technology, announcements, brainstorming in small groups and listing of techniques and strategies that best fit their task. Some of the strategies used are reflections, responses, alternative assignments, rubrics, posted agendas, white boards, tiered activities and team problem solving skills.

Instructional Methodologies. Our physical education department’s methodologies and curriculum support all students with varied ability levels (both academic and physical) to achieve success in the subject matter content. The content follows state standard guidelines, the methodologies are research-based and the curriculum follows students prior background knowledge as we work closely with the middle school teachers to align what is taught in grades six through eight. Additionally, we follow the “Presidential Fitness Test” guidelines and students are tested for muscular strength, muscular endurance, cardiovascular endurance, flexibility and body composition multiple times during the school year. According to state guidelines, all ninth-grade Presidential fitness test data is reported to the state and compiled into the states’ overall fitness data for comparison to other states. This gives an overall snapshot of the fitness/health level of teenagers in our country.

Technology support. The WAHS PE department uses a variety of electronic devices to prepare students for taking computer-based standardized assessments. The use of pedometers, hand-held body fat monitors and the use of fitness “apps” help prepare students to navigate through the state assessments. Students learn to use these devices during physical education classes and their ability to navigate through the screens of these devices through trial and error, making connections to on-screen prompts and how it relates to themselves and the input of corresponding data. This prepares students to navigate, problem solve and think deeper about questions on these computer assessments. It also allows students to become comfortable with computers and assessments and allowing them to maximize their testing time efficiently.

VISUAL AND PERFORMING ARTS

Instructional Design. Our overall goal in the VAPA department is to give our students a holistic appreciation and rigorous experience in visual and performing arts. Many of our students have their first experience with the Arts and arts instruction is at the high school level. It is with the utmost importance that we provide a positive and diverse approach to teaching our VAPA courses. Various teaching philosophies that are used to drive instruction are listed below. While some pertain to our department in a broader sense, other specific educational philosophies are used in the individual subjects such as music and visual arts.

Constructivist Learning Theory: In the VAPA classrooms, we often structure our instructional design around the ideas proposed by constructivist learning theorists. In the classroom, the teacher activates student learning by accessing prior knowledge and building upon that knowledge, so students can actively play a part in constructing meaning around the content of the lesson. Units and lessons are intentionally designed so that students are actively engaged and are challenged with content, both physically and mentally. Our learning environments in the Music and Art classrooms are focused on building community and fostering collaboration among student peers. Learning in the classroom is a social activity, which keeps students engaged with the content. Using Constructivist Learning Theory, students in our classes can reflect and revisit content that allows them to build towards ownership of their learning. Ultimately, we are leading our students to ownership and empowerment through creation and performance in our classes.

National Core Art Standards: The state of California has recently passed legislation to update the California State Standards for Visual and Performing Arts by the 2019 academic year. Notice by the state of California has been given stating that the new updated state standards will reflect or adopt the National Core Art Standards. National Core Arts Standards (NCAS) were developed in 2014 by a team of nationally recognized art educators across the Visual and Performing Arts disciplines, to reflect a more accurate and common core style of standards that all states could adopt. Currently, the National Core Arts Standards are suggested at the state level. To move forward and align with the state goals for standards, the VAPA department at WAHS has decided to start integrating NCAS, along with our current state standards. Until the state officially releases the new updated standards, we will be using both NCAS and CSS congruently.

NCAS standards: The focus is on Creating, Presenting/Performing/Producing, Responding, and Connecting. Each sub-standard contains a Process Component, Anchor Standard, Enduring Understanding, Essential Questions, Proficient, Accomplished, and Advanced levels of differentiation.

Gradual Release of Responsibility: (I do, We do, You do). The VAPA department utilizes this instructional philosophy in class, to help facilitate scaffolded instruction in technical skill and physical performance (i.e., drawing, painting, singing, guitar playing, etc.) With demonstration, prompt and practice, the teacher can move the responsibility of instruction to students. Students then have time to process the practice, and then eventually rely more on themselves and less on the teacher's directed instruction.

(<http://www.sjboces.org/doc/Gifted/GradualReleaseResponsibilityJan08.pdf>).

The goal of our department using this method is to build toward independence and autonomy in student's technical and physical performance. By building confidence in our student's abilities, students are more likely to use the skills that are being taught on their own, in creating and producing artwork and music. This is especially helpful for our beginning level students who have had little to no experience in Music or Art instruction. Using these strategies, we are also able to differentiate technical instruction easily to other student populations, such as English Learners (EL) and Diverse Learners (SPED). We find that this philosophy and method of teaching promotes all student's confidence and performance in both Music and Art.

Visual Art: Discipline Based Art Education (DBAE): DBAE is a practice in art education that focuses on four disciplines within art instruction: Art Production, Art History, Art Criticism, and Aesthetics. DBAE was originally developed as a teaching framework, by the Getty Education Institute. It sought to also incorporate other teaching practices such as Visual-Thinking-Strategies and Inquiry-Based Training. The framework, therefore, allows visual arts to teach or integrate other subjects in an interdisciplinary fashion.

WAHS Visual Arts courses use this framework to the benefit our students' experiences in the classroom. Because of the focus in all four areas in the Visual Art courses at WAHS, we produce culturally relevant and responsive curriculum. Through this lens, we help students construct meaning and promote a deeper understanding of visual literacy, critical thinking skills, and evaluation skills. All stages of Bloom's Taxonomy can be covered by going through all four disciplines at various stages of planned units or lessons. With the development of these skills, along with the creation of art in the production process, the Visual Arts department can support our diverse learning population in building confidence with skill, self-esteem, and self-expression.

(https://esu4artcadre.wikispaces.com/file/view/1-4_Discipline-Based_Art_Education.pdf)

Music: Kodaly Theory: This experience-based approach is one of the foundational theories being taught in music education. Kodaly Theory's key concepts are Singing, Folk Music (music of the people), Solfege (development of the inner ear), and Sequencing. This concept and approach to teaching music in the classroom is also meant to train students in basic musical literacy skills, such as reading and writing of music. This allows our beginning student population to experience a "fast track" to foundational understandings of music. Students develop a love and appreciation of music through voice and instrument, while making connections with culturally responsive material through the study of Folk Music. Both Voice and Folk Music create a space for students to develop a purposeful sense of creative self-expression. When the instructor intentionally sequences materials and concepts, it helps our students to be propelled towards success and a positive musical experience in the classroom.

(<https://www.oake.org/about-us/the-kodaly-concept/>)

Socio-Cultural Theory: In addition to Constructivist Learning Theory, our Music courses seek to further explore building community and collaboration amongst students. One other educational philosophy theory that is practiced in the guitar and choir classes is Socio-Cultural Theory. In this Socio-Cultural theory, students individually contribute to their skills, while working and collaborating as group or whole (ensemble). Essentially, students are learning to effectively work with their peers of various levels. Fostering this type of collaborative culture in the classroom not only sets up an inclusive learning environment for all students, but it also mediates cognitive development through social interaction. This benefits our students socially,

emotionally, and creates a team-like environment in a way that allows them to support each other.

(<http://digitalcommons.nl.edu/cgi/viewcontent.cgi?article=1001&context=space>)

Curriculum and Instruction: Enduring/Deep Understandings: A goal of the VAPA department is to develop a lifelong appreciation and deeper understanding of the Visual Arts and Performing Arts. In accordance with the NCAS, there are Enduring Understandings embedded for each sub-standard.

- Visual Arts: Connecting, Creating, Responding, and Presenting
- Music: Connecting, Creating, Responding and Preforming

Instructional Components.

- *Growth Mindset and Grit:* In 2017-2018 school year, the VAPA department decided to implement a new teaching philosophy into our curriculum in both Music and Visual Art. The rationale is that we have seen many of our student population face challenges and struggle with learning an updated content area that most have not been exposed to in their previous education. To promote success in our classes for all students, the VAPA department will be introducing key elements of character building in our classrooms.
- *Creation:* One of our main goals for the VAPA department is build a wealth of knowledge that will lead them to independent creation. Students become responsible and take ownership of their performance or work, without influence of teacher instruction. In Music, this would look like having students create their own musical material to perform, by creating and writing songs (lyrics), chords, and melodies. In the visual arts department, this takes shape usually at the end of the school year during finals with the Drawing 2 class. Students are required to create their own original artwork using the medium of their choice. While the teacher may be there to help guide or trouble shoot technical issues, the responsibility of creating a work that communicated a message is solely up to the student. This allows students to take their prior knowledge and construct meaning through our contents. Giving them a sense of empowerment over their learning experience.
- *Intervention:* For students who require interventions, the VAPA department will first take smaller intervention steps internally, either through parent conferences and/or communication and additional tutoring time. Seating arrangements and intentionally groups or pairings are meant also help students in need of intervention. Printing out individual progress reports and calendars with dates of assignments or projects also serve as tool to help monitor students who require intervention. An extension for assignments or projects is granted through teacher discretion or a case-by-case basis.
- If further interventions are necessary, the VAPA department will reach out to grade level teams or administration, and become part of the SST process. Music also offers an arranged planned placement of students in classes, based on a diagnostic assessment at the beginning of the school year.
- *Enrichment:* For high-level students or students who are interested in developing their skills further beyond the classroom, the VAPA department offers varying degree of intermediate to advance courses. Such as Drawing 2 for Visual Art, or differentiated levels in the Choir classes. We also offer various clubs on campus for students such as Rock Band or Yearbook where students can further explore and apply their skills outside of the academic classes. Within the past two years, the Visual Arts department has hosted taking students to National Portfolio Day. This is where students can take their art portfolios and have it reviewed and be given feedback by Visual Arts Colleges and Universities.

- The VAPA department has also hosted taking students on field trips to local L.A based art museums, and arts related exhibits. Last year, visual arts students were taken to see the Pixar exhibit at the California Science Center. The exhibit was a visual and hands on learning experience about how Pixar uses animation and technology to create their films. Students two years ago participated in a community mural with local L.A. artist Andre Miriplosky for Superior Grocers.
- Choir classes often give live performances on campus, which allows students to apply their skills and participate both on and off stage in a group ensemble setting. Choir and guitar classes also offer “Performance Friday”, where students performed solos or in small groups on a weekly basis.

Instructional Materials for Visual Art (VA) and Music Education (ME):

- (VA) Ragans, Rosalind. Glencoe Art Talk. Glencoe/ McGraw-Hill, 2005. Woodhills, CA Student Edition, Supplemental Guide, and Teacher’s Edition. ISBN 0-07-830599-3
- Art Supplies, document camera, projector
- (ME) Marsters, Nancy. Explore It! Guitar & Style. 4th Edition, Class Guitar Resources, Inc., Tallahassee, FL
- Musical Instruments: Guitars, music stands, projector, document camera

Instructional Methods and Strategies: Our main focus our classrooms to build community amongst the visual and performing arts. For that reason, our classes are structured in collaborative groupings. This helps students build social skills, relationships, and trust with each other. Students are better able to communicate with peers and promote academic and social support. This also best supports our goal of having student-centered instruction and giving the students the chance to have ownership and experience autonomy with the content. Upon entering the room at the start of class, students have a “Do Now” task. This helps us facilitate class discussion and creates immediate engagement with the content. The VAPA department uses Composition Notebooks, to record “Do Nows”, notes, visual notes, essential questions, or other relevant lesson topics.

The whiteboard in the classroom are divided up into subsections such as Agenda, Objective, State Standard or National Core Standard, Homework, Essential Question or Enduring Understanding. The use of Gradual Release of Responsibility Strategy is an embedded structure in the VAPA classrooms because our population of students are learning to perform various physical technical skills that they have not previously experienced. With guided practice, students successfully perform those given tasks. Students are then able to build confidence in their skills, which leads to independent creation and performance.

Visual Art Class (Production Process) Example: Do Now (5 min), Supply and Portfolio Procedures (3 min), Gradual Release: Demo (10-15 Min), Guided Practice/Independent Practice (35 Min), Clean Up Procedures and Exit Ticket (5-10 min)

Critical Thinking and Literacy.

- Visual Arts: In the Visual Arts, courses critical thinking and literacy are a part of the core of enduring understandings that are imbedded into units and lessons. Falling in line with DBAE (Discipline Based Art Education) through history and art criticism, the practice of reading, writing, responding, and reflection are used throughout all units and lessons. Using these practices allows students to build towards a better understanding of the visual arts and how it impacts culture and society. Students are also asked to start practicing and using visual literacy skills by giving thoughtful formal critiques of work, but are also being taught how to decode

images. Recognizing and understanding the language of symbols and iconography, students are better able to “read” and understand visual images. In the case of our current student population, this is a necessary and vital 21st century skill.

- The following literacy practices are used during each unit or lesson:
 - Art Criticism (Formal, Socio-Cultural), Reflections, and Self-Assessments (written assignments)
 - Visual Literacy: Using visual thinking strategies such as visual note taking, graphic organizers, and visual references (art reproductions). Students also learn how to break down decode images to further develop a deeper understanding of images.
- Other forms of writing are also used in the visual art classroom. During mid-terms or finals, students are asked to conduct research based projects, where MLA format research papers are required.
- Music: In the music classes, there is a similar approach to teaching literacy in the classroom. In music, visual literacy is used to build skills and knowledge in reading music and converting musical symbols into sheet music. Other music literacy skills such as lyrical analysis (teaching to speak with intentional syllables with rhythm, or the matching of lyrics to melody that create speech patterns) are continually practiced during each unit.
 - Reading, writing and discussion take place while journal writing in the class. An example of this is students being able to listen and then respond through writing to a selected musical piece. Students would be asked to share and discuss their thoughts with the class. Writing and research based assignments that talk about the Historical context or connections are also equally important to deepen students understanding. MLA format is also required for these types of writing assignments.

Technology and Support. The VAPA department does utilize technology in the classroom to help guide further understanding of our content, but also allow for students to practice and apply 21st century learning skills. Students are asked to use their school provided Google Account (WAHS Student account), with full access to Google drive and email communication.

In the Visual Arts Department, students have access to desktop computers, and laptops to do internet research, or use Microsoft Office to complete various assignments. Cameras and video editing software, are also available and at the students’ disposal for the creation of video projects. The music department has full access to a working recording studio, mini Mac computers, and music editing software. With the practice of using this type of technology in the classroom, students will further familiarize themselves with current technological trends and practices. Students will be able to use their experience with technology in the VAPA department outside of the classroom.

SPECIAL EDUCATION

Instructional Design. The mission of the Special Education program is to provide the most effective instructional support for our students with disabilities. Wallis Annenberg High School functions under an inclusive methodology where the child participates in the general education setting through a least restrictive environment. Per the terms of their IEPs, students may receive push-in and pull-out support by the instructional aides and RSP teachers. The Resource Specialist Teachers help the students meet their IEP goals by designing individualized lessons geared towards effectively utilizing the student’s strengths to meet their needs.

The Special Education department works in conjunction with the general education math and English teachers to implement a co-teaching model. Co-teaching meets the needs of students with disabilities

with great efficacy. It allows for the students to be in a fully inclusive setting while receiving dynamic instructional support from both teachers. This is the third-year co-teaching has been in place for our 9th grade students, and it is evident that the model has been impactful in their academic success. Co-teaching is currently employed at the 9th grade because our data suggests that our students with disabilities at this grade level are in the most need of enhanced support in engaging with the curriculum and passing their classes. Moving forward we will look into the possibility of building the capacity to employ co-teaching at the 10-12th grade levels as well. The Resource Specialist teachers and general education teachers receive training and mentoring from CHIME Institute, who specialize in effective co-teaching. Through co-teaching, we have been able to successfully maximize the success of our diverse learners.

Curriculum and Instruction. The Resource Specialist Program supplements the instruction in the general education setting by implementing the accommodations in the individualized education programs to allow equal access to the curriculum for all students. The RSP teachers provide support to the general education teachers by assisting in the development of a classroom that implements Universal Design for Learning (UDL) and differentiated instruction. The Special Education department consistently completes grade-checks to target the students who are failing. We offer tutoring every day of the week. We offer extended English and math enrichment during winter break and spring break to all RSP students, and we highly recommend it to struggling students. We meet with parents whenever a student's academics become a concern to devise a plan of action. We also enroll students in APEX if they need to do extensive credit recovery. We strive to make sure every student is meeting their career and educational goals by the time they reach graduation. Our students' progress is monitored through curriculum based measures (CBMs) that allow us to see their progress and whether further intervention is needed. To successfully address a student's areas of need, we use data from interventions to assist in updating the IEP.

Instructional Methods and Strategies. The Special Education Department practices several strategies during small group pull-out sessions. We use class-wide peer tutoring (CWPT) which allows students to tutor one another while developing positive peer interactions. This strategy has proven to be very effective in mathematics support. After giving a mini-lesson, we have students work independently through some teacher support, and then we have them do think-pair-share (TPS) with their partners to continue our model of having student engagement. When the students are in the Resource room, they are still being provided with highly engaging instruction. Whenever we do pull-out with one or two students, there is a lot of direct instruction (DI), which is a scientifically-based instructional approach benefiting students with disabilities. The Special Education department carefully engineers individualized instruction that allows every student to attain certain skills. The Resource Specialist Program at WAHS also focuses on using self-monitoring as an effective strategy for monitoring academic and social behaviors. Self-monitoring is implemented through posted visual reminders in the classroom, individual written reminders, and reminder checking-in questions. This strategy has proven to be extremely successful in allowing students with behavioral problems (usually ADHD) to improve their behaviors and be more academically successful.

Methodologies and Curriculum. The Special Education Department upholds the Common Core State Standards (CCSS) by aligning IEP goals to meet the same standards every general education student should be meeting at their grade level. Each IEP goal has incremental goals used to scaffold up to the annual goal. The incremental goals are assessed by the special education teachers through direct instruction and through curriculum based measurements. Students who are English Learners receive supplemental English-based interventions that have been proven to be successful, especially since we

were able to reclassify a large population of RSP students as being English proficient in the 2016-2017 year.

Technology Support. The Special Education department uses a variety of technologies to support the education of our diverse learners. Every Resource room has laptops at-the-ready for any student that needs to type their essays or do research. There are iPads available to the students that are equipped with educational apps that are useful for many students. We will provide whatever technology a student will need in order to access the curriculum. We have audio books for every book read in their English classes. We make it a priority to teach our students how to effectively use technology to their advantage. We show them how to do research, use Microsoft Office, send emails, and use Google Drive. It is an important aspect of our team's mission that our diverse learners are equipped for the digital era.

Course List (by grade level)

| Subjects | 9 th | | 10 th | | 11 th | | 12 th | |
|---|---|---|--|--|--|---|--|--|
| | 1 st semester | 2 nd semester | 1 st semester | 2 nd semester | 1 st semester | 2 nd semester | 1 st semester | 2 nd semester |
| History/Social Science | | | Modern World History (A-G & HS Requirement s) | Modern World History (A-G & HS Requirement s) | US History *or* AP US History (A-G & HS Requirement s) | US History *or* AP US History (A-G & HS Requirement s) | Government (A-G & HS Requirement s) | Economics (A-G & HS Requirement s) |
| English/Composition and Literature | English 9 (A-G & HS Requirement s) | English 9 (A-G & HS Requirement s) | English 10 (A-G & HS Requirement s) | English 10 (A-G & HS Requirement s) | American Literature *or* AP English Language (A-G & HS Requirement s) | Contemporary Composition *or* AP English Language (A-G & HS Requirement s) | Modern Literature *or* AP English Literature (A-G & HS Requirement s) | Expository Composition *or* AP English Literature (A-G & HS Requirement s) |
| Mathematics | Algebra I *or* Geometry (A-G & HS Requirement s) | Algebra I *or* Geometry (A-G & HS Requirement s) | Geometry *or* Algebra II (A-G & HS Requirement s) | Geometry *or* Algebra II (A-G & HS Requirement s) | Algebra II *or* Pre-calculus (A-G & HS Requirement s) | Algebra II *or* Pre-calculus (A-G & HS Requirement s) | Algebra 3/Trigonometry *or* Pre-calculus *or* AP Calculus AB *or* | Algebra 3/Trigonometry *or* Pre-calculus *or* AP Calculus AB *or* |

| Subjects | 9 th | | 10 th | | 11 th | | 12 th | |
|---|--|--|--|--|---|---|--|--|
| | 1 st semester | 2 nd semester | 1 st semester | 2 nd semester | 1 st semester | 2 nd semester | 1 st semester | 2 nd semester |
| | | | | | | | AP Statistics (A-G & HS Requirement s) | AP Statistics (A-G & HS Requirement s) |
| Laboratory Science | Biology (A-G & HS Requirement s) | Biology (A-G & HS Requirement s) | Chemistry (A-G & HS Requirement s) | Chemistry (A-G & HS Requirement s) | Physics *or* AP Biology, AP Physics, AP Chemistry (A-G & HS Requirement s) | Physics *or* AP Biology, AP Physics, AP Chemistry (A-G & HS Requirement s) | Anatomy and Physiology *or* AP Biology, AP Physics, AP Chemistry (A-G & HS Requirement s) | Anatomy and Physiology *or* AP Biology, AP Physics, AP Chemistry (A-G & HS Requirement s) |
| Foreign Language Same language for two consecutive years | Spanish I (A-G & HS Requirement s) | Spanish I (A-G & HS Requirement s) | Spanish II (A-G & HS Requirement s) | Spanish II (A-G & HS Requirement s) | Spanish III *or* AP Spanish Language (A-G & HS Requirement s) | Spanish III *or* AP Spanish Language (A-G & HS Requirement s) | Spanish III *or* AP Spanish Literature *or* AP Spanish Language (A-G & HS Requirement s) | Spanish III *or* AP Spanish Literature *or* AP Spanish Language (A-G & HS Requirement s) |
| Visual and Performing Art | Drawing I, Guitar *or* Concert Choir (A-G & HS Requirement s) | Drawing I, Guitar *or* Concert Choir (A-G & HS Requirement s) | Drawing, Guitar Drawing II *or* Concert Choir (A-G & HS Requirement s) | Drawing, Guitar Drawing II *or* Concert Choir (A-G & HS Requirement s) | Drawing, Guitar Drawing II *or* Concert Choir (A-G & HS Requirement s) | Drawing, Guitar Drawing II *or* Concert Choir (A-G & HS Requirement s) | Drawing, Guitar Drawing II *or* Concert Choir (A-G & HS Requirement s) | Drawing, guitar Drawing II *or* Concert Choir (A-G & HS Requirement s) |

| Subjects | 9 th | | 10 th | | 11 th | | 12 th | |
|-------------------------------|---|---|---|---|---|---|---|---|
| | 1 st semester | 2 nd semester | 1 st semester | 2 nd semester | 1 st semester | 2 nd semester | 1 st semester | 2 nd semester |
| Electives | Any course above the required for graduation (A-G & HS Requirement s) | Any course above the required for graduation (A-G & HS Requirement s) | Any course above the required for graduation (A-G & HS Requirement s) | Any course above the required for graduation (A-G & HS Requirement s) | Any course above the required for graduation (A-G & HS Requirement s) | Any course above the required for graduation (A-G & HS Requirement s) | Any course above the required for graduation (A-G & HS Requirement s) | Any course above the required for graduation (A-G & HS Requirement s) |
| Physical Education | Basic Team A (HS Requirement s) | Basic Team A (HS Requirement s) | Basic Team B (HS Requirement s) | Basic Team B (HS Requirement s) | | | | |

Graduation Requirements

| Wallis Annenberg Minimum Graduation Requirements | | |
|--|-----------|-----------------------------|
| Credits | Semesters | Subject Area/Discipline |
| 40 | 8 | English Total |
| 10 | 2 | English 9AB |
| 10 | 2 | English 10AB |
| 10 | 2 | Am Lit/Cont. Comp |
| 10 | 2 | Expo Comp/Mod Lit |
| | | |
| 30 | 6 | Social Studies Total |
| 10 | 2 | World History |
| 10 | 2 | US History |
| 10 | 2 | Government/Economics |
| | | |
| 40 | 8 | Math Total |
| | 2 | Algebra 1AB |

| Wallis Annenberg Minimum Graduation Requirements | | |
|--|-----------|--|
| Credits | Semesters | Subject Area/Discipline |
| | 2 | Geometry AB |
| | 2 | Algebra 2AB |
| | 2 | Pre-calculus, Algebra III |
| | | AP Calculus or Statistics |
| | | |
| 40 | 8 | Science |
| | 2 | Life Science (Biology) |
| | 2 | Physical Science (Chemistry) |
| | 2 | Physical Science (Physics) |
| | 2 | AP Science or Environmental Science or Anatomy and Physiology |
| 30 | 6 | Foreign Language (Spanish) |
| | | Spanish 1, 2 and 3 |
| 10 | 2 | Visual or Performing Arts Total |
| 40 | 8 | Elective Total |
| | | SAT Prep |
| | | Yearbook |
| | | Advisory |
| | | Electives can be satisfied by any course taken above the required number. |
| 20 | 4 | PE |
| Total | | |
| 250 | | |
| Additional Requirements | | |
| | 20 Hours | 9 th grade community service |
| | 20 hours | 10 th grade community service |
| | 30 hours | 11 th grade community service |

| Wallis Annenberg Minimum Graduation Requirements | | |
|--|-----------|-------------------------|
| Credits | Semesters | Subject Area/Discipline |
| 30 hours 12 th grade community service | | |
| <p>These are required hours for graduation at WAHS. Parents and students are notified of these requirements through parent teacher meetings, required parent's information meetings and the Parent-Student Handbook.</p> | | |

Graduation Requirements/Core Sequencing

| Subject | 9 th Grade | 10 th Grade | 11 th Grade | 12 th Grade |
|---------------------------------|--|---------------------------|-----------------------------|--|
| History / Social Science | | Modern World History | U.S. History | American Government/Economics |
| English | English 9 | English 10 | American Lit and Comp. | Expository Composition/Modern Literature |
| Mathematics | Algebra 1 or Geometry | Geometry or Algebra II | Trigonometry / Pre-calculus | Probability and Statistics or Calculus |
| Science | Biology | Chemistry | Physics | AP Physics or AP Chemistry |
| Foreign Language | Spanish I Students can place out of Spanish one based on teacher recommendation. | Spanish II | Spanish III | AP Spanish Language AP Spanish Literature |
| Arts | Choice from Arts Courses in Drawing (Drawing 1 or 2) or Music (guitar 1 or 2, Rock Band) | | | |
| Physical Education | P.E. Courses | P.E. Courses | | |

| Subject | 9 th Grade | 10 th Grade | 11 th Grade | 12 th Grade |
|---|--------------------------|------------------------|------------------------|------------------------|
| Elective For a list of electives offered please see below. | Math/ELA intervention | Elective | Elective | Elective |

The curriculum will be developed so that each student will receive a minimum of the following in preparation for meeting the California A-G requirements:

| Subject | Year(s) |
|--|-----------|
| A. History / Social Science | 3 |
| B. English | 4 |
| C. Mathematics (Algebra, Geometry, Intermediate Algebra) | 4 |
| D. Laboratory Science | 4 |
| E. Foreign Language (minimum years of same language) | 3 |
| F. Visual and Performing Arts | 1 |
| G. An Additional Year from subject areas above | 1 |
| Total Required Subjects | 19 |

WAHS currently offers the following classes.

All A-G subject courses UC approved.

English-Language Arts

English 9 – A-G

English 10 – A-G

American Literature and Contemporary
Composition- A-G

Modern Literature and Expository
Composition- A-G

AP English Language and Composition A-G

AP English Literature and Composition- A-G

History / Social Science

Modern World History- A-G

U.S. History-20th century- A-

AP U.S. History

Government/Economics- A-G

Math

Algebra I- A-G
Geometry- A-G
Algebra II- A-G
Algebra III- A-G
Precalculus- A-G
AP Calculus AB- A-G
AP Statistics- A-G

Foreign Language

Spanish I- A-G
Spanish II- A-G
Spanish II- A-G
Spanish 1 for native speakers- A-G
Spanish II for native speakers- A-G
Spanish III for native speakers-A-G
AP Spanish Language and Culture-A-G
AP Spanish Literature and Culture-A-G

Electives:

SAT Prep

Yearbook

Any additional from the above that exceeds
the subject requirement

Science

Biology – A-G
Chemistry- A-G
Physics- A-G
AP Biology- A-G
Anatomy and Physiology A-G

Visual or Performing Art

Concert Choir- A-G
Guitar- A-G
Drawing I-A-G
Drawing II-A-G

Physical Education

Basic Team I

Basic Team II

WASC Timeline

WAHS is WASC accredited through June 2020. We have our mid-cycle WASC visit in March 2018 applying for reaccreditation during the 2019-2020 school year. In preparation for WASC accreditation, we will establish a self-study process organized to support the ongoing student improvement efforts. This process will consist of engaging all school stakeholders through interdisciplinary focus groups, as well as parent and student groups. This process will be overseen by a WASC committee.

Transferability of Courses

All students and parents are informed of the transferability of courses and the eligibility of courses to meet college entrance requirements through parent meetings, as well as, individual meetings with the college counselor. Additionally, all new families receive a credit and evaluation informational sheet with their intake packets. Students who transfer out of WAHS will receive a transcript detailing both grades and credits received. All forms and course information are available for parents in both English and Spanish—as well as all other parent meetings due to interpretation services.

The Accelerated Schools 2018-19 Academic Calendar

| Jul-18 | | | | | | | Aug-18 | | | | | | | Sep-18 | | | | | | | Oct-18 | | | | | | |
|--------|----|----|----|----|----|----|--------|----|----|----|----|----|----|--------|----|----|----|----|----|----|--------|----|----|----|----|----|----|
| S | M | T | W | T | F | S | S | M | T | W | T | F | S | S | M | T | W | T | F | S | S | M | T | W | T | F | S |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | | | | 1 | 2 | 3 | 4 | | | | | | | 1 | | 1 | 2 | 3 | 4 | 5 | 6 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 29 | 30 | 31 | | | | | 26 | 27 | 28 | 29 | 30 | 31 | | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 28 | 29 | 30 | 31 | | | |
| | | | | | | | | | | | | | | 30 | | | | | | | | | | | | | |
| Nov-18 | | | | | | | Dec-18 | | | | | | | Jan-19 | | | | | | | Feb-19 | | | | | | |
| S | M | T | W | T | F | S | S | M | T | W | T | F | S | S | M | T | W | T | F | S | S | M | T | W | T | F | S |
| | | | | 1 | 2 | 3 | | | | | | | 1 | | | | | | | 1 | | | | | | | |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 25 | 26 | 27 | 28 | 29 | 30 | | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 27 | 28 | 29 | 30 | 31 | | | 24 | 25 | 26 | 27 | 28 | | |
| | | | | | | | 30 | 31 | | | | | | | | | | | | | | | | | | | |
| Mar-19 | | | | | | | Apr-19 | | | | | | | May-19 | | | | | | | Jun-19 | | | | | | |
| S | M | T | W | T | F | S | S | M | T | W | T | F | S | S | M | T | W | T | F | S | S | M | T | W | T | F | S |
| | | | | | 1 | 2 | | | | | | | 1 | | | | | | | 1 | | | | | | | |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 | 28 | 29 | 30 | | | | | 26 | 27 | 28 | 29 | 30 | 31 | | 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 31 | | | | | | | | | | | | | | | | | | | | | 30 | | | | | | |

July 4 Independence Day
 Aug. 13 First Day of School
 Sept 3 Labor Day
 Nov 12 Veterans Day Observed
 Nov 21-23 Thanksgiving
 Dec. 17-Jan. 1 Winter Break

Jan 21 Martin Luther King Jr. Day
 Feb 18 Presidents' Day
 Mar. 25- Apr. 29 Spring Break
 May 27 Memorial Day
 June 7 Last Day of School

COLORED CATEGORIES
 New Teacher Orientation Week
 Holidays - School not in Session
 Curriculum Institute/Pupil Free Day
 Unassigned Day
 Monday PD/Early Out Days

Daily Schedules

Regular Bell Schedule

| Monday | Tuesday | Wednesday | Thursday | Friday |
|-----------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| 8:00-8:50 Period 1 | 8:00-9:55 Period 1 | 8:00-9:55 Period 4 | 8:00-9:55 Period 1 | 8:00-9:55 Period 4 |
| 8:55-9:45 Period 2 | 9:55-10:10 Nutrition | 9:55-10:10 Nutrition | 9:55-10:10 Nutrition | 9:55-10:10 Nutrition |
| 9:45-10:00 Nutrition | 10:17-12:15 Period 2 | 10:17-12:15 Period 5 | 10:17-12:15 Period 2 | 10:17-12:15 Period 5 |
| 10:05-10:55 Period 3 | 12:15-12:55 Lunch | 12:15-12:55 Lunch | 12:15-12:55 Lunch | 12:15-12:55 Lunch |
| 11:00-11:50 Period 4 | 1:02-3:10 Period 3 | 1:02-3:10 Period 6 | 1:02-3:10 Period 3 | 1:02-3:10 Period 6 |
| 11:55-12:45 Period 5 | | | | |
| 12:50-1:40 Period 6 | | | | |
| 1:40-2:30 Optional Lunch | | | | |
| 2:30-4:30 PD | | | | |

Early Dismissal (Exam) Bell Schedule

| Monday | Tuesday | Wednesday | Thursday | Friday |
|-----------------------------|--------------------------|--------------------------|--------------------------|-------------------------|
| 8:00-8:50 Period 1 | 8:00-10:00 Period 1 | 8:00-10:00 Period 3 | 8:00-10:00 Period 5 | 8:00-8:35 Period 1 |
| 8:55-9:45 Period 2 | 10:00-10:15 Nutrition | 10:00-10:15 Nutrition | 10:00-10:15 Nutrition | 8:40-9:15 Period 2 |
| 9:45-10:00 Nutrition | Period 2 10:20-12:20 | Period 4 10:20-12:20 | Period 6 10:20-12:20 | 9:20-9:55 Period 3 |
| 10:05-10:55 Period 3 | | | | 9:55-10:20 Nutrition |
| 11:00-11:50 Period 4 | | | | 10:25-11:00 Period 4 |
| 11:55-12:45 Period 5 | | | | 11:05-11:40 Period 5 |
| 12:50-1:40 Period 6 | | | | 11:45-12:20 Period 6 |
| 1:40-2:30 Optional Lunch | | | | |
| 2:30-4:30 PD | | | | |

Master Schedule

| Teacher | Period 1 | Period 2 | Period 3 | Period 4 | Period 5 | Period 6 | Period 7 |
|-----------------|---|--|--|--|--|--|----------|
| Spanish Teacher | Spanish 1A 256011.1 0/ 30 | | Spanish 1A 256011.2 0/ 30 | Spanish 2A 256013.1 0/3 0 | Spanish 1A 256011.3 0/3 0 | Spanish 2A 256011.4 0/3 0 | Advisory |
| | Room D190 1(A-E) Term: S1 ----- | | Room D190 3(A-E) Term: S1 ----- | Room D190 4(A-E) Term: S1 ----- | Room D190 5(A-E) Term: S1 ----- | Room D190 6(A-E) Term: S1 ----- | |
| | Spanish 1B 256012.1 0/ 30 | | Spanish 1B 256012.2 0/3 0 | Spanish 2B 256014.1 0/3 0 | Spanish 1B 256012.3 0/3 0 | Spanish 2B 256012.4 0/3 0 | |
| | Room D190 1(A-E) Term: S2 | | Room D190 3(A-E) Term: S2 | Room D190 4(A-E) Term: S2 | Room D190 5(A-E) Term: S2 | Room D190 6(A-E) Term: S2 | |
| Science Teacher | | | Honors | | | | Advisory |
| | | Chemistry A 361301.1 0/3 0 | Chemistry A 361301.1 0/3 0 | Chemistry A 371301.1 0/3 0 | Chemistry A 361301.1 0/3 0 | Chemistry A 361301.1 0/3 0 | |
| | | Room A301 2(A-E) Term: S1 ----- | Room A301 2(A-E) Term: S1 ----- | Room A301 4(A-E) Term: S1 ----- | Room A301 2(A-E) Term: S1 ----- | Room A301 2(A-E) Term: S1 ----- | |
| | | Chemistry B 361302.1 0/3 0 | Chemistry B 361302.1 0/3 0 | Honors Chemistry B 371302.1 0/3 0 | Chemistry B 361302.1 0/3 0 | Chemistry B 361302.1 0/3 0 | |
| | | Room A301 2(A-E) Term: S2 | Room A301 2(A-E) Term: S2 | Room A301 4(A-E) Term: S2 | Room A301 2(A-E) Term: S2 | Room A301 2(A-E) Term: S2 | |
| Math Teacher | Algebra 1A 310301.1 0/3 0 | Algebra 1A 310301.2 0/3 0 | | Algebra 1A 310301.3 0/3 0 | Algebra 1A 310301.4 0/ 30 | Algebra 1A 310301.5 0/3 0 | Advisory |
| | Room D259 1(A-E) Term: S1 ----- | Room D259 2(A-E) Term: S1 ----- | | Room D259 4(A-E) Term: S1 ----- | Room D259 5(A-E) Term: S1 ----- | Room D259 6(A-E) Term: S1 ----- | |
| | Algebra 1B 310302.1 0/3 0 | Algebra 1B 310302.2 0/3 0 | | Algebra 1B 310302.3 0/3 0 | Algebra 1B 310302.4 0/3 0 | Algebra 1B 310302.5 0/3 0 | |
| | Room D259 | Room | | Room D259 | Room D259 | Room | |

| Teacher | Period 1 | Period 2 | Period 3 | Period 4 | Period 5 | Period 6 | Period 7 |
|--------------------|--|---|---|---|--|---|----------|
| | 1(A-E) Term: S2 | D2592(A-E) Term: S2 | | 4(A-E) Term: S2 | 5(A-E) Term: S2 | D2596(A-E) Term: S2 | |
| | Basic Team 2A 720121.1 0/3 0 | Basic Team 2A 720121.2 0/3 0 | Basic Team 2A 720121.3 0/3 0 | Basic Team 2A 720121.4 0/3 0 | Basic Team 2A 720121.5 0/3 0 | | |
| P. E. Teacher | Room Gym 1(A-E) Term: S1 ----- | Room Gym 2(A-E) Term: S1 ----- | Room Gym 3(A-E) Term: S1 ----- | Room Gym 4(A-E) Term: S1 ----- | Room Gym 5(A-E) Term: S1 ----- | | Advisory |
| | Basic Team 2B 720122.1 0/3 0 | Basic Team 2B 720122.2 0/3 0 | Basic Team 2B 720122.3 0/3 0 | Basic Team 2B 720122.4 0/3 0 | Basic Team 2B 720122.5 0/3 0 | | |
| | Room Gym 1(A-E) Term: S2 | Room Gym 2(A-E) Term: S2 | Room Gym 3(A-E) Term: S2 | Room Gym 4(A-E) Term: S2 | Room Gym 5(A-E) Term: S2 | | |
| | Basic Team 1A 71120120.1 0/30 | Basic Team 1A 71120120.2 0/30 | Basic Team 1A 71120120.3 0/30 | Basic Team 1A 71120120.4 0 /30 | Basic Team 1A 71120120.5 0/30 | | |
| P. E. Teacher | Room GYM 1(A-E) Term: S1 ----- | Room GYM 2(A-E) Term: S1 ----- | Room GYM 3(A-E) Term: S1 ----- | Room GYM 4(A-E) Term: S1 ----- | Room GYM 5(A-E) Term: S1 ----- | | Advisory |
| | Basic Team 1B 71120121.1 0/30 | Basic Team 1B 71120121.2 0/30 | Basic Team 1B 71120121.3 0/30 | Basic Team 1B 71120121.4 0/30 | Basic Team 1B 71120121.5 0/30 | | |
| | Room GYM 1(A-E) Term: S2 | Room GYM 2(A-E) Term: S2 | Room GYM 3(A-E) Term: S2 | Room GYM 4(A-E) Term: S2 | Room GYM 5(A-E) Term: S2 | | |
| | ELD ELD102.15 0/30 | American Literature 71120122.10 0/30 | American Literature 71120122.11 0/30 | American Literature 71120122.12 0/30 | | American Literature 71120122.13 0/30 | |
| English Teacher | Room A312 3(A-E) Term: S1 ----- | Room A117 2(A-E) Term: S1 ----- | Room A117 3(A-E) Term: S1 ----- | Room A101 4(A-E) Term: S1 ----- | | Room A101 6(A-E) Term: S1 ----- | Advisory |
| | ELD ELD102.16 0/30 | Contemporar y Composition | Contemporar y Composition | Contemporar y Composition | | Contemporar y Composition | |

| Teacher | Period 1 | Period 2 | Period 3 | Period 4 | Period 5 | Period 6 | Period 7 |
|-----------------|---|---|--|--|---|---|----------|
| | 3(A-E) Term: S2 | 230112.16 0/ 30 Room A101 2(A-E) Term: S2 | 230112.17 0/ 30 Room A101 3(A-E) Term: S2 | 230112.18 0/ 30 Room A101 4(A-E) Term: S2 | | 230112.19 0/ 30 Room A101 6(A-E) Term: S2 | |
| English Teacher | AP English Literature A 2300.4 0/25 Room A312 1(A-E) Term: S1 ----- AP English Literature B 2303.6 0/25 Room A312 1(A-E) Term: S2 | AP English Language A 2312.1 0/25 Room A101 1(A-E) Term: S1 ----- AP English Language B 2311.2 0/25 Room A101 1(A-E) Term: S2 | Mod Lit 230206.12 0/ 35 Room A312 2(A-E) Term: S1 ----- Expository Composition 230205.10 0/ 35 Room A312 2(A-E) Term: S2 | Mod Lit 230206.13 0/ 35 Room A312 4(A-E) Term: S1 ----- Expository Composition 230205.12 0/ 35 Room A312 4(A-E) Term: S2 | | Mod Lit 230206.14 0/ 35 Room A312 6(A-E) Term: S1 ----- Expository Composition 230205.13 0/ 35 Room A312 6(A-E) Term: S2 | |
| | Geometry A 310301.1 0/3 5 Room D258 1(A-E) Term: S1 ----- Geometry B 310302.1 0/3 5 Room D258 1(A-E) Term: S2 | Geometry A 310301.2 0/3 5 Room D258 2(A-E) Term: S1 ----- Geometry B 310302.2 0/3 5 Room D258 2(A-E) Term: S2 | | Geometry A 310301.3 0/3 5 Room D258 4(A-E) Term: S1 ----- Geometry B 310302.3 0/3 5 Room D258 4(A-E) Term: S2 | Geometry A 310301.4 0/3 5 Room D258 5(A-E) Term: S1 ----- Geometry B 310302.4 0/3 5 Room D258 5(A-E) Term: S2 | AP Statistics A 71020121.1 0/35 Room D259 6(A-E) Term: S1 ----- AP Statistics B 71220123.1 0/35 Room D259 6(A-E) Term: S2 | Advisory |
| | AP Spanish Language A 256023.1 0/3 0 Room A414 1(A-E) Term: S1 ----- | | AP Spanish Literature A 256020.1 0/3 0 Room A414 3(A-E) Term: S1 ----- | Spanish Speakers 3A 256035.1 0/4 0 Room A414 4(A-E) Term: S1 ----- | Spanish 4A 256017.1 0/4 0 Room A414 5(A-E) Term: S1 ----- Spanish 4B | | |
| Spanish Teacher | | | | | | | Advisory |

| Teacher | Period 1 | Period 2 | Period 3 | Period 4 | Period 5 | Period 6 | Period 7 |
|--------------------|---|---|---|---|---|---|----------|
| | AP Spanish Language B 256025.5 0/ 30 Room A414 1(A-E) Term: S2 | | AP Spanish Literature B 256021.3 0/3 0 Room A414 3(A-E) Term: S2 | Spanish Speakers 3B 256036.1 /4 0 Room A414 4(A-E) Term: S2 | 256018.1 /4 0 Room A414 5(A-E) Term: S2 | | |
| History Teacher | World History A 370127.1 0/3 0 Room D117 1(A-E) Term: S1 ----- | World History A 370127.2 0/3 0 Room D117 2(A-E) Term: S1 ----- | World History A 370127.3 0/3 0 Room D117 3(A-E) Term: S1 ----- | | World History A 370127.4 0/3 0 Room D117 5(A-E) Term: S1 ----- | World History A 370127.5 0/3 0 Room D117 6(A-E) Term: S1 ----- | Advisory |
| | World History B 370128.1 0/3 0 Room D117 1(A-E) Term: S2 | World History B 370128.2 0/3 0 Room D117 2(A-E) Term: S2 | World History B 370128.3 0/3 0 Room D117 3(A-E) Term: S2 | | World History B 370128.4 0/3 0 Room D117 5(A-E) Term: S2 | World History B 370128.5 0/3 0 Room D117 6(A-E) Term: S2 | |
| | Drawing A 200601.1 0/3 0 Room A122 1(A-E) Term: S1 ----- | Drawing 2A 200602.1 0/3 0 Room A122 2(A-E) Term: S1 ----- | Drawing A 200601.2 0/3 0 Room A122 3(A-E) Term: S1 ----- | Yearbook A 3910.1 0/30 0 Room A122 4(A-E) Term: S1 ----- | Drawing A 200601.3 0/3 0 Room A122 5(A-E) Term: S1 ----- | | |
| | Drawing B 200605.1 0/ 30 Room A122 1(A-E) Term: S2 | Drawing 2B 200603.1 0/3 0 Room A122 2(A-E) Term: S2 | Drawing B 200605.2 0/3 0 Room A122 3(A-E) Term: S2 | Yearbook B 3911.1 0/30 Room A122 4(A-E) Term: S2 | Drawing B 200605.3 0/3 0 Room A122 5(A-E) Term: S2 | | |
| Science Teacher | | Biology A 360701.1 0/3 0 Room A204 2(A-E) Term: S1 ----- | Biology A 360701.2 0/3 0 Room A204 3(A-E) Term: S1 ----- | Biology A 360701.3 0/3 0 Room A204 4(A-E) Term: S1 ----- | Biology A 360701.4 0/3 0 Room A204 4(A-E) Term: S1 ----- | Biology A 360701.5 0/3 0 Room A204 4(A-E) Term: S1 ----- | |
| | | Biology B | Biology B | Biology B | Biology B | Biology B | |

| Teacher | Period 1 | Period 2 | Period 3 | Period 4 | Period 5 | Period 6 | Period 7 |
|-----------------|---|---|--|---|---|---|------------|
| | | 360702.4 0/3 0 Room A204 2(A-E) Term: S2 | 360702.5 0/3 0 Room A204 3(A-E) Term: S2 | 360702.6 0/3 0 Room A204 4(A-E) Term: S2 | 360702.7 0/3 0 Room A204 4(A-E) Term: S2 | 360702.7 0/3 0 Room A204 4(A-E) Term: S2 | |
| History Teacher | US History A 370129.1 0/3 0 Room D104 1(A-E) Term: S1 ----- | US History A 370129.2 0/3 0 Room D104 2(A-E) Term: S1 ----- | AP US History A 3700.1 0/30 Room D104 3(A-E) Term: S1 ----- | | US History A 370129.3 0/3 0 Room D104 5(A-E) Term: S1 ----- | US History A 370129.4 0/3 0 Room D104 6(A-E) Term: S1 ----- | Teen Court |
| | US History B 370130.1 0/3 0 Room D130 1(A-E) Term: S2 | US History B 370130.2 0/3 0 Room D104 2(A-E) Term: S2 | AP US History B 3800.3 0/30 Room D104 3(A-E) Term: S2 | | US History B 370130.4 0/3 0 Room D104 5(A-E) Term: S2 | US History B 370130.5 0/3 0 Room D104 6(A-E) Term: S2 | |
| | Algebra 1A 310301.6 0/3 0 Room D260 1(A-E) Term: S1 ----- | Algebra 1A 310301.7 0/3 0 Room D260 2(A-E) Term: S1 ----- | | Geometry A 310301.8 0/3 0 Room D260 4(A-E) Term: S1 ----- | Geometry A 310301.9 0/3 0 Room D260 5(A-E) Term: S1 ----- | Algebra 1A 310301.8 0/3 0 Room D260 6(A-E) Term: S1 ----- | |
| | Algebra 1B 310302.6 0/3 0 Room D260 1(A-E) Term: S2 | Algebra 1B 310302.7 0/3 0 Room D260 2(A-E) Term: S2 | | Geometry B 310302.8 0/3 0 Room D260 4(A-E) Term: S2 | Geometry B 310302.9 0/3 0 Room D260 5(A-E) Term: S2 | Algebra 1B 310302.8 0/3 0 Room D260 6(A-E) Term: S2 | |
| Math Teacher | Algebra 2A 310303.1 0/3 0 Room A302 1(A-E) Term: S1 ----- | Algebra 2A 310303.2 0/3 0 Room A302 2(A-E) Term: S1 ----- | | Algebra 2A 310303.3 0/3 0 Room A302 4(A-E) Term: S1 ----- | Algebra 2A 310303.4 0/3 0 Room A302 5(A-E) Term: S1 ----- | Algebra 2A 310303.5 0/3 0 Room A302 6(A-E) Term: S1 ----- | Advisory |
| | Algebra 2B 310304.1 0/3 0 Room A302 | Algebra 2B 310304.2 0/3 0 Room A302 | | Algebra 2B 310304.3 0/3 0 Room A302 | Algebra 2B 310304.4 0/3 0 Room A302 | Algebra 2B 310304.5 0/3 0 Room A302 | |
| | | | | | | | |
| | | | | | | | |

| Teacher | Period 1 | Period 2 | Period 3 | Period 4 | Period 5 | Period 6 | Period 7 |
|------------------|---|---|--|---|--|--|----------|
| | 1(A-E) Term: S2 | 2(A-E) Term: S2 | | 4(A-E) Term: S2 | 5(A-E) Term: S2 | 6(A-E) Term: S2 | |
| Math Teacher | Pre-Calculus A 310601.1 0/3 0 Room A303 1(A-E) Term: S1 ----- | Pre-Calculus A 310601.2 0/3 0 Room A303 2(A-E) Term: S1 ----- | | Pre-Calculus A 310601.3 0/3 0 Room A303 4(A-E) Term: S1 ----- | AP Calculus A 3100.1 0/30 Room A303 5(A-E) Term: S1 ----- | | Advisory |
| | Pre-Calculus B 310602.1 0/3 0 Room D259 1(A-E) Term: S2 | Pre-Calculus B 310602.2 0/3 0 Room D259 2(A-E) Term: S2 | | Pre-Calculus B 310602.3 0/3 0 Room D259 4(A-E) Term: S2 | AP Calculus B 3101.2 0/30 Room D259 5(A-E) Term: S2 | | |
| | | APEX 72720128.1 0/30 Room A308 2(A-E) Term: S1 ----- | APEX 72720128.2 0/30 Room A308 3(A-E) Term: S1 ----- | APEX 72720128.3 0/30 Room A308 4(A-E) Term: S1 ----- | APEX 72720128.4 0/30 Room A308 5(A-E) Term: S1 ----- | APEX 72720128.5 0/30 Room A308 6(A-E) Term: S1 ----- | |
| | APEX 72720128.11 0/30 Room A308 1(A-E) Term: S2 | APEX 72720128.6 0/30 Room A308 2(A-E) Term: S2 | APEX 72720128.7 0/30 Room A308 3(A-E) Term: S2 | APEX 72720128.8 0/30 Room A308 4(A-E) Term: S2 | APEX 72720128.9 0/30 Room A308 5(A-E) Term: S2 | APEX 72720128.10 0/30 Room A308 6(A-E) Term: S2 | |
| Resource Teacher | Student Service A 460104.131 1(A-E) Term: 16-17 | Student Service A 460104.132 2(A-E) Term: 16-17 | Student Service A 460104.133 3(A-E) Term: 16-17 | Student Service A 460104.134 4(A-E) Term: 16-17 | Student Service A 460104.135 5(A-E) Term: 16-17 | Student Service A 460104.136 6(A-E) Term: 16-17 | |
| English Teacher | English 9A 230107.1 0/30 Room D118 1(A-E) Term: S1 ----- | English 9A 230107.2 0/3 Room D118 2(A-E) Term: S1 ----- | English 9A 230107.3 0/3 Room D118 3(A-E) Term: S1 ----- | English 9A 230107.4 0/3 Room D118 4(A-E) Term: S1 ----- | | English 9A 230107.5 0/3 Room D118 6(A-E) Term: S1 ----- | Advisory |
| | | | | | | | |

| Teacher | Period 1 | Period 2 | Period 3 | Period 4 | Period 5 | Period 6 | Period 7 |
|--------------------|---|--|---|---|---|---|----------|
| | English 9B 230108.1 0/3 0 | English 9B 230108.2 0/3 0 | English 9B 230108.3 0/3 0 | English 9B 230108.4 0/3 0 | | English 9B 230108.5 0/3 0 | |
| | Room D118 1(A-E) Term: S2 | Room D118 2(A-E) Term: S2 | Room D118 3(A-E) Term: S2 | Room D118 4(A-E) Term: S2 | | Room D118 6(A-E) Term: S2 | |
| | Government A 370605.1 0/3 0 | Government A 370605.2 0/3 0 | Government A 370605.3 0/3 0 | | Government A 370605.4 0/3 0 | Government A 370605.5 0/3 0 | |
| | Room A119 1(A-E) Term: S1 ----- | Room A119 2(A-E) Term: S1 ----- | Room A119 3(A-E) Term: S1 ----- | | Room A119 5(A-E) Term: S1 ----- | Room A119 6(A-E) Term: S1 ----- | Advisory |
| History Teacher | Economics 370604.1 0/3 0 | Economics 370604.2 0/3 0 | Economics 370604.3 0/3 0 | | Economics 370604.4 0/3 0 | Economics 370604.5 0/3 0 | |
| | Room A119 1(A-E) Term: S2 | Room A119 2(A-E) Term: S2 | Room A119 3(A-E) Term: S2 | | Room A119 5(A-E) Term: S2 | Room A119 6(A-E) Term: S2 | |
| | Choir 1A 320512.1 0/3 0 | Guitar A 320809.1 0/3 0 | Choir 1A 320512.2 0/3 0 | Choir 1A 320512.3 0/3 0 | Choir 1A 320512.3 0/3 0 | | |
| | Room A006 1(A-E) Term: S1 ----- | Room A006 2(A-E) Term: S1 ----- | Room A006 3(A-E) Term: S1 ----- | Room A006 4(A-E) Term: S1 ----- | Room A006 5(A-E) Term: S1 ----- | | Advisory |
| | Choir 1B 320513.1 0/3 0 | Guitar B 320810.1 0/3 0 | cChoir 1B 320513.2 0/3 0 | Choir 1B 320513.3 0/3 0 | Choir 1B 320513.3 0/3 0 | | |
| | Room A006 1(A-E) Term: S2 | Room A006 2(A-E) Term: S2 | Room A006 3(A-E) Term: S2 | Room A006 4(A-E) Term: S2 | Room A006 5(A-E) Term: S2 | | |
| | Spanish Speakers 2A 256033.1 0/3 0 | | Spanish Speakers 2A 256033.2 0/3 0 | Spanish Speakers 1A 256031.1 0/3 0 | Spanish Speakers 1A 256031.2 0/3 0 | Spanish Speakers 1A 256031.3 0/3 0 | |
| | Room D189 1(A-E) Term: S1 ----- | | Room D189 3(A-E) Term: S1 ----- | Room D189 4(A-E) Term: S1 ----- | Room D189 5(A-E) Term: S1 ----- | Room D189 6(A-E) Term: S1 ----- | Advisory |
| Spanish Teacher | Spanish Speakers 2B | | Spanish Speakers 2B | Spanish Speakers 1B | Spanish Speakers 1B | Spanish Speakers 1B | |

| Teacher | Period 1 | Period 2 | Period 3 | Period 4 | Period 5 | Period 6 | Period 7 |
|-----------------|---|---|---|---|---|---|----------|
| Science Teacher | <u>256034.1</u> 0/3 0 Room D189 1(A-E) Term: S2 | | <u>256034.2</u> 0/3 0 Room D189 3(A-E) Term: S2 | <u>256032.1</u> 0/3 0 Room D189 4(A-E) Term: S2 | <u>256032.2</u> 0/3 0 Room D189 5(A-E) Term: S2 | <u>256032.3</u> 0/3 0 Room D189 6(A-E) Term: S2 | |
| | | Physics A <u>SCI101.1</u> 0/ 30 Room A304 2(A-E) Term: S1 ----- | Physics A <u>SCI101.2</u> 0/ 30 Room A304 3(A-E) Term: S1 ----- | Physics A <u>SCI101.3</u> 0/ 30 Room A304 4(A-E) Term: S1 ----- | Physics A <u>SCI101.4</u> 0/ 30 Room A304 5(A-E) Term: S1 ----- | Physics A <u>SCI101.5</u> 0/3 0 Room A304 6(A-E) Term: S1 ----- | Advisory |
| | | Physics B <u>SCI102.1</u> 0/ 30 Room A304 2(A-E) Term: S2 | Physics B <u>SCI102.2</u> 0/ 30 Room A304 3(A-E) Term: S2 | Physics B <u>SCI102.3</u> 0/ 30 Room A304 4(A-E) Term: S2 | Physics B <u>SCI102.4</u> 0/ 30 Room A304 5(A-E) Term: S2 | Physics B <u>SCI102.5</u> 0/ 30 Room A304 6(A-E) Term: S2 | |
| | English 10A <u>230109.1</u> 0/3 0 Room A206 1(A-E) Term: S1 ----- | English 10A <u>230109.2</u> 0/3 0 Room A206 2(A-E) Term: S1 ----- | English 10A <u>230109.3</u> 0/3 0 Room A206 3(A-E) Term: S1 ----- | English 10A <u>230109.4</u> 0/3 0 Room A206 4(A-E) Term: S1 ----- | | English 10A <u>230109.5</u> 0/3 0 Room A206 6(A-E) Term: S1 ----- | Advisory |
| | English 10B <u>230110.1</u> 0/3 0 Room A206 1(A-E) Term: S2 | English 10B <u>230110.2</u> 0/3 0 Room A206 2(A-E) Term: S2 | English 10B <u>230110.3</u> 0/3 0 Room A206 3(A-E) Term: S2 | English 10B <u>230110.4</u> 0/3 0 Room A206 4(A-E) Term: S2 | | English 10B <u>230110.5</u> 0/3 0 Room A206 6(A-E) Term: S2 | |
| | | | | | | | |

Instructional Minutes

| Grades | Grades Offered | Number of Regular Days | Number of Instr. Minutes Per Regular Day | Number of Early Dismissal Days | Number of Instr. Minutes Per Early Dismissal Day | Number of Minimum Days | Number of Instr. Minutes Per Minimum Day | Number of [Other] Days | Number of Instr. Minutes Per [Other] Day | Total Number of Instr. Days | Minutes Req'd Per State Law | Total Number of Instr. Minutes | Number of Instr. Minutes Above/ Below State Req't. |
|--------|----------------|------------------------|--|--------------------------------|--|------------------------|--|------------------------|--|-----------------------------|-----------------------------|--------------------------------|--|
| 9 | Y | 140 | 375 | 32 | 325 | 8 | 244 | 0 | 0 | 180 | 64800 | 64852 | 52 |
| 10 | Y | 140 | 375 | 32 | 325 | 8 | 244 | 0 | 0 | 180 | 64800 | 64852 | 52 |
| 11 | Y | 140 | 375 | 32 | 325 | 8 | 244 | 0 | 0 | 180 | 64800 | 64852 | 52 |
| 12 | Y | 140 | 375 | 32 | 325 | 8 | 244 | 0 | 0 | 180 | 64800 | 64852 | 52 |

PROFESSIONAL DEVELOPMENT

Teacher Recruitment and Retention Plan

Recruiting and retaining highly qualified teachers is important for the success of our students. Through WAHS Recruitment and Retention Plan, WAHS ensures its students are taught by highly qualified and committed teachers.

This plan serves as a blueprint for hiring and retaining teachers at WAHS. The plan consists of a multiple stage process for attracting and retaining highly qualified and dedicated teachers. WAHS is dedicated to recruiting the best employees who have the experience, drive, vision and initiative to help achieve our mission.

Hiring Process

The WAHS hiring process will be updated to recruit and retain the highest quality teacher with a minimum of 3-4 years of teaching experience. In the future, the process will be more collaborative between Human Resources and school administration and the earlier hiring timeline will ensure the highest quality and experienced teachers from the largest available hiring pool.

Advertising Positions

WAHS has significantly expanded the websites where it advertises its vacant positions. Potential applicants can apply for positions on the websites listed below:

- Edjoin.org
- Indeed.org
- Frontline education
- Local colleges and universities (ex. USC, UCLA, CSU)
- Job fairs (working with CCSA to hold our own onsite fair)
- Social network (Facebook, YouTube)
- Advertise mailers to other schools
- Recruiting and advertising at charter schools that are closing

Build WAHS's Brand

Enhancing WAHS's brand to capture the right candidate's attention. Details will include WAHS's culture and values to help candidates determine if WAHS is a right fit. Candidates will know what it is like to work at WAHS and why they would want to work here.

- Feeling valued
- Meaningful work
- Respect
- Equitable compensation
- Opportunities to learn and grow

WAHS's brand will support the following:

- Recruiting: Help candidates assess if they are a fit for the position
- Retention: Reminds current teachers why they chose to work here
- Referrals: Enables teachers to share their story of working here

Recruitment

WAHS has established and will continue to maintain relationships with one or more placement services such as Scoot Education.

WAHS currently proposed to the union an employee bonus referral program.

Hard to Fill Positions

WAHS will actively pursue all avenues to recruit teachers. The following positions are "hard to fill" and WAHS will take additional measures to recruit high quality candidates to these positions.

- Multiple Subject with BCLAD authorization
- Science
- Math
- Special Education

WAHS Hiring Process

1. Certificated pools created and posted on job search sites
2. Recruiters are provided with the placement requests for hard to fill positions
3. Human Resources staff screen for a minimum of 3-4 years of teaching experience and credential requirements from applications received from job sites
4. Applicant pools are then provided to site administrators
5. Once screened, the selected applicants are invited to the first interview. The applicant will be invited for a demonstration lesson for those who proceed to the next step in the process. The interview panel is comprised of site administrators and stakeholders
6. Once the final candidate is selected and reference checks completed, the new teacher will participate in a five-day onboarding orientation regarding the expectations of a WAHS teacher

Retention

WAHS is committed to maximizing teacher and administrator collaboration for effective teaching and learning. Professional development opportunities are offered throughout the year. Effective teaching and learning is the cornerstone to student achievement.

WAHS implements mentoring programs to increase teacher competence and effectiveness and reduce attrition. In addition, WAHS will consider allocating resources to provide teachers with the time necessary for productive collaboration. WAHS may, at its discretion, consider providing a signing bonus and renewal bonus to new and existing teachers.

WAHS will conduct a survey during the school year to assess the quality of teaching and learning conditions in order to ensure that teachers work within a supportive and positive work environment.

The exit interview process will be revised for the 2018-19 school year for more thorough answers from teachers regarding WAHS's processes, procedures, leadership and culture. The in-person exit interview will assist WAHS management to address these areas to retain highly qualified teachers.

Date/Month

Recruitment/Hiring Activity

January

Create and publish recruitment fliers and videos
Revise and finalize all screening and interview materials
Register administrators for job fairs
Prepare teacher contracts
Prepare job advertisements

February

Distribute teacher contracts
Advertise vacancies (recruiters, job boards, universities, etc.)
Conduct interviews and hiring process
Attend job fairs

March-May

Conduct interviews and hiring process
Attend job fairs

June

Complete all site-based hiring by June 30

Professional Development Program

WAHS Professional Development is based on:

- Student performance data (e.g. CAASPP, semester grades, and ELPAC)
- Teacher feedback (weekly PD surveys and end of semester surveys)
- Professional Learning Communities (PLCs): Each group will collaborate to improve teaching skills and the academic performance of students. The PLCs will be determined by school needs (eg. School Culture, Restorative Practices, Conceptual Thinking, Interventions, Subgroups Support). Each will be facilitated by an administrator and run by teachers. Each team will have four PD sessions to present, teach a strategy, give teachers time for practice, collect data, and reflect on

next steps. Each PLC will become experts in the area of focus and through their PD series, provide opportunities for all teachers to hone their pedagogical knowledge and skills. The series of trainings and collaboration time in the PD plan provide a venue for teachers to work together to ensure our students success in their pursuit of college, career, and life goals.

Professional Development Calendar 2018-19

FIRST SEMESTER

| Date | Area of Focus |
|------|---------------|
|------|---------------|

Curriculum Institute

| | |
|---------|---|
| 8/7/18 | Last year review, School Goals, WAHS Mission |
| 8/8/18 | Department Vertical Alignment (unit and lesson planning), School logistics (review syllabus, grading policy, textbooks, and IPCs) |
| 8/9/18 | Grade Level Team Planning (common practices, ELD standards, supports, and interventions), School logistics (introduce PBIS system, review discipline policy) |
| 8/10/18 | Schoolwide alignment (gradebook, Sped accommodations, in-class interventions) |

Writing Across the Curriculum

| | |
|----------|--|
| 8/13/18 | First Week check-in (inventory teacher resources to meet the needs of their content) |
| 8/20/18 | Diagnostic Data Analysis (create instructional pacing plan based on data) |
| 8/27/18 | ELD standards planning in content P1 (integrate ELD standards into content, review Common Core aligned writing rubric, plan writing sample in each content) Department Vertical Alignment P1 (map out content standards vertical alignment) |
| 9/10/18 | Tier 1 Interventions and Supports (clarify tier 1 interventions, review class data and adjust instructions and interventions based on data) |
| 9/17/18 | Student Work Analysis - Writing Sample (review CC-aligned rubric, analyze student writing samples, and plan next steps in instruction based on data) |
| 9/24/18 | Formative Assessment (clarify formative assessments, vertically align standards and skills within department teams) |
| 10/1/18 | ELD standards planning in content P2 (review ELD standards integration and plan next steps for writing in all content areas) Department Vertical Alignment P2 (refine map of content standards within department teams) |
| 10/15/18 | Tier 2 Interventions and Supports (clarify tier 2 interventions, identify tier 2 students for each grade level, review class data and provide targeted interventions for this subgroup) |
| 10/22/18 | Student Work Analysis – Midterms (identify standards and skills assessed, plan next steps in content) |
| 10/29/18 | Tier 3 Interventions and Supports (clarify tier 3 interventions, identify tier 3 students for each grade level, review class data and provide specific targeted interventions for this subgroup) |
| 11/5/18 | ELD standards planning in content P3 (review ELD standards integration, review EL data and plan next steps for writing in all content areas) |

PLC Group #1

| | |
|----------|--|
| 11/19/18 | PLC Group #1 P1 (group presents action plan on PLC focus, identifies data or method of measurement of PLC success, and explains student work for data collection) Student Success Progress Team Meetings (identify a grade level area of focus and prepare action plan) |
|----------|--|

| Date | Area of Focus |
|-----------------|---|
| 11/20/18 | Student Success Progress Team Meetings (refine action plan based on data) |
| 11/26/18 | PLC Group #1 P2 (group refines data/method of measurement and refines student work for data collection) Department Vertical Alignment P3 (refine map of content standards within department teams, plan department wide project) |
| 12/3/18 | PLC Group #1 P3 Student Work Analysis (review student work and plans next steps based on data) |
| 12/10/18 | PLC Group #1 P4 (celebrate PLC group successes and review next steps) |

SECOND SEMESTER

| Date | Area of Focus |
|---------------------|---|
| 1/7/19 | First Week Check-in (inventory teacher resources to meet the needs of their content) |
| PLC Group #2 | |
| 1/14/19 | PLC Group #2 P1 (group presents action plan on PLC focus, identifies data or method of measurement of PLC success, and explains student work for data collection) |
| 1/28/19 | PLC Group #2 P2 (group refines data/method of measurement and refines student work for data collection) ELD standards planning in content P4 (continue reviewing ELD standards integration, review EL data, and plan next steps all content areas) |
| 2/4/19 | PLC Group #2 P3 Student Work Analysis (review student work and plans next steps based on data) |
| 2/11/19 | PLC Group #2 P4 (celebrate PLC group successes and review next steps) Department Vertical Alignment P4 (continue refining map of content standards within department teams, create action plan for department wide project) |
| PLC Group #3 | |
| 2/25/19 | PLC Group #3 P1 (group presents action plan on PLC focus, identifies data or method of measurement of PLC success, and explains student work for data collection) |
| 3/4/19 | PLC Group #3 P2 (group refines data/method of measurement and refines student work for data collection) ELD standards planning in content P5 |
| 3/11/19 | PLC Group #3 P3 Student Work Analysis (review student work and plans next steps based on data) |
| 3/18/19 | PLC Group #3 P4 (celebrate PLC group successes and review next steps) |
| PLC Group #4 | |
| 4/8/19 | PLC Group #4 P1 (group presents action plan on PLC focus, identifies data or method of measurement of PLC success, and explains student work for data collection) |
| 4/15/19 | |

| Date | Area of Focus |
|-------------|--|
| | PLC Group #4 P2 (group refines data/method of measurement and refines student work for data collection) |
| | Department Vertical Alignment P5 (continue refining map of content standards within department teams, review data from department wide project) |
| | PLC Group #4 P3 Student Work Analysis (review student work and plans next steps based on data) |
| 4/22/19 | ELD standards planning in content P6 (continue reviewing ELD standards integration, review EL data, plan next steps all content areas) |
| 4/29/19 | PLC Group #4 P4 (celebrate PLC group successes and review next steps) |

Reflection and Analysis

| | |
|---------|--|
| 5/6/19 | Department Vertical Alignment P5 (continue refining map of content standards within department teams, review data from department wide project) |
| 5/13/19 | PLC review and analysis (review data and plan next steps for each PLC area of focus) |
| 5/20/19 | Summative Assessment (clarify summative assessments, vertically align standards and skills within department teams) |
| 6/3/19 | ELD standards review and analysis (review ELD standards integration in all content areas and prepare next steps for next year) |
| 6/10/19 | Prepare for Next Year (inventory teacher resources to meet the needs of their content) |

MEETING THE NEEDS OF ALL STUDENTS

To successfully serve the needs of the students at WAHS, we have identified the following numerically significant student populations – whole school, Latino students, socioeconomically disadvantaged students, English Learners, Students with Disabilities, and GATE students. The details of our supports for each target student population are below. Since 97% of our students are socioeconomically disadvantaged and 94% are Latino, supports for these subgroups are included in the considerations for the whole school population.

Whole School

The Professional Development at WAHS focuses on effective instruction with an area on academic and behavior interventions. Through the series of intervention PDs, teachers collaborate with their Grade Level Teams to identify definite strategies for their students in the classroom and across the grade level. After implementing Tier 1 academic and behavior interventions in the classroom, teachers meet to identify students who need targeted support. The Teams created targeted interventions for their grade level and a system to track students' progress for the remainder of the semester. At the end of the

semester, teachers identify students that were not successful with Tier 1 and 2 interventions. These students will receive Tier 3 interventions beginning semester 2.

WAHS also implements a targeted Advisory program. All students take an Advisory class where students learn study skills, receive content support, learn collaboration skills, and college readiness lessons.

English Learners

WAHS has developed and implements its own EL Master Plan.

English Learners are initially identified by the Home Language Survey in the school's Student Enrollment Packet, as required by state and federal law. If the parent indicates a language other than English or a combination of English and another language on the survey, the student will take the state English Language proficiency assessment, currently known as the California English Language Development Test (CELDT). In 2018, the English Language Proficiency Assessments for California (ELPAC) assessment will take the place of the CELDT. The CELDT/ELPAC will determine English language proficiency and what supports are most appropriate for the student. All teachers are informed of each student's English proficiency level and trainings are provided during Professional Development to support teachers in providing lessons to help develop all students' English proficiency. These trainings and collaboration opportunities are provided multiple times a year to ensure the most current data is used.

Designated ELD Instruction:

Students are given English Language Development electives based on their English learning needs. CELDT/ELPAC exam scores from the previous year's assessment are used for placement purposes and to determine the appropriate ELD class based on strengths and deficiencies. The Charter School offers three ELD courses for designated ELD Instruction:

- ELD 1/2 Course: Designed for beginning students of English. Students focus on principal language and vocabulary acquisition and development through Kate Kinsella curriculum and Rosetta Stone. The curriculum is based on the California ELD Standards, with an emphasis on: collaborative discussions, interacting with others in written English, listening actively to spoken English in a range of social and academic contexts, expressing information and ideas in oral presentations, writing short literary and informational texts, and using verbs and verb phrases in different tenses.
- ELD 3 Course: Designed for intermediate students of English. Students focus on increasing reading, writing, listening and speaking skills. The curriculum is based on the California ELD Standards and ELPAC Test. The class provides students with a balanced approach to learning English through vocabulary development, reading comprehension, culturally relevant literature, informational texts, grammar instruction, and Sustained Silent Reading (SSR). The class follows the Kate Kinsella curriculum and uses short stories, poems, non-fiction/expository writings to aid students as they: increase reading comprehension, learn and use new words, improve Lexile and literacy level, critically read and analyze a variety of texts, learn and use varied writing structures, learn and use basic rules of grammar, and discover the joy of reading and the English language.
- ELD 4 Course: Designed for upper-intermediate students of English. Students focus on increasing reading comprehension, academic vocabulary, and writing skills, while reinforcing speaking and listening skills. The curriculum is based on

the California ELD Standards and the ELPAC Test. Instruction is individualized based on student needs; the objective is to help students overcome final hurdles preventing English language proficiency and reclassification: reaching a passing score on the SRI test, passing their ELA course, and/or scoring Early Advanced or Advanced on the CELDT/ELPAC exam.

Integrated ELD Instruction:

Each Department (English, Mathematics, Social Science (History), Science, Art, Music, and Physical Education) will be assigned specific California ELD Standards on which to focus. Each department will emphasize ELD standards that align with core curriculum, but utilize all ELD standards as they develop differentiated instruction for all learners.

At-Risk English Learners:

Each week, the ELD Coordinator runs reports to monitor individual student progress and to provide individualized and appropriate interventions. The ELD Coordinator monitors:

- Grades—EL students' grades in all classes: If students are failing classes, they meet with the ELD Coordinator to review assignments, to reflect on why they are failing, and to create an action plan regarding how they will improve grades. If failing grades are recurring, parents are called and, when necessary, conferences are arranged with the ELD Coordinator, Parent(s), Teacher(s), and Student. Intervention in the form of after school tutoring is given to students with a failing grade for more than one progress report card period.
- Attendance—EL students' attendance, including absences and tardies: Students who have excessive absences or tardies are referred to the Dean; their parents are contacted to figure out how we can resolve the attendance issues.
- Behavior—EL students' behavior and discipline: Students' office referrals, disciplinary actions taken, and in-class behavior are reviewed to determine if behavior is interfering with academic achievement. The Dean and parents are consulted in such instances, and action plans are drafted and implemented using Restorative Justice practices and positive incentives.

Long-Term English Learners (LTELs):

Long Term English Learners have different needs as compared with other English Learners. LTELs have hit certain barriers that have prevented them from successfully progressing through language acquisition programs. Therefore, LTELs often need more individualized, targeted supports. Our ELD Coordinator along with our admin team will take the necessary time to carefully assess and strategically meet the unique needs of each LTEL student in the following ways:

- Use CELDT/ELPAC exam results to place LTEL students in appropriate courses based on their specific English listening, reading, writing, and speaking needs
- Provide the following support classes for all English Learners, and take care to differentiate instruction for LTELs based on specific areas of need:
 - ELD 1 and 2 class taught by fully credentialed teacher, aided by use of Rosetta Stone with implementation of Kate Kinsella curriculum soon.
 - ELD 3 and ELD 4 class taught by ELD coordinator with a focus on active engagement, oral language, vocabulary acquisition, reading

comprehension, and writing strategies. Also will implement Kate Kinsella curriculum.

- Monitor the success of LTEL students in mainstream classes. Individually check in with them to ensure that they are effectively developing the literacy skills to fully engage in the content.
- Meet, engage, and train parents of LTELs in supporting their students' acquisition of literacy and language. Especially with LTELs we cannot assume that they are getting the necessary wraparound literacy supports (inside and outside of school) as English proficient students
- Provide explicit academic and literacy development across the curriculum (lessons designed around language objectives). Starting this semester, each department will be responsible for focusing on certain ELD standards that align with their core curriculum. Teachers will also be made aware of the various literacy proficiency levels and needs of each LTEL student so that they can provide these students with more intensive support
- Use Student Reading Inventory (SRI) assessment results (Lexile levels) to identify specific literacy gaps that have accrued over the years of language instruction, and engage in targeted language and literacy development in order to close these gaps
- Monitoring of EL grades, with an emphasis on LTEL performance. Provide targeted interventions including tutoring, focused specifically on raising the literacy levels of LTELs
- Placement in Native Speakers classes (and AP classes) for Spanish to build academic confidence and pride. LTELs often have the need to first build proficiency in their home language before making substantial progress in English acquisition
- Analyze effectiveness of student data and programs through the English Language Acquisition Committee (ELAC). Implement refinements to EL Support programs as needed to ensure that all students, but especially LTELs, to ensure that these students are steadily making progress towards their academic and literacy goals

There are a variety and differentiated supports for English Learners at WAHS:

- All classes provide instruction of English Language Development Standards (ELD) embedded into content instruction. Teachers are supported by continual Professional Development trainings in establishing an understanding of ELD standards, instructional strategies to implement, and appropriate methods of assessment. The trainings include elements of Specially Designed Academic Instruction in English (SDAIE), the Sheltered Instruction Observation Protocol (SIOP), and Project GLAD (Guided Language Acquisition Design). Teachers collaborate in grade-level teams to develop protocols to support students in their grade levels to developmentally appropriate strategies. Teachers also collaborate in department teams to create frameworks to support English development within their specific content.
- Students with a CELDT/ELPAC score of 1 or 2 are placed in an English Language Development class. They also receive an iPad to use during all classes to help with translation. Teachers also use targeted pairing for language support in class.
- Students with a CELDT/ELPAC score of 3 or 4 are placed into English Language Development classes that specifically target reading comprehension, vocabulary acquisition, writing strategies,

and reinforce speaking and listening skills. Students also receive an iPad to use during all classes. The teachers in all content courses also use targeted pairing for language support. Targeted afterschool programs are also provided for these students, specifically to support English essay writing.

- Students with a CELDT/ELPAC score of 5 meet with the ELD Coordinator weekly to check-in and to work one-on-one with targeted individualized instruction that focuses on specific skills needed to reach English language proficiency and reclassification criteria. Students are paired up with an EL Committee member to check-in and provide specific progress monitoring to ensure continued English language proficiency development.
- Long-term English Learners (LTEL) students are paired up with an adult mentor to check-in on English language proficiency and provide specific support for student's needs. The supports provided by the mentor may include connecting student with afterschool tutoring, mentorship, guidance in navigating high school, practice in soft skills to support academic success, and an adult advocate for the student at school.

These supports allow all students to have meaningful access to the full curriculum at WAHS.

The CELDT/ELPAC data will be used to identify individual student's English proficiency. The data helps accurately place students in the most appropriate program to ensure progress towards English proficiency and identify students that are at risk of becoming LTELs. The data will also help identify areas of focus for English Learning training in Professional Development. During grade level collaboration, the CELDT/ELPAC data will be used to determine grade-wide initiatives to promote progress towards English proficiency specific for grade level needs. During department collaboration, teachers will determine how to support English language development within their specific content.

The EL program at WAHS is evaluated every semester by reviewing the CELDT/ELPAC data, reclassification rate, and student grade data. The EL committee (made up of teachers, administrators, and instructional aides) analyze the data, review current EL research, reflect on current program and create a framework for improvement. The framework includes data, an action plan, and a measurable goal. This process ensures a perpetual improvement in the program and continual student progress towards English proficiency.

The EL reclassification process is aligned with LAUSD and reclassifies EL students to Reclassified English Fluent Proficient (REFP) at the point when specialized language and academic support services are deemed no longer needed for ELs to be successful in mainstream educational program at a level commensurate to non-ELs. The following criteria are used for EL reclassification:

- English proficiency on the CELDT/ELPAC: Overall level of Early Advanced (level 4) or Advanced (level 5) with each domain score (Listening, Speaking, Reading, and Writing) Intermediate (level 3) or higher
- Teacher evaluation based on student grades/progress report marks: Specifically the English Language Arts (ELA) grade from the previous semester and confirmation from current ELA teacher that student is functioning on a day to day basis at an Early Advanced or Advanced level as described on the rubric provided with the CELDT/ELPAC student report
- Lexile level through the Scholastic Reading Inventory (SRI): Student score in the Basic Range, or higher, for his/her grade level:

| Grade | Below Basic | Basic | Proficient | Advanced |
|-------|-------------|-----------------|------------|------------|
| 9 | BR-849 | 850-1049 | 1050-1260 | 1261-1700+ |
| 10 | BR-889 | 890-1079 | 1080-1335 | 1336-1700+ |
| 11 | BR-984 | 985-1184 | 1185-1385 | 1386-1700+ |
| 12 | BR-984 | 985-1184 | 1185-1385 | 1386-1700+ |

- Parent consultation and agreement

If a student meets the CELDT/ELPAC criteria but not the grade/ progress report mark requirements, the EL Committee meets to analyze other student data that demonstrates grade-level proficiency. The following multiple measures may be considered:

- Score of Basic or higher (70% or higher) on standards-based common ELA final exams (grades 9-12)
- Report card grades/progress report marks in equivalent ELA courses: English Language Development classes and APEX credit recovery courses

The process for reclassification begins when the official results of the CELDT/ELPAC are released, as well as at the end of each semester. The process includes the EL Committee reviewing the CELDT/ELPAC data, identifying students that have met the reclassification criteria, and notifying parents.

To ensure the success of EL students, RFEP students, and Long-Term English Learners (LTELs), the EL Committee meets to review the performance and progress of students. The team reviews students' grades, assessment data, and teacher reports. They also analyze the impact of Professional Development trainings on students' progress towards English proficiency. The team creates an action plan that may include recommendations for PDs, preparing presentations for teachers, or conferences with student/teachers or grade-level/department teams.

Gifted and Talented (GATE) Students and Students Achieving Above Grade Level

Using the guiding principles and values of The Accelerated Schools Model, faculty and staff at WAHS treat all students as gifted; WAHS does not implement a separate program for gifted students. Accordingly, faculty and staff differentiate instruction based upon the individual needs of the students and will push all students to achieve at higher levels. Teachers will differentiate in the forms of acceleration, depth, complexity, and creativity. They will make a distinction between the process, content, or product to meet the needs of all students. Programmatically, WAHS provides Honors level classes and Advanced Placement (AP) classes for students that choose to enroll in enhanced curriculum.

Students Achieving Below Grade Level

Students who are performing below grade level in each of the content areas are identified through informal and formal classroom assessments. Every quarter, one PD time is dedicated to student performance analysis. Grade-level teams meet during collaboration time during Professional Development to identify and track the progress of students performing below grade level. Each grade-level team creates an action plan for the students they have identified. The action plans will include a progress monitoring system teachers can use in class to keep students on track, before and after school tutoring, and parent conferences.

WAHS also provides constant updates to student's families to ensure all stakeholders are involved in student success:

- Five-week progress reports are sent home to inform parents on student's grades in each class.
- Every week a phone call is made for all students receiving three or more failing grades in their classes. The phone call also provides tips on how family members can help the student improve their grade.
- Parents are trained on how to use PowerSchool to access student's grades electronically for the most updated information on their performance in school. The trainings occur at after-school parent meetings.
- Parent conferences are held every semester. All parents can sign up to meet with student's teachers to receive feedback on student's strengths and areas of growth. Grade-level teams also collaborate during parent meetings for the students achieving below grade level to create a plan for students' success.

If, after implementing the instructional support strategies no significant growth is shown, students achieving below grade level may be referred by the teacher or by the parent for a Student Success and Progress Team (SSPT) meeting. In these meetings, the classroom teachers, the parent, an administrator, and any other relevant party will convene to discuss the student's strengths and areas of concern. In this meeting interventions and action steps will be decided upon to further assist in the student's academic and/or behavioral growth. A follow up meeting will be scheduled to reconvene and discuss the student's progress. If considerable progress has not been made as measured by assessments, the student may be referred for assessment to determine if the student is eligible for special education services under the Individuals with Disabilities Education Act (IDEA) if appropriate. The school will make efforts to ensure an exhaustive list of interventions is utilized to avoid over identification of students in Special Education.

Students with Disabilities

To best meet the needs of our students with disabilities, we have purposefully clustered our 9th graders with IEPs into specific math and English classes where they can receive the direct support of resource teachers in a general education setting. These classes are co-taught by teachers who were trained by the CHIME program, which specializes in fully inclusive education and co-teaching methodologies. Administrators meet on a weekly basis with the co-teachers to support planning and co-teaching. All teachers and appropriate staff have met with the resource teachers at the beginning of the school year to review each IEP snapshot, including the accommodations and modifications that will allow each student to have full access to the curriculum. Lastly, we have an EL specialist (funded through a partnership grant with the COP) who works directly with resource teachers to support English literacy acquisition. She also supports, Synergy, Equitas, and Camino Nuevo in addition to our school.

A TYPICAL DAY AT WALLIS ANNENBERG HIGH SCHOOL

With the noise of the downtown LA fading into the exterior, students, faculty, and parents leave the complications of urban life behind and enter the convivial Wallis Annenberg High School campus. All are greeted by administrators, carefully directing traffic and welcoming the students and staff. The pristine campus is already buzzing with activity: students discuss SAT prep classes and details about their latest university tour. As the sun begins to peak through the morning haze, it is evident that today will be a prolific day at WAHS.

With the 8:00 am start time approaching, teachers greet students at the classroom door with welcoming smiles that set the tone for a day of powerful inquiry based learning. Students take their seats promptly

and are immediately engaged in “bell work” to maximize instructional time. Mondays follow an abbreviated schedule to accommodate staff development where staff discusses meeting the Common Core State Standards and student’s individual learning needs.

Enthusiasm and passion for learning is apparent when observing the highly qualified teachers who are engaging students in diverse and innovative learning methods. Students come to class prepared and enjoy expanded choices provided by differentiated instruction. A visitor will witness teachers supporting powerful learning with activities that include active learning, projects, technology, heterogeneous grouping and alternative assessments.

As we follow several students to their math class, we examine a teacher surrounded by a cluster of students exclaiming their excitement at solving “The Problem of the Week”. Extensive student support is a regular practice within the math department, with daily after-school tutoring as well as math intervention classes, which targets students below proficiency with additional academic instruction and support twice a week. With a goal of making the math curriculum relevant to all students, WAHS mathematics classrooms employ all the following strategies: discovery-based learning, graphing calculators, wireless teacher/student calculator systems (TI-navigator), interactive note sheets, online animations, and a problem solving based curriculum.

The words of Shakespeare summon us to an English classroom where students discuss a performance of the play. Students break from their dramatic reading, intermittently, to compare universal themes of the play to *Things Fall Apart*, one of the core novels read earlier in the year. The classroom is lively with student participation and cooperative learning. On the wall, student work provides evidence of a writer’s workshop where students have benefited from scaffolding and learning the rewriting process. The use of a school-wide rubric is apparent with expectations designed to prepare students for the college level English courses. Another English class is engaged in reflective journal writing as the classroom teacher pulls a small group for teacher/student conferencing and targeted assistance. This individualized instruction bookends the school day, with morning and after-school tutoring, SAT prep, and additional support for students who are preparing for the SBAC exam. The Core Literature program comes alive in the English classrooms with the incorporation of outside materials including essays, biographies, short stories, and poems, which connect expository reading and writing through the study of fictional works.

“Imagine you are a German family during World War II and your Jewish neighbors come to you and ask if they can hide in your home from the impending Nazis,” says the eleventh grade History teacher to his students as they engage in role play (an example of the hands-on and inquiry learning approach practiced in the WAHS History classrooms). As students contemplate this life-bearing issue, they can relate to a historical experience and become reflective, concerned, and competent citizens. Twelfth grade Economic students shop online for a new car, after guided instruction on real life economic skills through graphing, budgeting, and stock exchange. Groups claim various areas of a neighboring classroom, as backboards and student made websites come to life, displaying weeks of research and organization for the “History Day”.

The imagination and natural curiosity of WAHS Science students is being stimulated by hands-on lab activities, where the scientific method of inquiry exercises students’ cognitive and logical skills. Hands shoot up as the teacher asks the students to report their findings and many “why” questions pop up in an environment that celebrates human inquiry.

Spanish students are celebrating their outstanding performance on last year's AP tests. The instructor focuses the students' attention back to the rigorous language and literature curriculum that will prepare them for this year's Spanish Literature AP exam. After direct instruction, students break into reading groups where they discuss Spanish novels, short stories, and poetry that represent both classic and modern literature. First year Spanish students study proper grammar and usage and the teacher breaks from a mini-lecture, asking partners to turn toward one another quickly and use the conjugation of the day to converse in Spanish.

Several art students are scattered around the quad, sketching their interpretations of the modern school architecture. They capture the clean lines, angled shadows, and silhouettes of towering palm trees with their charcoal pencils. The teacher calls the students back to the room where they reflect on a renowned artist's use of shadows and light to dramatize human passion, imagination, and strife. The teacher PowerPoint leads to reciprocal teaching where students express and communicate the identity, nature, and culture of the school community while developing academic vocabulary.

The end of instruction day bell rings, marking the end of a rigorous day of powerful learning and the start of a variety of after-school activities. Students make their way to after-school tutoring, athletic events, and other extracurricular activities hosted by Youth Policy Institute such as Robotics club, MESA (Mathematics, Engineering, and Science Achievement) club, and Gamer's club. A group of athletes are running up and down the school's four flights of stairs under the supervision of supervision team staff on each floor, getting in shape for a successful season and learning the value of teamwork and self-discipline.

Element 2 – Measurable Pupil Outcomes and Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured

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

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

Charter School shall comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula) and AB 484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

STANDARDIZED TESTING

Charter School agrees to comply with state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain complete, accurate, and up-to-date California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with the requirements of California Code of Regulations, title 5, section 861. 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 Charter School. Upon request, Charter School shall submit, in the requested format (e.g., CD), a copy of the results of all state-mandated tests to the District.

Measurable Goals of the Educational Program

The goals and objectives of Wallis Annenberg High School’s educational program for each of the eight state priorities are included in **Element 1** of this petition. The “Annual Goals for Pupils and Subgroups” section of Element 1 includes an **“LCFF State Priorities” table** which outlines our school goals for all students as well as the following subgroups: English Learners, Latino students, Socioeconomically disadvantaged students, and Students with Disabilities.

Measurable Pupil Outcomes: Summative Assessment Performance Targets

Specific performance targets for all pupils as well as the subgroups listed above are also included in the **LCFF table in Element 1**. These performance targets focus on the SBAC ELA and Math assessments which are administered in the 11th grade.

In addition to the target proficiency SBAC rates for ELA and Math outlined in the LCFF table, our school also implements an internal assessment system designed to gauge and support student progress towards proficiency of the ELA and Math Common Core State Standards at the 9th and 10th grade levels. This internal assessment system incorporates the Illuminate Education suite of Common Core-aligned assessment tools (product website: <https://www.illuminateed.com/>) and will allow us to thoughtfully analyze internal data and track our school's progress towards proficiency on the SBAC tests.

The annual measurable goals for our Illuminate benchmarks are outlined in the following two tables:

Illuminate summative ELA outcome: Students will make incremental growth on the Illuminate ELA end-of-year Benchmarks, increasing the percentage of students who meet or exceed ELA state standards by 5% each school year.

Metric/Method for Measuring: Implementation of State Standards: Illuminate – ELA end-of-year Benchmark Met/Exceeded

| APPLICABLE STUDENT GROUPS | Baseline | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
|--|----------|-----------|-----------|-----------|-----------|-----------|
| All students (Schoolwide) | 65% | 70% | 75% | 80% | 85% | 90% |
| English Learners | 13% | 20% | 25% | 30% | 35% | 40% |
| Socioecon. Disadv./Low Income Students | 65% | 70% | 75% | 80% | 85% | 90% |
| Students with Disabilities | * | 70% | 75% | 80% | 85% | 90% |
| Latino Students | 64% | 70% | 75% | 80% | 85% | 90% |

* not a numerically significant subgroup at WAHS in 2016-17

Illuminate summative Math outcome: Students will make incremental growth on the Illuminate Math end-of-year Benchmarks, increasing the percentage of students who meet or exceed Math state standards by 5% each school year.

Metric/Method for Measuring: Implementation of State Standards: Illuminate – Math end-of-year Benchmark Met/Exceeded

| APPLICABLE STUDENT GROUPS | Baseline | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
|---------------------------|----------|-----------|-----------|-----------|-----------|-----------|
| All students (Schoolwide) | 30% | 40% | 45% | 50% | 55% | 60% |

| | | | | | | |
|--|-----|-----|-----|-----|-----|-----|
| English Learners | 0% | 10% | 15% | 20% | 25% | 30% |
| Socioecon. Disadv./Low Income Students | 30% | 40% | 45% | 50% | 55% | 60% |
| Students with Disabilities | * | 40% | 45% | 50% | 55% | 60% |
| Latino Students | 29% | 40% | 45% | 50% | 55% | 60% |

Method for Measuring Pupil Progress Toward Outcomes: Formative Assessment

Wallis Annenberg High School also utilizes the Illuminate Education assessment tools to administer formative assessments for students that are designed to monitor and measure student progress towards mastery of state standards. Our internal assessment system involves the following components:

- Baseline Data and Goal Setting:
 - Analysis of academic data from previous year with all staff (including CAASPP data)
 - Creation of data-based goals by each teacher regarding student achievement in each of their classes
 - Administration of diagnostic exams in all courses to assess student readiness level. These exams are aligned with Common Core State Standards, and assess readiness for core course content
 - Analyze results from diagnostic exams along with department team using data analysis protocol during professional development. Protocol includes highlighting areas of strength and gaps in learning. Use these findings to adjust curriculum plan and instructional strategies for each class. Also, assess progress towards end-of-year goals
- Benchmark Assessments in Core Subject Areas:
 - WAHS utilizes the Illuminate Education suite of Common Core-aligned assessment tools to administer benchmarks at Wallis Annenberg High School (product website: <https://www.illuminateed.com/>)
 - Illuminate assessments allow us to administer assessments in every content area using an extensive database of rigorous test banks and questions that are aligned with Common Core State Standards.
 - We administer Illuminate assessments using an online system that allows our students to practice being assessed on an online interface, in preparation for the CAASPP and other online tests students will take for college and career.
 - All staff were trained in Illuminate on August 16, 2017. Our rollout for benchmark administration is as follows:

| 2017-18: Pilot Year | 2018-19 | 2019-2023 |
|--|---|---|
| Illuminate benchmarks administered to all 9 th and 10 th graders in ELA, Math, and ELD on the following dates: <ul style="list-style-type: none"> • October 11th and 12th • January 16th and 17th • April 23rd and 24th | Illuminate benchmarks administered to all 9 th and 10 th graders in ELA, Math, ELD, Science, and History in: <ul style="list-style-type: none"> • October 2018 • January 2019 • April 2019 | Illuminate benchmarks administered to all 9 th and 10 th graders in <u>all subject areas</u> in: <ul style="list-style-type: none"> • October 2019 • January 2020 • April 2020 |

Data Analysis and Reporting

Wallis Annenberg collects, analyzes, uses, and reports the benchmark data in the form of overall benchmark proficiency rates (i.e. percent of students who Meet Standard, Exceed Standard, Do Not Meet Standard, or Approach Standard), as well as the item-by-item breakdown of student responses on each question. Data is used to plan and guide instruction, to identify student areas of need and student areas of progress, to identify professional development needs, and to monitor and improve upon our educational program and operations.

On a quarterly basis, teachers analyze results from Illuminate benchmarks using the data analysis protocol outlined below. This data analysis protocol includes highlighting areas of strength and gaps in learning when analyzing overall performance, subgroup performance, and an item-by-item analysis of student proficiency by standard. Teachers use these observations to adjust their instruction to better meet the needs of their students. Teachers are coached in modifying curriculum maps and planning targeted instructional strategies for each class. Teachers also assess student progress towards the end-of-year, summative goals outlined above.

WAHS implements a specific data analysis, reflection and reporting process at the school site. Teachers are trained at the beginning of each year and the expectations for data analysis and reporting are reviewed. The data analysis process is outlined below:

- Review State and End of Year assessment scores for each of your students
- Enter individual student scores into data collection form for both ELA and Math
- Fill out Data Analysis Worksheet to identify student groups (groups are flexible, not static)
- Develop an action plan for area/s needing improvement or areas to challenge students
- Select areas to focus on based on prominence of scores that did not meet standard
- Select areas to focus on based on prominence of scores at proficient/advanced level
- Reflect and discuss instructional questions for selected focus with your grade level
- Set goals, instructional changes, and ongoing, informal assessments
- Schedule dates for professional development, peer observations, demonstration lessons, model lesson implementation, follow-up grade level discussion, etc.

- Request additional support and resources as necessary

Below outlines the data analysis reflection process for teachers that is implemented throughout the year:

Review your grade level benchmark goal(s), the goals written for each of your focus students and the data results from your ELA and Math Formative Assessments, Summative Assessments. Individually and collectively (as a grade level), analyze them for the following information:

1. What was the progress of the Focus students and ELL students? How would you describe their performance as a class and as a grade level?
2. What patterns or trends, if any, do you see occurring in your class and across the grade level?
3. Are most of your students making incremental growth? ____yes ____no
4. If students are making incremental growth, what strategies, supports, or interventions do feel are contributing to their growth?
5. For students that are not making incremental growth, what key skills do you plan to focus on teaching or reteaching? How will you differentiate your instruction?
6. How will you reassess students and what will you use to measure the expected outcome(s)? (Ex. Generate an assessment using Illuminate; curriculum embedded test; Target proficiency rate of 80%)

Students are expected to increase in proficiency as the school year progresses, especially after each benchmark and data analysis cycle. The target proficiency rates are outlined below:

Illuminate target benchmark proficiency rates – ELA

| | Baseline | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|------------------------|-----------------|----------------|----------------|----------------|----------------|----------------|
| ELA Benchmark 1 | | 60% | 65% | 70% | 75% | 80% |
| ELA Benchmark 2 | | 65% | 70% | 75% | 80% | 85% |
| ELA Benchmark 3 | 65% | 70% | 75% | 80% | 85% | 90% |

Illuminate target benchmark proficiency rates – Math

| | Baseline | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|------------------------|-----------------|----------------|----------------|----------------|----------------|----------------|
| ELA Benchmark 1 | | 30% | 35% | 40% | 45% | 50% |
| ELA Benchmark 2 | | 35% | 40% | 45% | 50% | 55% |
| ELA Benchmark 3 | 30% | 40% | 45% | 50% | 55% | 60% |

Grades, Progress, and Schoolwide Performance Reporting

Student's graded work will be recorded in grade books and the school's data management system, which is currently Powerschool. At the end of each five weeks, student progress reports will be generated and distributed to students and parents. Report cards will be distributed at the end of each semester, in December and June. The grading scale follows a numerical system based on students achieving 90% or above (A), 80-89% (B), needs improvement 70-79% (C), and at risk 0-69% (F).

A minimum of 10 grades will be recorded in the grade book for each 5-week period for all grades. Five week grades are to reflect summative and formative assessments which can take the form of tests and/or quizzes. Graded class assignments, projects, homework/participation and other activities assigned by the teacher may be included as well. Department teams determine the percentages (i.e. 40% tests, 30%, quizzes, 10% homework, 10% classwork, and 10% projects) which are approved by administration.

Schoolwide performance data including state testing results and dashboard data will be additionally be communicated to parents and other stakeholders at monthly parent meetings, School Based Council meetings, English Learner Advisory Council meetings, and The Accelerated Schools Board of Trustees meetings. The Accelerated Schools is the nonprofit corporation operating Wallis Annenberg High School.

Promotion/Retention Policy and Procedures

9th grade: To successfully complete 9th grade, students must earn a grade of a "C" or higher in the following courses and have completed a minimum of 60 credits. If a student is within 10 credits and/or makes up the course work the student will be allowed to move into 10th grade. Credit recovery opportunities/procedures are described in the next section.

English 9- 10 credits

Biology- 10 credits

Spanish 1-10 credits

Algebra 1 or Geometry- 10 credits

Physical Education- 10 credits

Health- 5 credits

Elective- 5 credits

10th grade: In order to advance to 10th grade, students must complete both the above course work with a grade of a "C" and accrued a minimum of 60 credits. To successfully complete the 10th grade, students must earn a grade of a "C" or higher in the following courses and have accrued 120 credits. If a student is within 10 credits and/or makes up the course work the student will be allowed to move into 11th grade. Credit recovery opportunities/procedures are described in the next section.

English 10- 10 credits

Chemistry- 10 credits

Spanish 2-10 credits

Geometry or Algebra 2- 10 credits

Modern or World History- 10 credits

Physical Education- 10 credits

11th grade: In order to advance to 11th grade, students must complete both the above course work with a grade of a “C” and accrued a minimum of 120 credits. To successfully complete the 11th grade, students must earn a grade of a “C” or higher in the following courses and have completed 180 credits. If a student is within 10 credits and/or makes up the course work the student will be allowed to move into 12th grade. Credit recovery opportunities/procedures are described in the next section.

American Literature or AP English Language- 10 credits

Physics or AP Science- 10 credits

Spanish 3-10 credits

Algebra 2 or Pre-calculus- 10 credits

United States History or AP United States History- 10 credits

Visual Performing Arts- 10 credits

12th grade: In order to advance to 12th grade, students must complete both the above course work with a grade of a “C” and accrued a minimum of 180 credits. To successfully complete the 12th grade, students must earn a grade of a “C” or higher in the following courses and have completed 240 credits. If a student is within 5 credits and/or makes up the course work the student will be allowed to walk the stage at graduation with the understanding that they will need to make up the course prior to receiving their diploma. Credit recovery opportunities/procedures are described in the next section.

Rhetoric and Composition AP English Literature- 10 credits

Physics or AP Science- 10 credits

Spanish 3 or AP Spanish or other academic elective-10 credits

Pre-calculus or AP Calculus or Statistics- 10 credits

Government and Economics - 10 credits

College Prep Elective- 10 credits

Credit Recovery Opportunities/Procedures

Wallis Annenberg High School offers credit recovery options for students to recover credits for failed coursework. Students who fail a core class (English, Math, Science, Social Studies) are encouraged to remediate the class as soon as possible while at Wallis Annenberg High School. Students can make-up courses at WAHS, through APEX, opportunities for learning, community college or any other local summer school program.

Credit recovery options:

- APEX and Opportunities for Learning are online credit recovery programs
- Summer School is offered at WAHS and is a six-week program
- Community colleges are also an option for credit recovery but will require both an application and placement test
- Other high schools offering summer school are also viable options

Element 4 – Governance

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

GENERAL PROVISIONS

As an independent charter school, Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School.

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amends the bylaws, Charter School shall provide a copy of the amended bylaws to CSD within 30 days of adoption.

Charter School shall send to the CSD copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the CSD copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on Charter School’s website will satisfy this requirement.

The District reserves the right to appoint a single representative to the Charter School governing board pursuant to Education Code section 47604(b).

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.²

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

Charter School shall comply with the Brown Act and the Public Records Act.

Charter School and all employees and representatives of Charter School, including members of Charter School’s governing board, members of Charter School or governing board committees and councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD charter school policy, regarding ethics and conflicts of interest. Charter School shall enter into all transactions and conduct business with all persons and entities at arm’s length or, in the case of otherwise permissible related party transactions, in a manner equivalent to arm’s length.

² The District is in the process of compiling a list of LAUSD policies that apply to its authorized charter schools. The list will be finalized by April 1, 2018. Charter Schools Division staff will annually review District policies and make recommendations to the LAUSD Board of Education on continued application to charter schools.

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

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

Charter School shall adopt and publish complaint procedures providing for prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited by Title IX or Section 504.

Charter School shall adopt and implement specific and continuing procedures for notifying 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 Charter School, that Charter School does not discriminate on the basis of sex or mental or physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including but not limited to all applicable requirements of *California Code of Regulations*, title 5, section 4600 et seq.

Charter School shall adhere to all applicable federal and state laws and regulations regarding pupil fees, including Education Code sections 49010 - 49013, and extend its uniform complaint procedure to complaints filed pursuant to Education Code section 49013.

Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the Local Control Funding Formula legislation provisions set forth in Education Code section 52075.

RESPONDING TO INQUIRIES

Charter School, including its nonprofit corporation shall promptly respond to all reasonable inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School acknowledges that Charter School, including but not limited to its nonprofit corporation, is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General. Charter School shall provide the District with current, complete, and accurate contact information for Charter School, Charter School administrators, and Board members.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School's operations, or breach of the Charter, is received or discovered by the District, Charter School, including but not limited to its nonprofit corporation, employees, and representatives, shall

cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

Charter School acknowledges and agrees that persons and entities that directly exercise control over the expenditure of Charter School's public funds shall be subject to all necessary and appropriate District charter school oversight.

NOTIFICATION OF THE DISTRICT

Charter School shall notify the Charter Schools Division (CSD) in writing of any citations or notices of workplace hazards, investigations by outside governmental regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g., loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the CSD within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

STUDENT RECORDS

Upon receipt of a student records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 et seq., which include provisions regarding rights to access student records and transfer of records for youth in foster care.

PARENT ENGAGEMENT

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

FEDERAL PROGRAM COMPLIANCE

As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of ESEA and other applicable federal programs. Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.

GOVERNANCE STRUCTURE

The governance structure is organized to serve the educational vision of the Charter School by ensuring that decision-making is responsive to school needs and that staff are held accountable for student outcomes. Additionally, the governance structure is designed to:

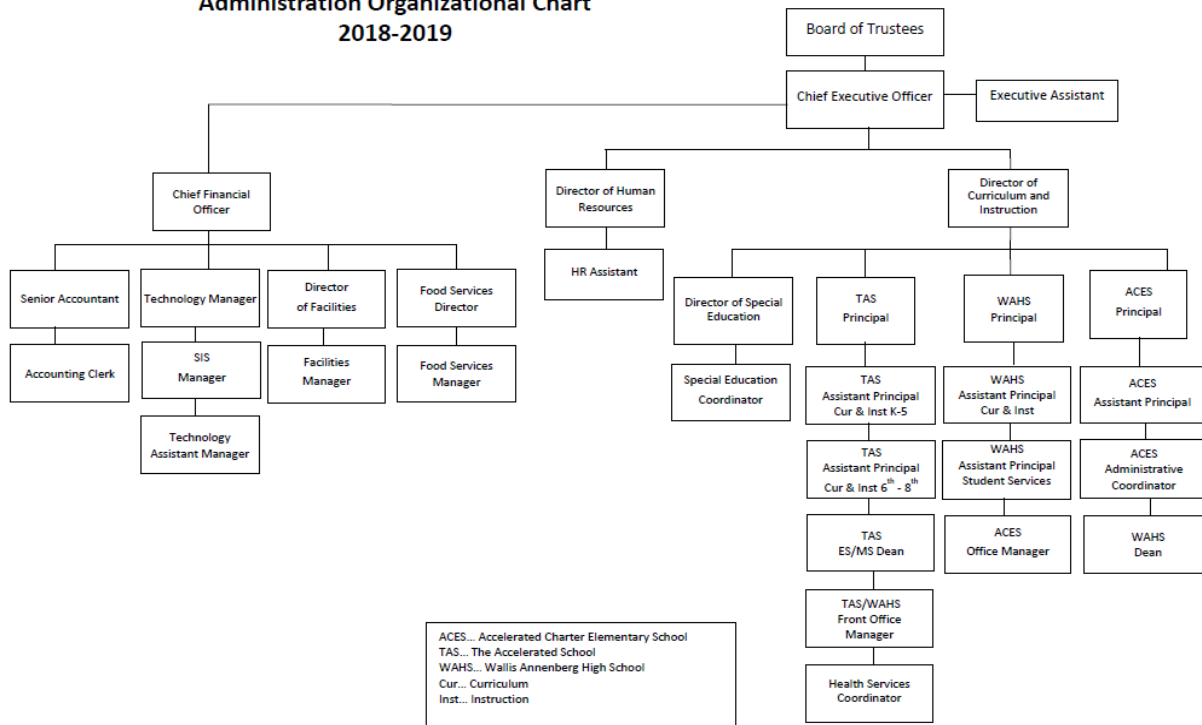
- Assure that every member of the staff shares decision-making responsibility;
- Include parents in the process of decision-making;
- Avoid domination by any select individual or group;
- Develop increased organizational capacity and assure the viability of local school control and accountability.

To accomplish this, The Accelerated Schools (TAS), the nonprofit corporation operating Wallis Annenberg High School, implements a governance structure that has been successfully implemented at TAS since 1994. WAHS will have two major decision-making bodies, The Accelerated Schools Board of Trustees (also known as and will hereafter be referred to as the “Board of Trustees” or “the Board”) and, what is commonly referred to as “the School as a Whole” (SAW). TAS recognizes that reporting structures are critical, but that it is more important that the organizational culture demonstrates that student success is the primary focus.

The Board of Trustees will provide external accountability, oversight and guidance to ensure WAHS’ ongoing success. It will meet a minimum of six times a year (every other month) to review WAHS’ achievements and provide support in achieving short-term and long-term goals set by the board.

One of the key roles of the Board of Trustees is to oversee and evaluate the Chief Executive Officer who is responsible for managing the day-to-day affairs of the organization. To effectively support and guide the CEO, the President of the Board will meet monthly with the CEO for review of the work plan and priorities in carrying out the objectives of the organization. Additionally, the evaluation process of the CEO will include survey results from school staff and parents to help ensure that the needs of the School are being met. This process of evaluation of the CEO has been in place at TAS and has helped to create a safe environment in which difficult issues can be discussed openly to the benefit of the organization’s continuous growth and improvement. The Chief Executive Officer and Principal shall be responsible for day-to-day management of WAHS.

The Accelerated Schools Administration Organizational Chart 2018-2019



Revised 2/20/2018

Description of major roles

Chief Executive Officer - The CEO is responsible for the school environment and student performance at TAS (TK-8), ACES, and WAHS. The CEO is also responsible for the implementation of policies, procedures, and practices that will ensure the ongoing financial and legal viability of the schools. The Chief Executive Officer approves purchases and contractual agreements under \$10,000. The duties include: principal support and supervision, support and supervision of Central Services staff, fundraising, facilities development, serving as a spokesperson for the Accelerated Charter Schools weekly school visitations and observations; monthly presentations to the staff, parents, and students of WAHS; and managing the hiring process of the school principals.

Chief Financial Officer – The CFO will report to the CEO and assume a strategic role in the overall management of WAHS. The CFO will have primary day-to-day responsibility for planning, implementing, managing and controlling all financial-related activities of the organization.

Principal - The principal is responsible for establishing a positive school culture and high levels of student achievement. The principal's duties will include facilitating curriculum development; teacher selection, supervision and evaluation; facilitating parent involvement in school governance, volunteering at school, and supporting student learning at home; monitoring and supporting professional development for all staff; the implementation of student support programs; weekly visits of each class; managing school discipline; and supervising other support staff as assigned. Additionally, the principal manages the teacher selection and curriculum development process.

Governance Board Composition and Member Selection

The Accelerated Schools Board of Trustees

The Accelerated Schools Board of Trustees makes all policy and business decisions regarding the Charter School's legal and fiscal viability. The Accelerated Schools Board of Trustees will serve as the Board of WAHS. The Accelerated School Board of Trustees is fully committed to the establishment and sustenance of WAHS and has the necessary charter school experience as well as the necessary business, educational, facilities, philanthropic and managerial expertise to do so. The Board is comprised of a minimum of 5 members and no more than 21.

The Board of Trustees meets six times a year, usually on an every other month basis, and as needed. Dates and times are published in the Charter School's weekly parent reminders, which are published and distributed weekly by the main office personnel and are also posted and available to the public. Agendas will be posted in areas that are convenient to staff, students, and parents for viewing, including, but not limited to: the school website, on doors to the school, and main office. The charter school posts its agendas in physical locations that are freely accessible to the public, which includes the street side wall of the school building, as well as on the school's website. The Board will allocate the first portion of each meeting for public speakers (staff, parents, students, community members, etc.) to address the Board. Every speaker will have two minutes to address the board on every matter, regardless of whether their item is on the agenda.

Board Duties

The Board of Trustees is fully responsible for the operation and fiscal affairs of the Charter School. It will maintain active and effective control of the charter school, through the exercise of the following duties, including but not limited to:

- Hire and evaluate the Chief Executive Officer
- Approve all contractual agreements and purchases over \$10,000
- Approve and monitor the implementation of general policies of WAHS
- Develop and monitor an operational business plan that focuses on student achievement
- Approve and monitor WAHS' annual budget.

Process for Selecting Board Members

The Board of Trustees will be composed of highly qualified individuals who have demonstrated a passion for advancing educational opportunities for children, particularly children that have historically been underserved.

One (1) trustee and one (1) alternate shall be nominated by WAHS parents, voting at a meeting of such parents that has been duly held and noticed (generally, in September of each year), and each shall be a parent of one or more children who are actively enrolled at WAHS during such parent's entire term as a trustee (or alternate).

The remaining trustees shall be appointed by the Chair of the Board, with approval of the Board of Trustees.

Governance Procedures and Operations

The Board of Trustees will meet a minimum of six times a year. Meetings generally begin in August, right after school starts, with the last in June, right after school ends. Subcommittees (which include Finance, Nominations, and Operations committees) will meet regularly and report to the entire Board at each Board meeting. All Board meetings and meetings of advisory and standing committees will be conducted in accordance with the Brown Act.

Annually the Board shall meet for the purpose of organization, election of trustees, appointment of officers and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held in October, or as soon thereafter as practicable as determined by the Board, at a time, date and place as may be specified and noticed by resolution of the Board.

Public Notification of Meetings

At least 72 hours before a regular meeting, the Board of Trustees, or its designee, shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting. Agendas will be posted in areas that are convenient to staff, students, and parents for viewing, including, but not limited to: the school website, on doors to the school and main office. Agendas are also posted and available to the public. The charter school posts its agendas in physical locations that are freely accessible to the public, which includes the street side wall of the school building as well as on the charter school's website.

Special meetings of the Board of Trustees may be held only after twenty-four (24) hours' notice is given to each Director and to the public through the posting of an agenda.

The Secretary is responsible for taking minutes at every meeting. Minutes for regular and special meetings will record all actions taken by the Board of Trustees. Minutes of the previous meeting will be included in the agenda for the next meeting and all recorded minutes will be archived and available to the public upon request.

Quorum and Board Action Requirements

A majority of the trustees in office (but no fewer than two trustees or one-fifth of the authorized number in Section 4 of bylaws, whichever is greater) shall constitute a quorum for the transaction of business, except to adjourn as provided in Section 19 of bylaws. Every act taken or decision made by a majority vote of the trustees present at a meeting duly held at which a quorum is present is an act of the Board, unless a greater number is expressly required by California Nonprofit Corporation Law, the Articles of Incorporation or Bylaws. Trustees may not vote by proxy.

Teleconference Participation

Members of the Board may participate in a meeting through the use of conference telephone, electronic video screen communication, or other communications equipment, to the extent permitted by law. Participation in a meeting through use of conference telephone constitutes presence in person at that meeting as long as all members participating in the meeting are able to hear one another. Participation in a meeting through use of electronic video screen communication or other communications equipment (other than conference telephone) constitutes presence in person at that meeting if (i) each

member participating can communicate with all other members concurrently, (ii) each member is provided the means of participating in all matters before the Board including, without limitation, the capacity to propose, or to interpose an objection to, specific action to be taken, and (iii) the Corporation has adopted and implemented some means of verifying both that the person participating in the meeting is a trustee or other person entitled to participate in the meeting and that all actions of, or votes by, the Board are taken or cast only by the trustees and not by persons who are not trustees. Meeting agendas shall identify all location(s) from which members of the Board are participating in the meeting. The agenda shall provide an opportunity for members of the public to address the legislative body directly pursuant to Section 54954.3 at each teleconference location.

According to Brown Act (Gov't Code § 54953(b)(3)) requirements for teleconference participation:

- At least a quorum of the Board must participate from teleconferencing locations [within LAUSD's] jurisdiction.
- Each teleconference location must be identified in the notice and agenda of the meeting.
- Agendas must be posted at each teleconference location.
- Each location must be accessible to the public.
- The agenda must provide the opportunity for the public to address the Board directly at each teleconference location.
- All votes must be by rollcall.

Stakeholder Involvement

WAHS is committed to engaging parents in their child's education. Over 30 years of research confirms the important role of parent involvement in student achievement. Parents are their child's first and life-long teachers and can influence their child's educational outcomes in powerful and long-lasting ways. The core belief that parents are our partners is the foundation for WAHS' overarching policy on parent engagement and is reinforced through its Title I Parent Involvement Policy.

The California Department of Education requires that every Local Education Agency establish parent involvement policies for all schools, both non-Title I and Title I (EC Section 11504 and EC Section 11502). The *Parents as Equal Partners in the Education of their Children* (PAEP) policy created a taskforce to further explore and define a framework for parent engagement tools and programs. The PAEP Taskforce, with the participation of over 100 stakeholders, including parents from Title I schools, developed a common definition of parent engagement:

"Meaningful parental engagement is when schools see parents/guardians as equal partners in promoting student achievement and recognize parents' talents and skills as resources to promote children's educational development." --*Parents as Equal Partners* Taskforce

This definition of parent engagement fully embraces and supports all Title I mandates regarding parent involvement and reaffirms that effective parent engagement occurs at the school-level. The PAEP policy is in alignment with the California Framework for Parent Engagement (2012) as well as with the Title I Parent Involvement Policy herein.

A. Parent Involvement in the Policy Development Process

Pursuant to Title I, Part A, Section 1118(a) of the No Child Left Behind Act of 2001, The Accelerated Schools Title I Parent Involvement Policy was developed in collaboration with and approved by parents of Title I students.

Parents participate in the policy development and approval process through meetings that take place at the school site. The meetings yield important feedback on ways schools can improve parent involvement practices and identified how the schools can strengthen both school and parent capacity to foster trusting relationships that result in positive outcomes for students.

The following overarching recommendations were expressed by parents:

- Parents want help in strengthening their knowledge, understanding and navigation of the educational system and how they can better support their children's achievement and performance at school and at home.
- Parents recognize the key role that administrators and teachers play in ensuring effective parent engagement and recommend staff training to ensure successful implementation and accountability for parent engagement plans.
- Parents want school staff to be respectful, create a welcoming environment and value and acknowledge their contributions to their child's learning by inviting them into schools as visitors, volunteers, and equal partners in supporting their child's academic achievement.
- Parents want to receive information from schools on a timely, ongoing basis. They particularly want information impacting their child's learning, including the school's Title I program, expectations for English Learners (ELs) and students with special needs, volunteer opportunities, workshops/trainings and community resources available to their families.
- Parents want accessible parent centers that operate on a regular schedule; that have well-equipped facilities and quality staff that is welcoming of all parents, including working parents, disabled parents and newly-arrived immigrant parents; and that provide them with learning opportunities to assist them in supporting classroom and home learning (math, reading, homework, etc.).
- Parents want improved communication with schools. They seek timely information from schools that is clear and comprehensible, in the language that they understand and delivered in a variety of ways using both technology (phone, text, email, websites) and traditional modes of communication (letter, phone calls, etc.).

These recommendations above are integrated throughout this Title I Parent Involvement Policy and reinforce WAHS' core belief that parents are our equal partners in ensuring the success of all students.

B. Title I Parent Involvement Policy Requirements

Title I, Part A, Section 1118(a), requires that The Accelerated Schools Title I Parent Involvement Policy address six key mandates that describe the programs, trainings and practices WAHS will provide to ensure meaningful parent involvement at all Title I schools.

Mandate 1: Involve parents in the joint development of its plan [The Accelerated Schools Program Improvement Plan] and the process of school review and improvement.

WAHS will involve parents in the joint development of The Accelerated Schools' Program Improvement Plan by:

- Utilizing the School Based Council (SBC) and English Language Advisory Council (ELAC) as vehicles for parent participation in the annual development and review of WAHS' Program Improvement Plan.
- WAHS will issue the following directives, tools and trainings to ensure the school has the necessary information it need to effectively involve parents in the process of school review and improvement:
 - Provide school with operating guidelines and federal requirements for WAHS and other school advisory committees. (e.g. SBC, ELAC, Safety Committee)
 - Provide school with direction and guidance on school-level parent involvement mandates, including the involvement of parents in the decision-making process for the allocation of parent engagement funds, as required by Title I.
 - Assist school and parents in identifying allowable school expenditures to support/bolster parent involvement in the school review and improvement process.
 - Assist parents in understanding the academic performance of their child's school and increases their ability to participate fully in the school improvement process.
 - Provide school staff with tools and training to support meaningful and balanced parent participation on the School Based Council.

Mandate 2: Provide the coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance.

To meet this mandate, WAHS will provide technical assistance/training to school staff in the following areas:

- School Goals for Parent Engagement: Describe WAHS' vision and establishes WAHS' expectations for parent engagement.
- School-based teams (SBC and ELAC), comprised of parents, teachers, principals/administrators, other staff, and students that lead the school's effort in creating school-wide parent engagement plans, including the development of School-Parent Compacts, the school's Title I Parent Involvement Policy, Single Plan for Student Achievement, and other parent involvement activities linked to learning.
- Targeted support provided to schools undergoing periodic state and/or federal review of their parent engagement planning process.
- Training and tools provided to school staff to increase their capacity to engage, support and provide necessary information to parents of students with documented achievement gaps, ELs and students with special needs.

Mandate 3: Build the schools' and parents' capacity for strong parental involvement.

WAHS will make available the following training, tools and programs:

- Parent Workshops: A collection of workshops/trainings that comprise the essential knowledge and skills all parents must have to support their child's learning in high school. Possible training areas include:
 - Preparing for school
 - Master Plan for ELs
 - Literacy/math home-based support
 - Common Core State Standards
 - A-G college preparatory requirements
 - Student Academic Performance Data
 - Transition to middle and high school
 - Parents as advocates and leaders
 - Special Education programs
 - Creating learning environments at home
 - Supporting good attendance habits (includes promoting literacy, regulating TV time, supporting homework completion)
- Trainings that provides school staff, including but not limited to principals, teachers, front office staff, parent center staff and others, with knowledge and understanding that fosters meaningful and sustainable parent involvement. Key areas include:
 - Parent involvement research and best practices
 - Creating welcoming environments
 - Engaging and expanding meaningful school volunteer programs
 - Informing parents of their rights and responsibilities and categorical/special programs such as Title I, EL and Special Education
 - Establishing effective advisory committees and councils at schools
 - Addressing parent concerns
 - Engaging parents to support homework completion, good attendance habits, and creating learning environments at home that reinforce classroom learning
 - Engaging and effectively communicating with parents, including working parents, disabled parents, newly arrived parents and non-English speaking parents

Mandate 4: Coordinate and integrate the parental involvement strategies described in this policy with parental involvement strategies under other programs, including the various 0-5 federal programs that prepare children for school and parents for their role in supporting their children's learning.

To address this mandate, WAHS will coordinate and integrate its parent engagement programs and trainings with those of other programs, including:

- Multilingual Academic Support, centered on informing parents of EL students of the WAHS Master Plan for English Learners. Parents provide input on this plan.

- Special Education Department Support: This integration ensures the coordination of parent engagement strategies, programs, and goals among parents of Title I, EL and students with special needs.
- Technology Department: Coordination is centered on the technology department to develop, promote and train schools on web-based tools for parents that help support student achievement. Examples include PowerSchool, access to the WAHS website, Free and Reduced Lunch applications, and school volunteer programs.
- Student Information Systems Department: Coordination is centered on ensuring the inclusion of parents in the development of and participation in key school performance indicators.
- Federal and State Education Programs: Coordination is centered on ensuring that federal and state parental involvement requirements, including the School-Parent Compact, School Parent Involvement Policy, and the Single Plan for Student Achievement, are met.

Mandate 5: Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of WAHS.

Title I schools, including identifying barriers to greater parent participation in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background), and use the findings of such evaluation to design strategies for more effective parental involvement and to revise, if necessary, the parental involvement policies described in this section.

To address this mandate, WAHS will:

- Utilize parent involvement groups and the SBC and ELAC Committee's to examine the effectiveness of the parent engagement strategies and programs described in this policy on student achievement at Title I schools.
- Provide training and coaching to the SBC and ELAC committees to identify specific policy issues to be studied, design effective evaluation processes and utilize various data collection tools including surveys, site observations, interviews, etc.
- Use the findings and recommendations from surveys and committees to determine any necessary revisions of the policy annually.
- Consult with Title I parent involvement policy participants in determining how parent engagement funds are allotted to support the parent engagement programs, practices, and strategies contained in the policy.
- Promote the completion and results of the annual Parent Involvement Survey to capture parent feedback on school-level parent engagement experiences, programs and practices.

Mandate 6: Involve parents in the activities of Title I schools.

To address this mandate, The Accelerated Schools will:

- Ensure effective parent involvement at schools by growing schools' capacity to do the following:
 - Communicate effectively with parents
 - Create welcoming, respectful environments for all parents

- Provide learning opportunities for parents that grow their ability to support classroom learning, particularly in math and reading, homework completion and attendance
- Ensure parents are knowledgeable about the following:
 - Parents' Bill of Rights and Responsibilities
 - Student and school performance data
 - School policies including the visitation policy, attendance policy and homework policy

The Accelerated Schools have demonstrated its commitment to parent involvement at the school and central levels through its policy for parent involvement, the School Goals for Parent Engagement in the LCAP and SPSA, the Parent Compact, and various surveys. The programs and practices described in this policy provide further affirmation of this commitment, and adherence to it will build school and parent capacity in fostering meaningful school-home partnerships to bolster student achievement.

Role of parents and staff in the governance of the school

One parent from WAHS has a seat on the Accelerated Schools Board of Trustees, three WAHS parents have voting positions on the WAHS School Based Council (SBC), at least two parents have voting positions on the WAHS English Language Advisory Council (ELAC), and at least one WAHS parent is a member of the School Safety Committee.

Note that the WAHS SBC serves as the School Site Council for WAHS.

Parents and staff have an open invitation to the board meetings, SBC meetings, and ELAC meetings. To inform parents and staff, board meeting agendas and SBC agendas are posted inside and outside of the school as well as on the schools website at least 72 hours in advance of the meeting. The board meeting, SBC meeting, ELAC meeting, and Safety Committee meeting dates and times are also provided to parents in the School's Parent Reminder.

Consultation of Stakeholders in developing LCAP and Annual Update

Parents and teachers are given an LCAP stakeholder survey at least twice per year. Students are given an LCAP survey at least once a year. The parents, students, and teachers on the SBC and ELAC committees provide input throughout the school year and provide feedback to help direct the goals, actions and services included on the LCAP. The annual update is reviewed and discussed throughout the year with the SBC and ELAC committees as well as during bi-monthly parent meetings. Parents will also have the opportunity to review and discuss the LCAP during Coffee with the Principal every other month

Consultation of parents and teachers regrading the school's educational program

The Single Plan for Student Achievement (SPSA) and LCAP documents are reviewed and discussed through the SBC committee with parents, students, teachers, and administration. Surveys are provided to parents, students, teachers, and other staff to gain input regarding the educational programs at the school site.

School Website

Key documents and information are shared on the school's website for all stakeholders to access including: the schools' parent involvement policy, SBC and ELAC meeting agendas and meeting minutes, board meeting agendas and meeting minutes, and the Parent/Student handbook.

Composition of Committees

School Based Council: Principal, 1 Classified Staff member, 4 teachers, 3 parents, 3 students

English Language Advisory Council: Parents of English Learners (must compose at least the same percentage on the committee as percentage of ELs at the school), other staff members (teachers, administrators, other parents, students, etc.) as long as the minimum percentage of English Learner parents is met

Safety Committee: at least one parent, one instructional staff member, one classified staff member, and an administrator

Element 5 – Employee Qualifications

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

EQUAL EMPLOYMENT OPPORTUNITY

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including but not limited to recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(I). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

Employee Positions

- Major Executive Positions: Chief Executive Officer (CEO), Chief Financial Officer (CFO), Director of Curriculum and Instruction
- Administrative/Managerial Staff: Principal, Assistant Principal, ELD Coordinator, Office Manager
- Certificated Staff: Teacher, RSP Teacher, Substitute Teacher, Math Coach
- Instructional Support Staff: Instructional Assistant
- Classified Staff: Clerk, Campus Aide, Custodian, Intervention Aide

Major Executive Positions

Chief Executive Officer

Qualifications

- Bachelor’s degree required, MBA or advanced degree(s) preferred
- 10+ years experience in a managerial business position
- Experienced fundraiser
- Strong business background
- Experience building networks and strategic partnerships

- Able to manage government relations with City of LA, School District and California Department of Education
- Results-driven personality with a skill for leading and motivating
- Strong ability to organize effectively, delegate responsibility and solve problems quickly
- Ability to manage time effectively and handle both internal and external conflicts
- Ability to prioritize, delegate and oversee a multiple of departments
- Strong oral and written communication skills; comfortable with public speaking
- Visionary

Job Description

The Accelerated Schools (TAS) Chief Executive Officer (CEO) is responsible for the effective operation of TAS Community of Schools (including WAHS), general administration of all instructional, business or other operations of the Schools, and for advising and making recommendations to The Accelerated Schools Board (hereafter 'the Board') with respect to such activities. He/she shall perform all the duties and accept all of the responsibilities as prescribed below, by the Board.

1. Primary Activities

The CEO shall possess the following powers and be charged with the following duties:

- A. To be the principal representative of WAHS, with the right to speak on all matters before the Board, but not to vote
- B. To enforce all provisions of law and all rules and regulations relating to the management of the schools and other educational, social and recreational activities under the direction of the Board.

2. Responsibilities

- A. Keep the Board informed of the condition of WAHS' educational program(s), assure effective communication between the Board and the staff of the school system. Relay all communications by the Board regarding personnel to WAHS employees and receive from all school personnel any communications directed to the Board.
- B. Prepare the agenda for Board meetings, in consultation with the Board President. Prepare and submit recommendations to the Board relative to all matters requiring board action, placing before the Board such necessary and helpful facts, information, and reports as are needed to insure the making of informed decisions.
- C. Submit to the Board a clear and detailed explanation of any proposed procedure that would involve either departure from established policy or the expenditure of substantial sums.
- D. Develop and recommend to the Board objectives of the WAHS educational program(s) and see to the development of internal objectives which support those of the Board.
- E. Develop and recommend to the Board long-range plans consistent with population trends, cultural needs, and the appropriate use of WAHS facilities, and see to the development of long-range plans which are consistent with Board objectives.

- F. See to the development of specific administrative procedures and programs to implement the intent established by Board policies, directives and formal actions.
- G. Oversee the execution of all decisions of the Board.
- H. Ensure that sound plans of organization, educational programs and services are developed and maintained for the Board.
- I. Maintain adequate records for the schools, including a system of financial accounts, business and property records, personnel records, school population and scholastic records. Act as custodian of such records and all contracts, securities, documents, title papers, books of records, and other papers belonging to the Board.
- J. Be directly responsible for news releases and/or other items of public interest emanating from all WAHS employees that pertain to educational matters, policies, procedures, school related incidents or events. Approve media interviews of this nature with WAHS employees.
- K. Provide for the optimum use of WAHS staff. See that WAHS is staffed with competent staff who are delegated authority commensurate with their responsibilities. Define the duties of all personnel.
- L. Ensure that staff training is conducted. Summon employees of WAHS to attend such regular and occasional meetings as are necessary to carry out the educational programs of WAHS.
- M. Prior to action by the Board, recommend the appointment, discipline or termination of employment of WAHS administrators.
- N. Prior to action by the Board, recommend the appointment, discipline or termination of employment of teaching and non-teaching WAHS personnel.
- O. Oversee the development of high standards of performance in educational achievement, use and development of personnel, public responsibility, and operating efficiency.
- P. Maintain effective relationships with employee organizations and assume ultimate responsibility for collective negotiations with WAHS employees.
- Q. Oversee the development, authorization, and the maintenance of an appropriate budgetary procedure is properly administered. Prepare the annual proposed budget and submit it to the Board by March 1 or at such earlier date as is necessary to provide an adequate opportunity for the Board's discussion and deliberation.
- R. See that all funds, physical assets, and other property of the District are appropriately safeguarded and administered.
- S. File, or cause to be filed, all reports, requests and appropriations as required by various governing bodies and/or Board policies.
- T. Establish and maintain liaison with community groups which are interested or involved in WAHS educational program(s).
- U. Establish and maintain liaison with other schools, Los Angeles Unified School District, colleges and universities, the California Department of Education, and the U.S. Department of Education.
- V. Act on own discretion in cases where action is necessary on any matter not covered by the Board policy or directive. Report such action to the Board as soon as practicable and recommend policy in order to provide guidance in the future.

3. Primary Relationships

The superintendent observes and conducts the following relationships:

A. The Accelerated Schools Board

- i. As chief executive officer, be accountable to the Board for the administration of the educational system and for the interpretation and fulfillment of the aforesaid functions, primary activities and responsibilities.
- ii. Attend, or have a representative attend, all meetings of the Board.
- iii. Represent WAHS as the chief executive officer in dealings with other school systems, professional organizations, business firms, agencies of government and the general public.
- iv. The CEO reports directly to the TAS Board of Trustees who has the ultimate responsibility for developing strategies for financial balance in making policy level decisions. The CFO in conjunction with the CEO drive this process on a daily basis and must constantly focus on financial sustainability, balance and maintaining a long-term perspective.

B. Administrators

- i. Hold regular meetings with WAHS Principals and all other administrators to discuss progress and educational problems facing WAHS.
- ii. Direct the operations and activities of administrators; see that they effectively guide and coordinate WAHS operations and activities; secure their assistance in formulating internal objectives, plans and programs; evaluate their job performance; and stand ready at all times to render them advice and support.
- iii. Approve the vacation schedules for administrators; and be personally responsible for all evaluations of administrators.

C. Others

- i. Work with other WAHS employees and advisors, including auditors, architects, attorneys, consultants and contractors.
- ii. Hold such meetings with teachers and other employees as is necessary for the discussion of matters concerning the improvements and welfare of the schools. Represent WAHS in collective negotiations with recognized or certified employee organizations.
- iii. Attend, or delegate a representative to attend, all meetings of municipal agencies or governmental bodies at which matters pertaining to WAHS and/or charter schools appear on the agenda.
- iv. Represent WAHS before the public, and maintain, through cooperative leadership, both within and without WAHS, such a program of public relations as may keep the public informed as to the activities, needs and successes of WAHS.
- v. Receive all complaints, comments, concerns and criticisms regarding the operation of WAHS from the public, employees of WAHS, students and Board members.

Chief Financial Officer

Qualifications

As a key member of the Executive Management team, the Chief Financial Officer will report to the CEO and assume a strategic role in the development and management of our high performing charter schools. We seek a hands-on CFO who is seasoned, and detail-oriented with primary responsibility for all accounting, budgeting, financial reporting, payroll, compliance, data and negotiations.

- MBA/CPA preferred
- At least seven years of overall professional experience in financial and operations management
- Understanding of GAAP guidelines and internal controls
- Demonstrated leadership and skills in strategic thinking/planning, as well as ability to step in and perform all required tasks
- Experience in all facets of the accounting cycle from the transactional level to month-end and annual close and a track record of building sustainable financial systems and processes, as well as demonstrated experience in financial planning and analysis
- Strong analytical problem solving and organization skills
- Interest and commitment to high-quality education servicing disadvantaged communities

Job Description

- Lead and oversee the day-day-management of all aspects of Finance Operations including Accounting, Cash Management, Financial Planning, Internal Controls, Compliance, External Audits, Payroll, Inventory Control and Procurement
- Develops knowledge of all public revenue sources, how funding is determined and spent, and keep up to date with all Federal & State regulations to ensure compliance
- Develops and monitors financial budgets, enforcing accountability, suggesting corrective action and communicating potential financial risks
- Oversee day-to-day accounting practices, and ensure that month-end close is efficient, timely, and accurate.
- Provides management and Board of Trustees with organization's financial status and helps assist with both short and long term financial strategies and goals for the organization
- Participates in Board of Trustee meetings including meeting with the Finance and Auditing committees.
- Works with Board of Trustees on risk management issues including insurance and legal compliance
- Primary responsibility working with external CPA's on annual audit and addressing any findings or exceptions in reporting or internal controls.
- Prepares reports required by regulatory agencies and LAUSD.
- Updates and monitors Fiscal Policy and Procedures to align with current practices.
- Establishes relations with banks and other financial institutions
- Supervises Fiscal Service staff and other corresponding departments
- Other related duties as assigned

Director of Curriculum and Instruction

Qualifications

Minimum qualifications include: at least 2 years of prior experience as a Principal, Assistant Principal, Head of School, or equivalent; at least 2 years' experience as a teacher; at least 2 years of experience working in Title I schools; demonstrated leadership in providing professional development to administrators, teachers, and other staff; and proof of working collaboratively with parents and staff. Administrative credential preferred but not required.

Job Description

- Support the instructional coaches and administrators in the coordination of developing school-wide instructional goals, objectives, and assessment instruments, and systems of monitoring the implementation of District and site staff development
- Support the planning, implementation, and evaluation of instructional programs with teachers and principals, including learning objectives, instructional strategies, and assessment techniques
- Assist in providing protocols for observing and providing feedback to teachers
- Assist in creating a process for debriefing with teachers regarding their lesson delivery
- Identify professional development opportunities
- Provide additional oversight and support to instructional coaches at the K-8 and 9-12 levels
- Meet with instructional coaches and Principals on an ongoing basis
- Identify new curriculum needs
- Work with principals to identify "collective commitments" or deliverables related to classroom instruction
- Support Leadership committee's in areas related to curriculum and instruction
- Assist in the budget as it relates to curriculum, instructional resources/materials & interventions
- Assist in the development of curriculum & instructional goals
- Collaborate with site administrators (Principals, AP's, Instructional Coaches) to plan and coordinate academic support programs provided during school, after school, and in summer school
- Provide support during Charter Oversight Visit
- Support with the formal evaluations of the instructional coaches
- Manage the planning process to select instructional materials and equipment
- Keep current with state academic content standards, benchmarks, and indicators
- Observe in classrooms and provide feedback
- Obtain and use evaluative findings, including student achievement data to examine curriculum/instructional program effectiveness
- Monitor the efficacy of instructional interventions that support continuous and measurable improvements in student achievement
- Serve as an active member of the administrative team
- Articulates a clear philosophy and shared vision of learning
- Uphold board policies and implements administrative guidelines/procedures
- Promote the district's mission, philosophy, and vision
- Develop the Local Educational Agency Plan (LEA Plan) and the Local Control Accountability Plan (LCAP) in collaboration with administrators, teachers, parents, school leadership teams, and community stakeholders

- Support and coordinate strategic planning efforts for the school sites to ensure program equity, continuous improvement, and student achievement for all students
- Support schools in program implementation and improvement. Oversee and assist in planning, developing, and implementing all Single School Plans for Students Achievement (SPSA). Review all plans ensuring alignment with the LEA plan, LCAP and SPSA.
- Effectively utilize all forms of valid data to track student progress in the aggregate and by subgroup. Evaluate the effectiveness of categorical programs.
- Develop Goal 2 Title III Plan and EL Master Plan to provide highly qualified service and best instructional practices to English learners
- Prepare and present written reports to the governing school board and deliver recommendations as necessary
- Direct, conduct and coordinate professional development
- Supervise the requisition of equipment, materials and supplies for categorical programs
- In collaboration with site principals, observe classroom instruction to assess curriculum implementation, student performance and program effectiveness
- OARS Coordinator
- Provide OARS trainings to staff and admin.
- Gather and analyze K-12 classroom performance data – OARS & CAASPP
- Prepare student data reports
- Present student data to CEO and principals
- Attend data articulation meetings and provide support
- Oversee student blueprint testing process - OARS
- Create targets/goals for academic performance
- Support Leadership committee's in areas related to student data and interventions

Administrative/Managerial Staff

Principal

Qualifications

- Administrative Services credential preferred but not required
- Demonstrated a minimum of 2 years of administrative or related experience at the school level and a minimum of 2 years teaching
- Intermediate Spanish language fluency desired
- Master's Degree preferred
- Passionate about working with inner city students' and families.

Job Description

- Support and work in context of the professional learning community established by the staff and assistant principal of the school.
- Assume responsibility for instruction and curriculum in conjunction with the assistant principal.
- Maintain responsibility of issues relating to curriculum, effective pedagogical strategies, and assessment.

- Maintain positive, effective and relevant communication with all stakeholders that support and facilitate professional growth and development.
- Provide quality control over curriculum and instruction, including but not limited to professional development, coaching activities, academic programs and instructional components.
- Promote data driven instruction through professional development, observation, action plans, and evaluation.
- Assume responsibility for the safety and supervision of students as well as campus security.
- Work with the support staff on issues related to student absences, health and wellness.
- Supervise student activities; coordinates and administers student incentive and recognition activities.
- Assist the assistant principal with testing, assessment coordination and tracking results.
- Visit classrooms and participates in the evaluation of teachers and other staff members.
- Assist in the orientation, instructional planning and delivery, and supervision of new teachers.
- Develop and assist in the development and enforcement of school policies and procedures.
- Initiate and support communication with and among teachers, parents, students and the community.
- Engage in regular teacher informal observations and feedback meetings.
- Proficient in Common Core Standards training, implementation, and leading professional development.
- Oversee and participate in all aspects of curriculum design and instruction that enables students to master the California State Standards and develop as confident, courageous citizens prepared to succeed at the university of their choice upon high school graduation.
- Promote hands-on, rigorous, cooperative & project-based learning throughout the school community and provide hands-on guidance to teachers as they create and implement the ACES dual language enrichment program.
- Lead and develop Special Education and EL programs that comply with all federal, state and local regulations.
- Work with teachers to create and use multiple sources of data to develop a plan for the improvement of student achievement.
- Recruit, hire, train, evaluate, and work to retain high quality staff.
- Create a positive work environment where staff, students, and parents feel enthusiastic about the school.
- Engage parents and community members to participate and contribute to the school's vision.

Assistant Principal

Qualifications

- Minimum of one year educational, operational and instructional leadership experience and 2 years teaching experience.
- Administrative Services Credential and Masters in Education preferred
- Excellent communication and interpersonal skills, bi-literate in Spanish and English
- Strong computer/technology skills.
- Commitment to collaborate with teachers, students and parents to facilitate student's academic, social, and emotional success.

- A track record as a successful educator and interest/background in Charter School Education and School Reform.

Job Description

- Support and work in context of the professional learning community established by the staff and principal of the school.
- Assume responsibility for instruction and curriculum in conjunction with the Principal.
- Maintain responsibility of issues relating to curriculum, effective pedagogical strategies, and assessment.
- Maintain positive, effective and relevant communication with all stakeholders that support and facilitate professional growth and development.
- Provide quality control over curriculum and instruction, including but not limited to professional development, coaching activities, academic programs and instructional components.
- Promote data driven instruction through professional development, observation, action plans, and evaluation.
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- Create a positive work environment where staff, students, and parents feel enthusiastic about the school.
- Engage parents and community members to participate and contribute to the school's vision.

ELD Coordinator

Qualifications

- CLAD Certified
- Minimum 3 year teaching experience (Various grade levels)
- Bilingual (Spanish) desired
- Have attended AB466 or AB472 Language Arts training
- Strong Writing background (writer's workshop, rubrics, mini lessons, genres)
- Strong understanding of CELDT/ELPAC Levels and how to differentiate instruction based on language proficiency
- Strong understanding and support of ELA/ELD frameworks

Job Description

- Lead and monitor school systems and practices that promote the education, progress, and the reclassification of English Learners
- Provide professional development training and coaching to all teachers, especially ELA and ELD teachers, in implementing effective instructional practices that powerfully support the progress and reclassification of English Learners
- Promote a deep awareness of the ELD standards, as well as the CELDT and ELPAC exams with all teachers, including strategies and actions that support student success on these evaluations
- Coordinate English Learner internal assessments in reading, writing, listening, and speaking on at least a quarterly basis
- Manages and tracks English Learner progress data in an organized system and communicate data with all relevant staff
- Communicate English Learner progress with parents by a variety of means
- Use diagnostic data to implement targeted small group and individual interventions, including direct classroom support, designed to promote areas of specific English proficiency needs
- Lead and assist the administration of state testing, including the CELDT and ELPAC
- Provide translation at parent meeting
- Provide translation for instructional materials by teacher request
- Collaboratively Develop school's English Learner Master Plan
- Conducts demonstration lessons to insure that all teachers have been trained to an advanced level of delivery and are using the instructional materials as designed
- Assists teachers in building an interactive classroom environment focused on the content and learning strategies embedded in the program
- Demonstrate a commitment to excellence, equity, and high expectations for all students with an emphasis on building the strengths that students bring to the teacher/learning process and closing the achievement gap for English Learners
- Conducts classroom observations and provides "next step" support for all teachers
- Serves as a resource in identifying appropriate instructional strategies and interventions to improve student achievement for all students including English Language Learners, Standard English Learners, students enrolled in Special Education Programs, and students with diverse learning needs
- Assists teachers in preparation and pacing for instruction
- Participates in collaborative grade level meetings to assist in the analysis and utilization of

assessment data to improve student achievement

- Model professional behavior that addresses job responsibilities, district policies and procedures, and the expectations of professionals working in a multi-lingual, multi-cultural, and economically diverse community
- Initiate and maintain consistent communication with administrators and teachers
- Assists grade level teams in setting goals for improved instruction
- Meets regularly with the principal to review theme assessment data and to assess the outcomes of goals established by grade level teams
- Prepares forms, records and reports as directed
- Attends meetings and trainings as directed
- Other related duties as assigned

Office Manager

Qualifications

- Ability to read, write and speak in both English and Spanish in a professional setting
- Knowledge of grammar, spelling, punctuation and idioms used in both English and Spanish
- Computer literate
- Basic clerical skills such as answering phones and operating office machines
- Excellent customer service skills; must have a courteous and positive attitude
- Ability to work with others as a team
- Great multitasking and organizational skills

Job Description

Performs a variety of staff duties to relieve an administrator of details relative to clerical procedures and methods or other areas of the business operations of the organization. Plans, organizes, directs, and reviews a variety of clerical activities and exercises independent judgment in making decisions pertaining to the Main Office. Fosters a positive and welcoming atmosphere at the Main Office.

- Communicate and manage staff attendance (attendance cards, time sheets, leaving early form, daily attendance email).
- Coordinate school events and activities (need specifics from principals).
- Schedule school facilities usage.
- Maintain the master calendar.
- Clerical services (answering phones, copying, distributing communications, typing and computer use).
- Provide accurate and timely communication to all school stakeholders. Dispense pertinent information and direction to students, parents, staff, and visitors.
- Plan, organize, and review the work of clerical staff engaged in the preparation of a variety of communications.
- Manage and oversee lottery/enrollment waiting list.
- Oversee processing of supply requests.
- Translate various forms of communication.
- Arrange substitute coverage.

- Collaborate with administrators regarding forms that will be useful to streamline office procedures.
- Welcome and direct visitors to the appropriate department/person.
- Supervise and support the office staff who help support these functions.
- Serve as the schools administrative assistant.

Certificated Staff

WAHS Teacher

Description

The employees of WAHS will be a group of professionals committed to the education of all children. The guiding principles of the Accelerated Schools Model demand that educators engage all students in rich, meaningful learning experiences that will encourage them to become lifelong learners. To fully implement this program, all staff members must be equally committed and actively involved in the planning, performance, implementation, and evaluation of the instructional program, school operations, and assessments.

Qualifications

Each core subject teacher (e.g. Language Arts, Mathematics, Science, Foreign Language, Arts and Social Science), including teachers of UC approved college-preparatory courses such as Choir and Drawing, will have appropriate teaching credentials provided by State Commission on Teacher Credentialing for his/her teaching assignment. They will be required to hold at least a bachelor's degree from an accredited university, hold the appropriate teaching credential and demonstrate subject-matter competency in each core academic subject taught.

Teachers of non-core classes (e. g. Creative writing, Psychology (APEX), Model UN, music composition, rock band, SAT prep, US history through film, world history through film) will have qualifications consistent with the requirements of state legislation. Teachers of non-core subjects will be required to hold a valid teaching credential.

In the case of UC approved college-preparatory courses such as Psychology that are taken through APEX, elective credit is awarded after successful completion of APEX. WAHS does not and will not provide A-G credit for the other non-core courses listed above.

All teachers must have a valid California teaching credential authorizing English language learner services; teachers who are out of state and do not hold an approved English Learner authorization or for California prepared teachers who earned a Ryan or Standard teaching credential must obtain the CLAD authorization by examination or approved coursework prior to employment or apply for an Emergency CLAD Permit.

The Charter School will meet all requirements for employment set forth in applicable provisions of law.

The Director of Human Resources is responsible for monitoring teacher credentials.

Job Description

- Provide a rigorous, project-based and caring learning environment for inner-city students that enable students to master the California Common Core State Standards and develop as confident, courageous citizens prepared to succeed at the university of their choice upon high school graduation.
- Use of effective instructional and intervention strategies to meet the academic and social needs of students that are measurable on state standards tests and other assessments.
- Collaboratively design and implement assessments that measure progress towards academic standards using data to refine curricula and inform instructional practices.
- Serve as a positive role model at all times, implement school's Positive Behavior Plan along with restorative justice practices.
- Commitment to continuous learning and professional development.
- Work collaboratively and respectfully with staff, parents, and community stakeholders.

Instructional Assistant

Qualifications

Instructional Assistants provide to teachers in the classroom. All instructional assistants will meet any requirements as made necessary by state or federal legislation.

Instructional Assistants must have a high school diploma or GED and have the following requirements per NCLB:

- 60 semester or 90 quarter units from a recognized college or university and pass a proficiency test OR
- An associate degree from a recognized college or university or
- Pass the LAUSD Instructional Assistance Test and District Proficiency Test

Job Description

- Provide instructional support to students in a specialty area of expertise under the guidance and direction of the Assistant Principal.
- Use knowledge of reading, the reading process and mathematics to support individual and small groups of students in areas such as oral language development, phonemic awareness, phonics, fluency, vocabulary, comprehension, math, etc.
- Work with individual students one-on-one or in small groups and assist them with reading lessons and instructions using provided core-curriculum materials and explicit systematic phonemic awareness and phonics lesson plans as directed and according to teacher's lesson plans.
- Conduct guided reading sessions and guide students through comprehension and writing activities to reinforce strategies and skills.
- Participate in regularly scheduled collaborative planning sessions and continuously review assessment data.

- Correct student papers and/or advise students regarding improvement of work products.
- Incorporate behavior modification methods and school's Positive Behavior Support plan when needed.
- Provide an educationally motivating environment.
- Organize and maintain instructional materials and files.
- Provide detailed feedback about student progress to the Assistant Principal and teacher.
- Attend meetings and trainings as required.

Classified Staff

Office Clerk

Qualifications

Performs a variety of staff duties to support the Office Manager relative to clerical procedures of the organization. Must have the ability to read/write/speak in Spanish. Must maintain good verbal/written communication amongst staff and customers.

Job Description

- Greet and provide customer service.
- Operate phone systems and office equipment.
- Data entry into various databases including PowerSchool; print reports from various databases.
- Type and prepare documents; mass copying/ mailing.
- Create, maintain, review and organize files, forms, reports, etc. for various school functions including student records and attendance.
- Support and assist with the admission and enrollment process.
- Execute school supplies (order, inventory and distribution).
- Administer first aid and medication.
- Assist with substitute teacher coverage.
- Assist in preparing for meetings/events.
- Assist with translation/interpretation (English/Spanish).
- Participate in trainings/workshops and professional development.
- Follow school policies and procedures.

Campus Aide

Qualifications

- Experience in working in early childhood and racially diverse communities.
- Inspire, counsel and instruct students to facilitate academic, social and emotional success.
- Ability to supervise campus areas.
- Knowledge of health and safety aspects of playground supervision.
- Establish and maintain cooperative and positive working relations with students, teachers, administrators and parents.
- Understand and follow oral and written instructions.
- Be consistent in application of school policies.

- Must be First Aid and CPR certified.
- Employment contingent upon clearance of background check and TB.
- Bi-literate in Spanish and English preferred.

Job Description

Assists in the supervision of the campus. Establishes and maintains cooperative and positive working relations with students, teachers, administrators and parents.

- Provide a caring and constructivist learning environment for inner city students that enables students to master the California Common Core Standards and develop as confident, courageous citizens prepared to succeed at the university of their choice upon high school graduation.
- Supervise hallways, walkways, restrooms and all playground areas.
- Supervise students during recess, lunch and free play times.
- Supervise main entrance during student pick up and monitor sign in and out area.
- Distribute newsletter and weekly school information during student pick-up times.
- Assist in the supervision of students in the classroom as needed.
- Assist in the distribution of snacks and direct students during snack time.
- Responsible for all equipment, supplies, and cleanliness of program areas including special projects and lunch/snack areas.
- Check and re-stock bathroom supplies throughout the day as needed.
- Involve children in all program activities.
- Exhibit respectful, positive, and helpful behavior to children, staff, parents/guardians, and community members.
- Report to Assistant Principal or Administrative Coordinator any behavioral concerns and/or incidents involving children in the program.

Intervention Aide

Qualifications

- High school diploma or equivalent
- Spanish language fluency desired

Job Description

- Work with teachers and principal to coordinate and implement school wide intervention program
- Manage school wide testing and assessment data and serve as site testing coordinator
- Serve as site supervisor of our afterschool intervention program
- Provide a caring and constructivist learning environment for inner city students that enables students to master the California Content Standards and develop as confident, courageous citizens prepared to succeed at the university of their choice upon high school graduation
- Serve as a positive role model
- Work collaboratively with staff and parents

Custodian

Qualifications

Performs custodial tasks efficiently. Ability to follow written and oral instructions. Work effectively alone or as a team.

Job Description

- Assist with the setup of facilities for meetings, classrooms, events, etc.
- Arrange furnishings and equipment for the purpose of providing adequate preparations for meetings, classroom activities and special events.
- Clean, dust, and wipe furniture; sweep, mop, or vacuum floors; empty/clean wastebaskets and trash containers; empty and refill restroom dispensers in assigned school facilities (e.g. classrooms, offices, restrooms, multipurpose rooms, grounds, etc.) for the purpose of maintaining a sanitary, safe and attractive environment.
- Wash accessible interior and exterior windows. Clean blinds.
- Use and maintain assigned power equipment and hand tools: vacuums, brooms, mops, and squeegees for the cleaning and general maintenance of floors, walls, carpets, furniture, etc.
- Wash walls and equipment; use ladders when required in work assignments.
- Lock and unlock assigned buildings/classrooms: secure building when facilities are not in use checking for unlocked doors and windows, report any unauthorized occupants, turn off lights.
- Significant lifting, carrying, pushing, and/or pulling; some climbing and balancing; significant stooping, kneeling, crouching, and/or crawling; and significant fine finger dexterity.
- Follow instructions regarding the use of chemicals and supplies; use as directed.
- Attend in service training (e.g. blood borne pathogens, cleaning solvents, floor care, first aid, etc.) for the purpose of receiving information on new and/or improved procedures.
- Attend safety meetings and other related meetings.
- Handle recycling materials.
- Call in work orders.
- Safely operate all job related equipment.

Day-to-Day Substitute Teachers

WAHS will establish and maintain a list of qualified substitutes who will be contacted as needed and pull from vendors as necessary. All substitute teachers of core and college-preparatory classes will, at a minimum, have passed all CBEST sections and a valid 30-Day Substitute Teaching Permit

Teacher Selection Process

1. The selection process will include the following steps:

- research and establish job qualifications
- announce opening(s)
- recruit applicant(s)
- request application, resume, references, and credentials
- interview candidate(s)
- candidates present demo lesson to a class
- select top candidate
- verify previous employment

2. Medical clearance - proof of TB clearance within the period of 60 days prior to start date

3. Criminal background clearance - applicant will submit fingerprints which will be forwarded to appropriate agencies for criminal record check prior to employment in a manner consistent with applicable state law

4. Check for employment eligibility and require child-abuse mandated reporter training sign-off within the first six weeks of a person's start date

WAHS will keep a record of the teacher's current credentials on file and are available upon request in the Human Resources Office of The Accelerated Schools. The Human Resources Office is responsible for ensuring compliance of medical, criminal, and mandated reporter training.

The principal is responsible for evaluating teacher performance using the process established in WAHS's Collective Bargaining Agreement with UTLA.

Element 6 – Health and Safety Procedures

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

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

Charter School shall comply with all applicable federal, state, and local requirements related to school and student health, safety, and emergency preparedness.

If Charter School occupies and/or operates on a District facility, Charter School shall comply with all District health, safety, and emergency procedures and requirements applicable to District facilities and related operations, and shall be subject to inspection by the District’s Facilities Services Division, Office of Environmental Health and Safety, and other District offices in the same manner as other LAUSD campuses.

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan (“Plan”), which must include but is not limited to provisions for building and site emergency evacuation, the acquisition and maintenance of adequate onsite emergency supplies. The Plan must include Charter School’s requirements and procedures for protecting student health and safety during off-campus school-sponsored activities, including but not limited to field trips and transportation. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on blood borne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person’s employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014).

Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Charter School.

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

Charter School shall comply with all requirements of Education Code sections 44237 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of school site services and/or any contact with students, and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, or otherwise meet the requirements of Education Code section 49406. Charter School shall maintain TB clearance records and certificates on file.

Charter School shall comply with all federal and state legal requirements, including but not limited to the requirements of SB 277 (2015), related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

SAFE PLACE TO LEARN ACT

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

SUICIDE PREVENTION POLICY

If Charter School serves students in grades 7-12, Charter School shall comply with the requirements of AB 2246 (2016), codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

The Accelerated Schools will work together to provide a safe school environment for its students. WAHS will adhere to all required health and safety regulations, including those relating to emergency procedures.

Custodian of Records

The Director of Human Resources serves as WAHS & The Accelerated Schools Custodian of Records and is responsible for the criminal background check of all employees before employment and will serve as the primary contact for the California Department of Justice requirements.

Reporting Child Abuse and Alleged Improprieties

Procedures for reporting child abuse, acts of violence, and other improprieties will be adhered to as mandated by federal, state, and local agencies. During the hiring process, all employees are made aware of these requirements.

Sexual Harassment

Sexual Harassment is not tolerated on campus. During the professional development week prior to the start of every academic year all of the WAHS staff is informed about the school's sexual harassment policy.

WAHS will help ensure a workplace free of sexual harassment by providing regular trainings to all staff and students. Additionally, all staff and students will be notified of the Uniform Complaint Procedures. Uniform complaint procedures are posted in public areas convenient for staff, students and parents; such as, main office, staff lounge, cafeteria, principals' offices, as well as on the school's website (<http://www.accelerated.org/our-schools/wallis-annenberg-high-school-wahs/>). Reports of harassment will be investigated appropriately following the established uniform complaint procedures. Complaints related to any staff will be channeled through the Director of Human Resources. If the complaint involves the CEO, the Board President will be notified and will oversee the response to the complaint.

Food Services

The State approved the National School Lunch Program, and so the Directly Funded Charter School directly receives reimbursements for meals served and makes the appropriate claims to the State. Currently, WAHS has a full functioning cafeteria that provides all the meals for all the students on this site. All students are offered breakfast before school and during their nutrition break. All students are offered lunch during the afternoon break. In addition, WAHS is currently participating in the supper program, offering teens and children 18 years and under the opportunity to have a meal after school.

Facilities

The permanent site for WAHS is located at the corner of E. Martin Luther King, Jr. Blvd. and S. Main Street in South Los Angeles, the physical address being 4000 South Main Street, Los Angeles, CA 90037. Through a partnership arrangement with LAUSD and private funding secured by The Accelerated Schools Board of Trustees, this project was approved by the Department of Toxic Substances Control, Division of the State Architect, and the Office of Public School Construction. WAHS shares its facilities with TAS (TK-8), and includes a health center, student services center, gymnasium, parent center and K-8th library. The two schools share common facilities as appropriate.

Wellness Policy

Per the Healthy, Hunger-Free Kids Act of 2010, Wallis Annenberg High School developed and implements a local school wellness policy. Substantial research demonstrates a clear connection between nutrition, physical activity and learning. At WAHS we acknowledge that healthy, well-nourished children are more prepared to learn, more likely to attend school, and able to take advantage of educational opportunities.

Of those WAHS students, parents, teachers and staff surveyed:

- 98% agree that it is important to build a healthy school environment in order to introduce and reinforce for students' healthy habits that will last a lifetime;
- 95% of the surveyed community agree that it is important for staff and parents to set a positive example for students through the foods they choose;
- 83% define "healthy" foods as those served in moderate portion sizes, 75% as those low in sugar, 70% as low fat and no packaged "junk" foods;
- 92% believe that only "healthy" foods that fit the criteria listed above should be sold in the cafeteria, while 72% believe they should be the only foods sold in the student store;
- 77% believe that WAHS should sell only "healthy" foods on campus.

We also recognize that physical activity can also have a positive impact on student achievement. Schools that offer intense physical activity programs see positive effects on academic achievement, including increased concentration, improved mathematics, reading and writing test scores, and reduced disruptive behavior, even when physical education reduces the amount of time spent on academics.

WAHS is committed to establishing policies and programs that encourage our students to develop and sustain healthy eating and physical activity habits. As such, we have adopted a Wellness Policy to help students attain full academic potential and optimal health by providing the skills, social support and environmental reinforcement necessary to adopt lifelong, healthy eating and physical activity habits. This policy is developed with WAHS teachers and staff, based on the feedback of student, parent, teacher and staff surveys and discussion groups.

Wellness Team

The Wellness Team has been formed to ensure the creation and maintenance of a school environment that supports healthy lifestyle choices. It is comprised of concerned parents, teachers, staff and students.

Special Events and Festivals

WAHS supports special classroom events such as birthday, cultural and other celebratory parties. Staff and parents are urged, however, to keep portions moderate and teach students that treats are appropriate in reasonable amounts for special occasions, and not every day.

All students in grades 9-12 will receive daily physical education (400 minutes/10 days for grades 9-12) for the entire school year.

A process to review and revise the Wellness Policy was started in August 2017. A series of meetings open to parents, students, teachers, and administrators were held to go over the policy and suggest changes to improve it. The new policy with the suggested changes needs to be reviewed by the administrative team, the Accelerated Schools Board of Trustees, and then be voted on by the school community, and will be completed by June 2018 or sooner. The current Wellness Policy is available in our Main Office or on our school website (<http://www.accelerated.org/family-resources/food-services/>)

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Element 7 – Means to Achieve Racial and Ethnic Balance

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

COURT-ORDERED INTEGRATION

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

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD’s Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (*Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)*). The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District’s Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary throughout the term of the Charter to achieve the District’s goal. Upon request, Charter School shall provide the District with a copy of its current written plan.

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. The District may receive the Targeted Instructional Improvement Block Grant (TIIBG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIBG funding, where available, and cannot guarantee the availability of this funding.

Student Recruitment / Outreach Efforts

WAHS will actively seek to achieve a racial and ethnic balance among its pupils that reflects the general population residing within the District/county jurisdiction. WAHS will conduct orientation meetings prior to the opening of each school year to inform interested parents and students on what the school has to offer. Outreach meetings will be held in several locations of the target area in order to ensure all students in the area have an opportunity to attend the school. Open houses and Back to School nights will be conducted on a regular basis during the school year as well.

WAHS will work with local organizations, such as neighborhood churches, youth programs, community groups, park and recreation departments, playgrounds, and small businesses, each of which will be approached to gain informal feedback and interest in the school’s mission. Recruitment includes publicizing our instructional program, providing tours of the school, and speaking to interested parents.

The school will develop promotional and informational materials (i.e. a school brochure, flyers, a website, and advertisements for local media) in English and Spanish that are easily transmittable to all of the various racial and ethnic groups represented in the District. Promotional and informational materials will be distributed in a variety of community settings to a broad range of community groups, agencies,

neighborhood youth organizations, social service providers, churches, grocery stores, public libraries, and legislators that serve the various racial, ethnic and interest groups represented in the district. Materials in Spanish and English will be distributed in order to reach the various populations that exist in the area. WAHS will translate materials into other languages as needed. The Charter School will maintain a web site that allows parents and students to learn about the school. WAHS will also maintain a presence on various lists of charter schools that prospective parents utilize, including those provided by the California Charter Schools Association and the Los Angeles Unified School District.

WAHS will maintain an accurate accounting of ethnic and racial balance of students enrolled in WAHS. It will also keep on file documentation on the efforts the school made to achieve racial and ethnic balance.

Geographic Target Area

WAHS is located on the Main Street Corridor and is at the corner of Martin Luther King Blvd and Main Street in South Los Angeles. The majority of the students we recruit and who attend WAHS live in this area.

Outreach Languages

WAHS currently produces and distributes recruiting materials in English and Spanish. These are the two major representative languages of the school's target area.

Element 8 – Admission Requirements

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

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

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

HOMELESS AND FOSTER YOUTH

Charter School shall adhere to the provisions of the federal McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment.

Charter School shall comply with all applicable federal and state laws regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time. Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the applicable provisions of AB 379.

NON-DISCRIMINATION

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

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

Admissions Requirements

WAHS does not implement any special requirements for student admission and/or enrollment beyond compliance with age and California residency requirements.

Student Recruitment

WAHS primarily recruits students from the neighborhood in which it is located. The student population is largely socio-economically disadvantaged (as defined by eligibility for free or reduced priced meals). There are also a significant number of English language learners in the local community. The traditional public schools in the surrounding area have low achievement profiles. WAHS welcomes all students including those with disabilities. Recruitment includes publicizing our instructional program, providing tours of the school and speaking with parents.

Admissions Priorities

In the event that there are more youth seeking enrollment at Wallis Annenberg High School than there is space available, students will be admitted according to the following priorities:

1. Students residing within LAUSD boundaries are given first preference in the lottery as required by Ed. Code §47605(d)(2)(B).
2. Second preference is given to siblings of students currently attending WAHS
3. Third preference is given to children of WAHS staff or of members of the WAHS Board of Trustees (not to exceed 10% of enrollment)

Lottery Exemptions

Students currently enrolled at WAHS are exempt from the lottery.

Admissions Process

1. Parents who are seeking to enroll a new student in the school submit a lottery application. Lottery applications for the upcoming year are available throughout the year in the Main Office and on the school's website. Enrollment is open all year until the first Friday of March.
2. The lottery application asks for the student name, parent contact information, the grade level for which admission is sought, the birth date of the student and information that would indicate whether the student is eligible for preference in the lottery.
3. At least fifteen days before the lottery draw, parents of students who are currently enrolled are asked if they plan to have their children return in the following year. If they say "yes," or fail to return the form, those students are counted as returning for purposes of calculating the number of available seats.

4. The lottery draw is held in March of each school year. The specific date, time and location are noted on the annual public random lottery notice. The lottery is held at WAHS in its Multipurpose Room (MPR). Attendance at the lottery is not required for admission to the school.
5. The lottery draw is conducted by the principal or the principal's designee who is a non-interested party.
6. WAHS shall ensure that the lottery process is transparent and accessible to the public: because the lottery itself is open to the public; by the use of technology (including projection of names as they are pulled and seats are filled/waitlist established); and by the availability of staff to verify applicant information prior to the start of the public drawing (ensuring name, grade and preferences are correct to ensure an accurate lottery), answer questions during and after the lottery and provide information.
7. Interpretation services (Spanish or English) will be available and the date/time of the lottery will be set to accommodate the greatest portion of lottery applicants as possible.
8. If the number of applicants exceeds the available seats on the lottery date, a lottery is conducted by the principal or principal's designee by randomly drawing names of applicants with preferences, in the order of priority listed above. The names drawn first are accepted for admission until all seats are filled. The remainder of the names are drawn to create the waiting list.
9. Once the waiting list of students with lottery preferences is established, the principal or principal's designee uses spreadsheet software to randomly draw names from the remaining applicant pool and places them on the WAHS waiting list in the order the names are drawn.
10. Once all seats are filled and a waiting list established, applications are still accepted, and assigned a waiting list number in the order in which they are received.

Admissions Timeline

- All Year: Open enrollment of students to add their name to the school's waitlist. (A new waitlist is generated each year in March.)
- End of Fall Semester through early February: identify possible openings for next school year
- March: Lottery Drawing
- Summer:
 - Contact new students for next school year based on results of lottery.
 - Hold informational meetings on two separate nights to inform parents of enrolled students about the academic and extracurricular activities at WAHS

Public Notice of Admission Process

1. All applicants to WAHS are given a written description of the rules governing the admission process when they submit a lottery application, as well as the date, time, and place of the lottery (which is articulated on the annual public lottery notice).
2. The lottery application notes the lottery application deadline as the first Friday in March. This information is also posted in a prominent place near the entrance to the school most commonly used

by the public and on the WAHS website.

3. The lottery draw occurs 2 weeks after the open enrollment period closes. Notification of the lottery date, time, and location is provided to all lottery applicants 2 weeks prior as a reminder.
4. Within twenty-four hours after the lottery, lottery results are available in the Main Office to the public.
5. As noted above under Admission Process, attendance at the lottery is not required for admission to WAHS. Parents may contact WAHS main office to learn the outcome of their child's lottery application, i.e., admission or place on a waiting list.

Enrollment

1. Before a student attends WAHS for the first time, but only after the student has been admitted, the family is asked to complete an enrollment form by which the school obtains additional information about the student and family.
2. A member of the school's office staff notifies those selected for admission to notify them of admission and to begin the enrollment process. If the staff member is unable to reach a parent directly, he or she will leave a message asking the parent to contact the school in order to confirm their intent to enroll. If the parent fails to respond within three business days, that student loses his/her place and is moved to the end of the waiting list.
3. After a parent accepts the offered seat, an enrollment appointment is scheduled for the parent to meet with WAHS staff to complete the enrollment form. Appropriate accommodations are made for parents/guardians who cannot attend an enrollment appointment during regular office hours, including extended office hours. WAHS staff offer assistance to parents, in person or on the telephone, who need help filling out the form. If the parent fails to keep the appointment or does not appear for a rescheduled appointment date, or fails to submit the enrollment form within five business days then that student loses their place and is moved to the end of the waiting list.

Waiting List

1. The waiting list governs the order in which openings are filled.
2. If a parent applies after the lottery and all seats have been filled, the parent is verbally notified at the time of application of the position that the applicant will be assigned on the waiting list.
3. If a seat becomes available at a later date the office staff will contact parents according to the order on the waiting list. Parents are directed to contact the school within three business days by telephone or in person to accept the available position.
4. Lottery forms are kept for the duration of the school year. These are kept as backup to the electronic waiting list. The electronic waiting list is kept and managed by School staff for the duration of the school year.

Lottery records

After the lottery draw has concluded, a document is created summarizing the lottery process as well as the results of the lottery, which includes: the students who are being offered a seat, the students who are on the wait list, the students who were given priority based one or more of the criteria listed above, and the numbers and tallies of these and all other pertinent facts and figures related to the lottery. This document is sent to the school principal within 24 hours of the lottery.

Wallis Annenberg High School maintains in the cumulative files of admitted students and records of how they were selected for admission (e.g., a sibling of a current student or lottery) for as long as the student is enrolled at the school.

Wallis Annenberg High School maintains for three years a file with the lottery applications. Filed lottery applications indicate the date the application was received, the date of lottery and the waiting list number if one was assigned. A copy of any admission-related correspondence between a family and the school is appended to the filed application.

Parent induction program

For parents of newly enrolled students who did not enroll at the beginning of the year (and therefore have missed the initial parent orientation meetings), these parents are offered the opportunity to meet with Wallis Annenberg High School's principal or designee. In this conference the Charter School's expectations for both the student and parent are outlined. Parents are encouraged to identify their children's current strengths, interests, needs, and potential challenges. They are also asked to identify the challenges they may face in their role as partners in their child's success at Wallis Annenberg High School. The principal or designee guides the parent through possible solutions to these challenges and describes the parent supports provided by Wallis Annenberg High School. The conference includes an invitation to parents to make a commitment to support the core values and to cooperate with Wallis Annenberg High School in the formation of the student in these values. Students are invited to join their parents at the end of the conference and to commit to the core values.

Although parents and students are invited to participate in the induction conference and to commit to the core values, neither students nor parents are required to participate as a condition of any student's admission, continued enrollment, attendance, or participation in Wallis Annenberg High School educational activities.

Element 9 – Annual Financial Audits

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

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(5)(I) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD, each year:

- a. Provisional Budget – Spring prior to operating fiscal year
- b. Final Budget – July of the budget fiscal year
- c. First Interim Projections – November of operating fiscal year
- d. Second Interim Projections – February of operating fiscal year
- e. Unaudited Actuals – July following the end of the fiscal year
- f. Audited Actuals – December 15 following the end of the fiscal year
- g. Classification Report – monthly according to Charter School’s Calendar
- h. Statistical Report – monthly according to Charter School’s Calendar of Reports

In addition:

- P1, first week of January
 - P2, first week of April
- i. Instructional Calendar – annually five weeks prior to first day of instruction
 - j. Other reports as requested by the District

Annual Audit Procedures

Wallis Annenberg High School (WAHS) engages an independent public accountant, certified by the State of California, to audit the school's financial statements in accordance with generally accepted auditing standards and the audit guide issued by the Controller of the State of California. Our independent public accountants perform the audit of WAHS financial statements working with the Chief Financial Officer (CFO) of The Accelerated Schools and his staff in the Fiscal Service Department. The audit committee's role is the oversight of the financial reporting and disclosure. They provide effective oversight of the performance, independence and objectivity of the CPA and the quality of the audit. Every three years the CFO working with the Audit Committee solicits and select bids from Certified Public Accounting firms to perform the annual audit. The CFO meets with prospective auditors and discusses their recommendations to the audit committee. The audit committee makes recommendations to the Board of Trustees on the hiring and firing of the CPA firm. After Board of Trustee approval, the CFO contracts with the CPA firm to conduct the annual audit. The audit committee confers with the CPA firm to satisfy the audit committee members that the financial affairs of our organization are in order, and works with the CFO if corrective

action is needed. The audit committee can approve non-audit-services by CPA firm and ensure such services conform to standards in the Yellow Book issued by the United States Comptroller General. The audit committee can, if necessary, participate with the CFO in negotiating the fees for the services of the CPA's. Prior to awarding the contract and each subsequent year, the Fiscal Service Department accesses the State Controller's website to ensure that the auditors are on the State of California approved list as being in good standing and thus deemed qualified to conduct audits of K-12, reviews the CPA statistics, if there were any Quality Control Reviews, and checks the status of their firm with the California Board of Accountancy. The CFO discusses with the audit committee the results, and if there were any issues found. The audit committee has a close collaborative and productive working relationship with the CFO, and provides valuable advice and support to the CFO. Each year The Fiscal Service Department under the direction of the CFO coordinates and provides all information necessary by the auditors to perform their work. In addition, financial statements audited by a Certified Public Accountant are submitted to the District and State of California within four months following the close of the fiscal year. The Certified Public Accountant selected will have experience in education finance, and are on the State Controller's list of approved auditors to conduct charter school audits. The audit report will be reviewed by the CFO and audit committee for any audit deficiencies, findings, material weaknesses or exceptions. If there are any items noted there will be a discussion between the auditors, audit committee and CFO as to their nature and an action plan will be developed with a proposed course of action by the CFO to resolve any items completely to the satisfaction of the District and our Board of Trustees, and to prevent them from recurring in the future. The CFO will be responsible to ensure that the auditor sends the completed audit to the required agencies by the statutory deadline.

Prior to the start of the Fiscal Year, a budget for WAHS is developed by the Fiscal Service Department of The Accelerated Schools and adopted by the Board of Trustees. A final operating budget is submitted to the Board of Trustees in their first meeting after the start of the new fiscal year for approval. On a monthly basis, financial data for WAHS is prepared, which includes a monthly Statement of Financial Position, Statement of Activities, Statement of Cash Flow, analysis of actual results to budget, and other relevant financial reports. At every Board meeting the financials are reviewed and approved by the Board of Trustees. These reports are utilized to prepare the information for the submissions to LAUSD. All submissions to LAUSD are approved by the Board of Trustees. A preliminary budget for the following fiscal year is submitted to LAUSD in May. The first interim report is submitted to LAUSD's Charter Schools Division in early December showing the WAHS Budget for that Fiscal Year and the operating results for the four month period ending on October 31st. The second interim report is submitted to LAUSD's Charter Schools Division in March showing the operating results for WAHS through January 31st along with the year-end projection. In early August of the following fiscal year, the unaudited actuals for the preceding fiscal year of WAHS are sent to LAUSD's Charter Schools Division, which are prepared from the accounting records and reports outlined above. No later than December 15th, the independent auditors send the annual audit report for the preceding fiscal year ended June 30th to the appropriate agencies.

Historic and current information derived from our accounting systems, Abila Fund Accounting, PeopleSoft and Excel based spreadsheets, and information from the CDE website are used to generate the financial information for the audit of WAHS along with various other documents including confirmations from banks, attorneys and vendors. There is an initial request for information, which is gathered and compiled by the Fiscal Service Department headed by the Chief Financial Officer. A review of the material is

completed and any additional information is procured or developed to address any questions. As the audit progresses, all financial questions by the auditors are directed to the Chief Financial Officer or the Fiscal Service Department staff of The Accelerated Schools. After the fieldwork is completed, all outstanding issues or questions are submitted by the auditors and reviewed and answered by the Chief Financial Officer so they can prepare the audited financial statements and the Income Tax returns.

Financial Matters

The principal source of funds WAHS receives is through the Local Control Funding Formula through the State of California. The charter school may select to receive its funds directly or locally, through its charter-granting agency. WAHS will continue to be a direct funded charter school. They must apply directly for categorical funding and complete their own Consolidated Application. WAHS is presently part of a consortium with The Accelerated Schools for Title III funding.

WAHS will engage an independent public accountant, certified by the State of California, to audit the school's financial statements in accordance with generally accepted auditing standards and the audit guide issued by the Controller of the State of California. The CFO with Board Trustee approval contracts with the CPA firm for the annual financial audit. The independent public accountant and the charter school will prepare the necessary financial reports to be submitted to the District. A preliminary budget, two interim reports and a year-end report, in a format to be provided by the District, which will include actual and revised budget figures and projected revenues, expenditures and fund balances, will be submitted to the sponsoring district unless a different system is agreed to by all parties. In addition, financial statements audited by a Certified Public Accountant will be submitted to the sponsoring District within four months following the close of the fiscal year.

WAHS is responsible for its own financial services (accounting, budgeting, and payroll) and personnel services.

WAHS conducts all financial operations in a timely manner and for all programs (base funding, categorical, and special education) through procedures established by the State of California and the Federal Government, as appropriate. For Federal programs, including Title I, the criteria for eligibility and fiscal guidelines will be as established by the Federal Government. Charter schools that elect to receive funding directly are responsible for meeting eligibility and fiscal requirements established by the Federal Government and for completing the Consolidated Application. The charter shall provide the District with all financial and related reports, including enrollment attendance to enable the District to meet its requirements by law. Notwithstanding the petitioners' expectation to receive Title I funding under Federal guidelines, said funding may not be forthcoming until the school meets established criteria for a determined school year.

The District may, at its discretion, provide services to WAHS on a fee for service basis, if requested by the WAHS to do so. In such a case, the District will determine the cost of providing such services.

Element 10 – Suspension and Expulsion Procedures

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

GENERAL PROVISIONS

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

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

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

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School's student expulsion process and shall facilitate the post-expulsion placement of expelled students.

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

STUDENTS WITH DISABILITIES

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

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a Section 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a Section 504 Plan, 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 Section 504?

NOTIFICATION OF THE DISTRICT

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed “Notification of Charter School Expulsion” [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School’s policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice 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, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
 - A. Was the misconduct caused by, or directly and substantially related to the student’s disability?
 - B. Was the misconduct a direct result of Charter School’s failure to implement Section 504 Plan?

Notwithstanding and apart from the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student’s district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

OUTCOME DATA

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

REHABILITATION PLANS

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by 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. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

READMISSION

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, Charter School's governing board shall readmit the pupil, unless 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 and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

REINSTATEMENT

Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

GUN-FREE SCHOOLS ACT

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

School Climate and Student Discipline System

School-wide Plan for Proactive Behavior Support

At WAHS we believe that discipline is not about punishment, but rather about behavior modification and the development of personal responsibility. Students experience various developmental stages during the growing years. The school community is an informed community which cultivates among its staff, an understanding of age appropriate behaviors. In order to support personal responsibility and positive social interactions school-wide, WAHS has developed a school-wide plan for positive discipline and support. Together, students, staff, and families will build a foundation that students will need in order for them to function harmoniously throughout the school day with their peers and teachers. The effectiveness of the school-wide plan requires the participation and support of all staff members. In order for our philosophy to be truly effective, there must be continuity in the home environment.

Statement of Purpose

"We in the Wallis Annenberg High School community commit to create a safe school where behavioral expectations are understood and followed. We foster a community of trust and mutual respect for self and others so that powerful learning will take place."

Components of School-Wide Plan for Proactive Behavior Support

With the understanding that individual behavior has both personal and public outcomes, we have developed this policy to facilitate a common understanding among our school community of certain goals and responsibilities for success. The policy includes key elements that staff will implement to support positive behaviors:

- Guiding Principles and Clear Expectations for student behavior

- Administration communicates, monitors and holds students accountable for high and clear behaviors school-wide
- Teachers are trained on providing Tiered Behavioral Interventions in the classroom
- Effective Classroom Management and teaching of social skills
 - Teachers are trained in creating positive classroom environments which include communicating behavioral expectations, interventions
- Interventions with partnerships between of faculty, students, and families
- Reasonable and Appropriate consequences for negative behaviors
 - School Staff are committed to providing interventions for behaviors that are restorative in nature (i.e. they help teach students how to heal the harm their actions have caused to themselves and the school community)
- Consistent Acknowledgement of appropriate Behaviors

School-Wide Expectations for Behavior

The Accelerated Schools' staff have chosen, "Do the Right Thing!" as the theme for our school-wide positive behavior plan. Doing the right thing involves following the rules and procedures outlined in our positive behavior plan. Here are the main rules/procedures that will be enforced throughout the year.

Over-Arching Theme: "Do the right thing!"

1. **Safety:** Students must walk (not run) in all designated areas No Inappropriate Play/Horseplay; No Drugs/ or Weapons
2. **Ready to Learn/Be Prepared:** Come to school on time; Bring necessary materials; Use your time wisely
3. **Responsible:** Eat only in designated areas; No use of personal electronics of any kind during school hours; Students may use cell phones before and after school.
4. **Good Citizen:** Follow staff directives and activity rules; Throw all trash away in the trash can; Wait your turn; Show academic integrity
5. **Respect:** Use your indoor voice in designated areas; Keep your hands and feet to yourself; Respect the belongings of others; No harassing or intimidating behavior;

Tiered Behavioral Interventions

To create a productive and safe learning environment for all learners, it is also important to have clear interventions for behavior that are consistent with good citizenship and which do not interfere with the creation of a positive and safe learning environment. Students who do not adhere to the behavior policy and/or who violate school rules will experience progressive behavioral interventions, in the following manner:

1. Classroom interventions: Teachers and classroom support staff meet with student and communicate with parent as necessary to determine underlying cause of disruptive behavior and take steps to teach and model appropriate behavior
2. Interventions by counselors/support staff: Counselors and support staff meet with student and communicate with parent and all affected teachers as necessary to determine underlying cause of disruptive behavior in multiple classrooms. Counselor/support staff take steps to teach and model appropriate behavior

3. Interventions by Administration: Administrative staff meet with student and communicate with parent and all affected teachers as necessary to determine underlying cause of disruptive behavior in multiple classrooms. Administrative staff take steps to teach and model appropriate behavior, provide student with applicable wrap-around support services as necessary, and also impose appropriate high-level interventions (such as arranging an SSPT or behavioral contract)
4. Interventions by Parents: Parents will communicate with school staff to discuss student behaviors and how these affect academic success. Parents will reinforce positive changes at home and arrange for outside support if needed.

When addressing student behavior, it is very important that we not only seek to teach the student appropriate behavior moving forward, but that at the same time we enforce measures to keep students accountable for positive actions. Therefore, we balance restorative interventions with progressive consequences which include, but are not limited to the following:

Warnings

Loss of privileges such as time-outs, detentions, restrictions from field trips and student activities, being released from student government positions

Community Service (cleaning up campus)

Notices to parents/guardians by telephone or letter

Request for parent conference

Parent shadowing

Suspension

Expulsion

If a student's behavior does not improve, parents will be asked to participate in the Student Success and Progress Team process. The Student Success and Progress Team, including a school administrator, parent(s), General Education Teacher, and the student (ONLY if the parent, teacher(s), and administrator mutually agree it is appropriate) will work together to develop an appropriate Behavior Intervention Contract that includes modifications and intervention strategies that support the student.

Student Discipline Incentive Program

A main goal will be to facilitate the development of disciplined individuals and communities of learners. To assist in this, the staff will implement incentive programs to recognize and reward students that demonstrate good discipline and citizenship.

Grounds for Suspension and Expulsion

Consistent with our preference for intervention over consequences, WAHS implements a discipline structure that, when student behavior requires removal from the classroom, favors the least severe sanction necessary to maintain school safety and maximize student learning.

Except where suspension and recommended expulsion are mandatory, as described below, the Principal or their designee (Dean of Interventions or Assistant Principal) may authorize an in-school or out-of-school suspension following the process described. Regarding recommendations for expulsion, only the Principal is authorized to make recommendations to expel students in accordance with the provisions below. Because the goal of the discipline policy is to address infractions with as little disruption to the

learning process as possible, WAHS prefers in-school to out-of-school suspensions when safety permits. Students assigned to in-school suspension are removed from their regular class and placed in another learning environment. In addition to the regular classwork, they are provided an opportunity to reflect on the actions leading to their suspension and how those actions contravene the core values. They are given an opportunity and assistance to develop a plan to make amends and restore the good order of the community. Procedures for suspension as well as expulsion are described below.

The decision to recommend suspension or expulsion of a student will be at the discretion of the principal or their designee (Dean or Assistant Principal), as specified in this element, when he or she determines that a student has committed any of the offenses outlined in this section at any time, including but not limited to the following contexts:

- While on school grounds
- While going to or coming from school
- During, or while going to or coming from, a school-sponsored activity

1. Grounds for Expulsion (Mandated)

The following offenses are those which mandate immediate suspension and recommendation for expulsion if committed at school or at a school activity off school grounds:

- a) Possessing, selling, or furnishing a firearm.
- b) Brandishing a knife at another person.
- c) Unlawfully selling a controlled substance.
- d) Committing or attempting to commit a sexual assault or committing a sexual battery.
- e) Possession of an explosive.

Note: Pursuant to E.C. Section 48915 (g), “knife” means any dirk, dagger, or other weapon with a fixed sharpened blade fitted primarily for stabbing; a weapon with a blade fitted primarily for stabbing; a weapon with a blade longer than 3½ inches; a folding knife with a blade that locks into place; or a razor with an unguarded blade.

2. Grounds for Expulsion (Limited Discretion)

The following offenses are subject to Limited Discretion; the Principal shall make a recommendation to expel a student if it is determined that the student committed one or more of the following acts at school or at a school activity off school grounds unless the Principal also determines that expulsion is inappropriate, in which case the principal or designee may initiate suspension procedures:

- a) Causing serious physical injury to another person, except in self-defense.
- b) Possession of a knife or other dangerous object of no reasonable use to the pupil.
- c) Unlawful possession of any controlled substance, except for either of the following:
 - i. The first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis.
 - ii. The possession of over-the-counter medication for use by the student for medical purposes or medication prescribed for the student by a physician.

- d) Robbery or extortion.
- e) Assault or battery upon any school employee.

Note: A serious physical injury includes, but is not limited to: “loss of consciousness, concussion, bone fracture, protracted loss or impairment of function of any bodily member or organ, wound requiring extensive suturing, and serious disfigurement.” (California Penal Code Section 243)

In determining whether an offense warrants expulsion or a lesser sanction, the Principal or Designee considers:

- a) Whether other means of correction are not feasible or have repeatedly failed to bring about proper conduct, and
- b) Whether due to the nature of the violation, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

3. Grounds for Suspension or Expulsion (Broad discretion)

The Principal has maximum discretion whether or not to recommend expulsion when he or she determines that a student has committed any of the following offenses at any time, including but not limited to while on the premises of WAHS; while going to or coming from school; during the lunch period whether on or off campus; and during, or while going to or coming from, a school-sponsored activity:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except in self-defense.
- c) Possessed not more than one ounce of marijuana (applicable to the first offense only) or possessed alcohol.
- d) Offered, arranged, or negotiated to sell any controlled substance, alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material represented as a controlled substance, alcoholic beverage, or intoxicant.
- e) Caused or attempted to cause damage to school or private property.
- f) Stole or attempted to steal school property or private property.
- g) Possessed or used tobacco or any tobacco products.
- h) Committed an obscene act or engaged in habitual profanity or vulgarity.
- i) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia.
- j) Knowingly received stolen school or private property.
- k) Possessed an imitation firearm. “Imitation firearm” means 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 it is a firearm.
- l) Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding.
- m) Committed sexual harassment (applicable to grades 4 through 12 only).
- n) Caused, attempted to cause, threatened to cause, or participated in an act of hate violence (applicable to grades 4 through 12 only).

- o) Intentionally engaged in harassment, threats, or intimidation against school district personnel or pupils (applicable to grades 4 through 12 only).
- p) Made terroristic threats against school officials or school property, or both.
- q) Offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- r) Engaged in, or attempted to engage in, hazing.
- s) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

In determining whether an offense warrants expulsion or a lesser sanction, the Principal considers:

- a) Whether other means of correction are not feasible or have repeatedly failed to bring about proper conduct, and
- b) Whether due to the nature of the violation, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

Suspension Procedures

General

The Principal or Designee (Dean or Assistant Principal) has the authority to suspend and the Principal has the authority to recommend expulsion subject to the due process rights of students and parents/guardians. The maximum consecutive number of school days for a suspension for a single incident is five (5). The maximum number of days for suspension during the school year is twenty (20) unless it is necessary to extend a suspension pending resolution of an expulsion hearing or appeal and unless the student transfers in from another school and already has a suspension record for the year. In that case, the total number of school days may be increased by ten (10) days for a total of thirty (30) suspension days in that school year. The maximum number of suspension days for a student with disabilities in a school year is ten (10).

At all steps during the suspension and expulsion process, necessary translation or interpretation services are provided to ensure parents/guardians are able to understand and participate in the process. Reasonable accommodations are made to ensure parents/guardians who wish to attend a conference or hearing are able to do so.

Suspension in Emergency Situations

An “emergency situation” involves a danger to the lives, safety or health of students or school personnel. When the Principal or the Designee determines that a student must be removed to ameliorate an emergency situation, the student may be suspended without a conference.

In the case of an emergency suspension without a conference, both the parent/guardian and the student are notified of the student’s right to return to school, no later than the next school day, for purposes of a conference with the Principal or the Principal’s designee. The notice includes the anticipated length and conditions of the emergency suspension, the specific reasons for it, and an invitation to attend the conference with or without counsel or other advisor. Parents/guardians are assured that reasonable accommodations and language support will be available. They are also

informed that a conference with the student is required for the student to return to school, but that they are not required to attend the conference and that no penalty will be imposed on the student if they do not attend. If information presented at the conference proves the suspension was in error, the suspension shall be removed from the student's record.

Suspension in Non-Emergency Situations

In all non-emergency situations that appear to warrant suspension, the Principal/Dean/Assistant Principal/Office staff will attempt to contact, by telephone or in person, the student's parent, guardian, or educational rights holder to explain the situation and to schedule a pre-suspension conference. A written notice is also sent that explains the behavior or events that appear to warrant the suspension, whether it will be an in-school or out-of-school suspension, and the length of the anticipated suspension. The notice either confirms the conference details scheduled orally or, if no contact has been made, details the right to a pre-suspension conference and the time and place it will be held. Whenever practical, the conference will include the teacher, supervisor or other school employee who referred the student for disciplinary action. Unless the student waives the right to a conference or is physically unable to attend, the student's presence is required. Parents, guardians and educational rights holders are encouraged but not required to attend. No penalty, including non-reinstatement, may be imposed on the student for the failure of a parent or guardian to attend the conference.

In the event a suspension is imposed, whether a pre-suspension conference is held or waived, written notice is given to the student and to the person responsible for him or her to indicate the reason suspension was imposed and the date and time the student may return to school (or, for in-school suspensions, return to the regular classroom).

Activities During Suspension

During a period of suspension the student is given assignments and homework by the student's teacher(s) to minimize the loss of schooling. Upon return to school, the student is given an opportunity to make up any missed tests. The assignments are listed on PowerSchool, which the student and parent have access to at home or in school. This gives the student and parent(s) the knowledge of all classroom and homework assignments that are assigned during the days of suspensions. The Principal or Designee meet with the suspended student upon return to ensure that assignments have been completed.

Appeal of Suspension

The Accelerated Schools have a fair and impartial process for investigating and confirming the appropriateness of the suspension or expulsion of any student. This process will preserve due process rights of students and parents.

Parents may first appeal the suspension by meeting with the designated site assistant principal/principal within 24 hours of the suspension. The appeal will be made to an administrator (i.e. Principal or Designee) different from the administrator who suspended the student. The principal/assistant principal

will hear the appeal and the parent may also recommend an alternative fair punishment for the infraction. The appeal can also be delivered in writing, in which case an assistant principal/principal will review the document and make a determination within two-hours upon receipt, between the times of 7:45 am to 4:30 pm. With the approval of the assistant principal/dean/principal, the suspension can be removed from the student's record and the student can return to the classroom.

If the assistant principal/dean/principal denies the appeal and enforces the suspension, the parent can appeal to the Chief Executive Officer (CEO) by meeting with him or her within 24 hours of the denial. The Chief Executive Officer will hear the appeal. The appeal can also be also delivered in writing, in which case the CEO will review the document and make a determination within 2 hours of receipt between the times of 7:45 am to 4:30 pm. In reviewing the appeal, the CEO may remove the suspension from the student's records.

Suspension Pending Expulsion Hearing

A student who is suspended for an offense likely to lead to expulsion may only return to school if the Principal determines that the suspension should not be continued pending the expulsion hearing. The student and/or parent will be given an opportunity to be heard as part of this determination. The suspension and, if necessary, interim placement, will be continued until the expulsion hearing if:

- The student's presence will likely be disruptive to the educational process, and/or
- The student poses a threat or danger to others.

The total number of days for which a pupil may be suspended from Charter School shall not exceed twenty (20) school days in any school year, unless a pupil enrolls in or is transferred to another regular school, an opportunity school or class, or a continuation education school or class, in which case the total number of schooldays for which the pupil may be suspended shall not exceed thirty (30) days in any school year. WAHS will offer a suitable interim placement, such as at a grade-appropriate opportunity school or class, continuation school, or off-site supervised suspension classroom where the student will have meaningful access to education during the term of the suspension pending the outcome of the expulsion process.

For suspension periods not requiring an interim placement, the suspended student's teachers will continue to provide the student with classroom material and current assignments to be completed at home during the length of the suspension. The assignments are also listed on PowerSchool, to which the student and parents have access. Completed student work sent or delivered to the Charter School's main office are graded in a timely manner by the teacher of each subject, and returned to student on a regular basis, either at the Charter School's main office or by mail if parents so request. Completed assignments are given credit toward semester grades. When completion of regular assignments would otherwise depend on classroom attendance or participation (e.g., group projects), alternative, comparably challenging assignments are accepted.

Expulsion Procedures

Expulsion Hearing

Students recommended for expulsion by the Principal are entitled to a hearing to determine whether the student should be expelled. The hearing will be held within 30 days of the initial suspension. The hearing will be presided over by a Disciplinary Action Committee (DAC), which will consist of an administrator (i.e. an Assistant principal or Dean), one teacher (that the student does not currently have), one counselor (that the student does not work directly with, if possible), and a Director (i.e. Director of Curriculum and Instruction). This team is designed to be as impartial as possible, with considerations taken to minimize the chances that each staff member on the DAC is familiar with the student. The DAC hearing will occur in a closed session, unless the parent requests an open hearing in writing up to three (3) days before the hearing. After hearing all evidence, the DAC will make a decision whether or not to expel the student. .

Written notice of the DAC hearing will be forwarded to the student and the student's parent/guardian at least 7 calendar days before the date of the hearing. This notice will include:

- The date and place of the hearing.
- A statement of the specific facts, charges and offense upon which the proposed expulsion is based.
- A copy of WAHS disciplinary rules, which relate to the alleged violation.
- The opportunity for the student or the student's parent/guardian to appear in person at the hearing.
- Notice that the student will be permitted to bring witnesses and present evidence on his or her behalf.
- Notice that the student will be permitted to be represented by legal counsel or by a non-attorney advisor, to inspect and obtain copies of all documents to be used at the hearing, to confront and question all witnesses who testify at the hearing, to question all other evidence presented, and to present oral and documentary evidence on the pupil's behalf.

A reasonably accurate and complete record of the hearing shall be made and may be maintained by any means, including electronic recording or minutes taken of the proceeding. If electronic recording is used, it must permit a reasonably accurate and complete transcription of the proceedings. Minutes or transcripts are provided to parents/guardians.

Notice of Decision

Based on its investigation and considering all the evidence introduced by the student, parent/guardian, and counsel or advisor, the DAC decides whether there is enough evidence to support the assertion that the student committed an infraction warranting expulsion. The DAC will prepare a written summary of its findings of fact and its conclusions concerning expulsion or non-expulsion.

After the DAC delivers its decision, as well as findings of fact and conclusions to the Principal, the Principal or Designee will attempt to notify the parents/guardians by telephone or in person of the decision. Whether or not such oral notice is accomplished, if a decision to expel is made, WAHS sends the parents/guardians written notice of the decision, including the findings and conclusions within 48 hours of the decision. This notice also includes the following: notice of the specific offense committed by

the student; 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 the Charter School; notice of any appeal options; and information about alternative placement options, such as Community Day Schools, Opportunity Schools or Independent Study School, other charter schools, and placements suggested by the District.

Appeal of Expulsion

Expulsion Appeals shall be brought to The Accelerated Schools Board of Trustees.

In the event of a decision to expel a student from WAHS, the parent can appeal to the Accelerated Schools Board of Trustees. A written request for an appeal should be sent to the CEO within 7 school days of the DAC's decision to expel. The written request must specify the grounds for the appeal. The Board of Trustees will hear the appeal within 10 school days and render a decision within 5 school days of hearing the appeal. The decision of the Board is final. The school will work cooperatively with schools of residence, county, and/or private schools to assist with the appropriate educational placement of the student who has been expelled. Any incident of violent and/or serious behavior shall be communicated to the school to which the student matriculates in accordance with applicable law.

Rehabilitation Plans

Pupils who are expelled from WAHS shall be given a rehabilitation plan upon expulsion as developed by the charter school's Board of Trustees at the time of the expulsion order. While tailored to the individual situation, the rehabilitation plan typically will include evidence of improved behavior, attendance and academic performance in the alternative placement setting. The plan may also set out a schedule for periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the charter school for readmission.

Readmission

When the term of expulsion has expired and the student is presented for reinstatement, the Principal or Designee reviews compliance with the conditions of the rehabilitation plan and recommends to the Board of Trustees that the student be reinstated, or explains why he or she does not find reinstatement is warranted. The Board decides whether to authorize reinstatement.

The decision to readmit a pupil or to admit a previously expelled pupil from another school shall be in the sole discretion of the Board of Trustees to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment.

Element 11 – Employee Retirement Systems

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

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School’s participation in, and/or coverage of its staff members by, the State Teachers’ Retirement System (CalSTRS), the Public Employees’ Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan’s requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School’s existence under the same CDS code, if mandated by applicable legal and retirement plan requirements.

State Teachers Retirement Systems (STRS)

All certificated employees participate in CalSTRS. All certificated employees shall participate in CalSTRS throughout the duration of the charter school’s existence under the same CDS code. The Human Resources Office is responsible for ensuring that appropriate arrangements for CalSTRS, and Social Security coverage have been made.

Social Security

All non-certificated employees contribute to Social Security according to Federal and State laws with WAHS matching at the rates prescribed by law.

Element 12 – Public School Attendance Alternatives

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

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

A pupil who chooses not to attend Charter School may attend a public school within the pupil's school district of residence in accordance with applicable law and that school district's policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school's charter. If LAUSD is the pupil's school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

Parent Notification

Parents and guardians of each student enrolled in WAHS will be informed on the pre-enrollment form that the students have no right to admission in a particular school of a local education agency as a consequence of enrollment in WAHS, except to the extent that such a right is extended by the local education agency.

Element 13 – Rights of District Employees

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

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

Element 14 – Mandatory Dispute Resolution

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

GENERAL PROVISIONS

Any claim, controversy or dispute between the District and Charter School arising out of or relating to this Charter, except for any claim, controversy or dispute related to the authorization (non-renewal, revision and/or revocation) of this Charter, (“Dispute”) shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys’ fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party’s attorneys’ fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys’ fees, costs and/or expenses, or mediator’s or arbitrator’s fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

PROPOSITION 39 DISPUTES

Any Dispute related to or arising out of Education Code §47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 *et seq.* (“Proposition 39”), shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and all supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile or e-mail, 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 or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

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

Director/Principal
Wallis Annenberg High School
4000 S. Main Street, Los Angeles, CA 90037

- 2) A written response ("Written Response") shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, 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 communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

NON-PROPOSITION 39 DISPUTES

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated in writing ("Written Notification"). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 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.

Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

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

Director/Principal
Wallis Annenberg High School
4000 S. Main Street, Los Angeles, CA 90037

- 2) A written response ("Written Response") shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, 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 communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

Element 15 – Charter School Closure Procedures

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

REVOCATION OF THE CHARTER

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

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

Prior to revocation, and in accordance with Education Code section 47607(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution provisions set forth in this Charter.

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

CLOSURE ACTION

The decision to close Charter School, by the governing board of Charter School must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(j)(1) and 47607(f), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process;; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by *Education Code* sections 47604.32, 47605, and 47607 as well as *California Code of Regulations*, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.
6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to the CSD.

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.
8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

- 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. Make final federal tax payments (employee taxes, etc.)
- c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

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

Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

The CEO will serve as the school's closure agent in the event the school closes.

Additional Provisions

FACILITIES

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

District-Owned Facilities

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

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

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

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.
- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors
 - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term "instructional program" is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on "average daily attendance" and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
 - (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.
- Minimum Payments or Charges to be Paid to District Arising From the Facilities:
 - (i) Pro Rata Share: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
 - (ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.
- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.

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

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

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. 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.

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies 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 Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. 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.

INSURANCE

Insurance Requirements

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/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 Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insureds 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 Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect 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 Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by 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 \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.

6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 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.
8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
9. Excess/Umbrella Liability 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.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. *The policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds 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 Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.*

Evidence of Insurance

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 calendar days of all new policies, inception, renewals or changes, certificates, or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

"Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed."

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter 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 District and its purchase shall be the responsibility of Charter School.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD 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 attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD 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 attorneys' 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 Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless “the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School’s vendors, contractors, partners or sponsors.

FISCAL MATTERS

District Oversight Costs

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School’s revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State’s adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School’s annual audit as a stand-alone item.

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 its charter authorization:

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

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

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

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24- hours notice.

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a “listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)” of section 47606.5(a). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” (Ed. Code § 47606.5(b).)

ADDENDUM

District Required Language

Assurances, Affirmations, and Declarations

Wallis Annenberg High School (also referred to herein as “WAHS” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).)
- Not charge tuition. (Ed. Code § 47605(d)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. (Ed. Code § 47605(d)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(d)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A).)
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). (Ed. Code § 47605(d)(2)(B).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(d)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(c)(1).)
- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(c)(2).)

Charter School hereby declares that Charter School, operated as or by its nonprofit public benefit corporation, is and shall be the exclusive public school employer of Charter School’s employees for

the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code. Charter School shall comply with all provisions of the EERA and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

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

Element 1 – The Educational Program

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

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

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

LOCAL CONTROL FUNDING FORMULA (LCFF) AND LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Los Angeles County Superintendent of Schools and the Charter Schools Division (CSD) on or before July 1. In accordance with Education Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other

school personnel, parents, and pupils in developing the local control and accountability plan and annual update to the local control and accountability plan.” (Ed. Code § 47606.5(e).)

ACADEMIC CALENDAR AND SCHEDULES

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in Education Code section 47612.5, and the number of school days required by *California Code of Regulations*, title 5, section 11960.

MATHEMATICS PLACEMENT

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

TRANSITIONAL KINDERGARTEN

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

HIGH SCHOOL EXIT EXAMINATION

Charter School shall comply with all applicable requirements of Education Code sections 60850 – 60859, including but not limited to the requirements of sections 60851.6 and 60852.3.

WASC ACCREDITATION

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

ENGLISH LEARNERS

Charter School shall identify potential English Learners in a timely manner in accordance with all applicable legal requirements. Charter School must provide all English Learners with an effective English language acquisition program that also affords meaningful and equitable access to Charter School’s core academic curriculum. Instructional plans for English Learners must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis, upon request, Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School has adopted and is implementing either the LAUSD English Learner Master Plan *or* Charter School's own English Learner (EL) Master Plan. If Charter School chooses to implement its own EL Master Plan, the plan shall provide a detailed description of Charter School's EL program, and shall address the following:

- How Charter School's EL Master Plan provides all of its English Learners, including but not limited to Long Term English Learners (LTELs) with an effective English language acquisition program as well as meaningful and equitable access to Charter School's core academic curriculum
- How English Learners' specific needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How Charter School will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

Each year, Charter School shall provide to the CSD a report on its annual evaluation of the effectiveness of its EL program. Upon request, Charter School shall provide a copy of its current EL Master Plan to the CSD.

Charter School shall administer the CELDT/ELPAC annually in accordance with federal and state requirements.

Charter School shall reclassify English Learners in accordance with federal and state requirements.

Charter School shall provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding Charter School matters to the same extent as other parents.

STUDENTS WITH DISABILITIES

Federal Law Compliance

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 Education Improvement Act of 2004.

Special Education Program

Charter School shall ensure that no student otherwise eligible to enroll in Charter School shall be denied, directly or indirectly, admission due to a disability or to Charter School's inability to provide necessary services. Charter School acknowledges that policies and procedures are in place to ensure the recruitment, enrollment, service, and retention of students with disabilities at LAUSD-authorized charter schools, including Charter School.

Prior to LAUSD Board of Education approval of an initial Charter petition, and if a renewing Charter School intends to operate as a “school of the district” for special education services, Charter School shall execute a Memorandum of Understanding (“MOU”) by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with applicable state law and the LAUSD Special Education Local Plan Area (“SELPA”) Local Plan for Special Education and shall be considered a “public school of the District” for purposes of Special Education pursuant to Education Code Section 47641(b). However, Charter School reserves the right to make written verifiable assurances that it may become an independent local educational agency (LEA) and join a SELPA pursuant to Education Code Section 47641 (a) either on its own or with a grouping of charter school LEAs as a consortium following the requirements of Education Code section 56195.3(b).

SELPA Reorganization

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code section 56195.1(a). As a single-District SELPA, the District has created two charter school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the reorganized LAUSD SELPA commenced in the 2013-2014 school year requiring all District-authorized charter schools to elect one of the three options available under the LAUSD SELPA. Prior to an option election, all District-authorized charter schools were required to participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that had previously executed an Option 3 Memorandum of Understanding (“MOU”), were required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated Program schools do not have LEA status for the purposes of special education but will function in a similar role in that each charter school will be responsible for all special education requirements, including but not limited to services, placement, due process, related services, special education classes, and special education supports. Charter schools that have elected to participate in a District-operated programs option may apply for membership in the Charter-operated Program section of the SELPA. Charter schools accepted for participation in the Charter-operated Programs section receive support from a Special Education Director for the Charter-operated Programs.

Modified Consent Decree Requirements

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of the *Chanda Smith* Modified Consent Decree (“MCD”) and other court orders imposed upon the District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes nineteen statistically measureable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All charter schools are required to use the District’s Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs (“IEPs”) and tracking of related services provided to students during the course of their education.

As part of fulfilling the District's obligations under the MCD, student level data requests from District-operated and Charter-operated charter schools are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor's ("OIM") required format in accordance with the OIM's required timelines and as follows:

- End of Year Suspension

District ID, SSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.

- Statewide Assessment Data

The standard file including District ID.

- Norm day

District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- CBEDS

- All Students enrolled as of December 1 of each school year

District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- Dropout

District ID, SSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district

- Monthly SESAC and Suspension data

- Graduation roster from all charter schools with 12th grade students with disabilities

The MCD requires charter schools to implement the District's integrated student information system, which is currently referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All charter schools are required to utilize MiSiS directly or interface with MiSiS via a web based Application Programming Interface (API) in compliance with the requirements of the MCD and applicable timelines. Upon charter school full utilization of MiSiS either directly or via a web based API, the list of required data above will automatically be captured within MiSiS.

Element 2 – Measurable Pupil Outcomes and Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured

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

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

Charter School shall comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula) and AB 484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

STANDARDIZED TESTING

Charter School agrees to comply with state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain complete, accurate, and up-to-date California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with the requirements of California Code of Regulations, title 5, section 861. 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 Charter School. Upon request, Charter School shall submit, in the requested format (e.g., CD), a copy of the results of all state-mandated tests to the District.

Element 4 – Governance

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

GENERAL PROVISIONS

As an independent charter school, Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School.

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amends the bylaws, Charter School shall provide a copy of the amended bylaws to CSD within 30 days of adoption.

Charter School shall send to the CSD copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the CSD copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on Charter School's website will satisfy this requirement.

The District reserves the right to appoint a single representative to the Charter School governing board pursuant to Education Code section 47604(b).

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.³

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

Charter School shall comply with the Brown Act and the Public Records Act.

Charter School and all employees and representatives of Charter School, including members of Charter School's governing board, members of Charter School or governing board committees and councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD charter school policy, regarding ethics and conflicts of interest. Charter School shall enter into all transactions and conduct business with all persons and entities at arm's length or, in the case of otherwise permissible related party transactions, in a manner equivalent to arm's length.

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

³ The District is in the process of compiling a list of LAUSD policies that apply to its authorized charter schools. The list will be finalized by April 1, 2018. Charter Schools Division staff will annually review District policies and make recommendations to the LAUSD Board of Education on continued application to charter schools.

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

Charter School shall adopt and publish complaint procedures providing for prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited by Title IX or Section 504.

Charter School shall adopt and implement specific and continuing procedures for notifying 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 Charter School, that Charter School does not discriminate on the basis of sex or mental or physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including but not limited to all applicable requirements of *California Code of Regulations*, title 5, section 4600 et seq.

Charter School shall adhere to all applicable federal and state laws and regulations regarding pupil fees, including Education Code sections 49010 - 49013, and extend its uniform complaint procedure to complaints filed pursuant to Education Code section 49013.

Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the Local Control Funding Formula legislation provisions set forth in Education Code section 52075.

RESPONDING TO INQUIRIES

Charter School, including its nonprofit corporation shall promptly respond to all reasonable inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School acknowledges that Charter School, including but not limited to its nonprofit corporation, is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General. Charter School shall provide the District with current, complete, and accurate contact information for Charter School, Charter School administrators, and Board members.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School’s operations, or breach of the Charter, is received or discovered by the District, Charter School, including but not limited to its nonprofit corporation, employees, and

representatives, shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

Charter School acknowledges and agrees that persons and entities that directly exercise control over the expenditure of Charter School's public funds shall be subject to all necessary and appropriate District charter school oversight.

NOTIFICATION OF THE DISTRICT

Charter School shall notify the Charter Schools Division (CSD) in writing of any citations or notices of workplace hazards, investigations by outside governmental regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g., loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the CSD within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

STUDENT RECORDS

Upon receipt of a student records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 et seq., which include provisions regarding rights to access student records and transfer of records for youth in foster care.

PARENT ENGAGEMENT

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

FEDERAL PROGRAM COMPLIANCE

As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of ESEA and other applicable federal programs. Charter School also acknowledges that, as part of its

oversight of Charter School, the District may conduct program review for federal as well as state compliance.

Element 5 – Employee Qualifications

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

EQUAL EMPLOYMENT OPPORTUNITY

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including but not limited to recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(l). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

Element 6 – Health and Safety Procedures

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

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

Charter School shall comply with all applicable federal, state, and local requirements related to school and student health, safety, and emergency preparedness.

If Charter School occupies and/or operates on a District facility, Charter School shall comply with all District health, safety, and emergency procedures and requirements applicable to District facilities and related operations, and shall be subject to inspection by the District’s Facilities Services Division, Office of Environmental Health and Safety, and other District offices in the same manner as other LAUSD campuses.

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan (“Plan”), which must include but is not limited to provisions for building and site emergency evacuation, the acquisition and maintenance of adequate onsite emergency supplies. The Plan must include Charter School’s requirements and procedures for protecting student health and safety during off-campus school-sponsored activities, including but not limited to field trips and transportation. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on blood borne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person’s employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014).

Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Charter School.

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

Charter School shall comply with all requirements of Education Code sections 44237 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal

background clearances for its employees prior to provision of school site services and/or any contact with students, and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, or otherwise meet the requirements of Education Code section 49406. Charter School shall maintain TB clearance records and certificates on file.

Charter School shall comply with all federal and state legal requirements, including but not limited to the requirements of SB 277 (2015), related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

SAFE PLACE TO LEARN ACT

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

SUICIDE PREVENTION POLICY

If Charter School serves students in grades 7-12, Charter School shall comply with the requirements of AB 2246 (2016), codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

Element 7 – Means to Achieve Racial and Ethnic Balance

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

COURT-ORDERED INTEGRATION

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

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD’s Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (*Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)*). The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District’s Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary throughout the term of the Charter to achieve the District’s goal. Upon request, Charter School shall provide the District with a copy of its current written plan.

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. The District may receive the Targeted Instructional Improvement Block Grant (TIIBG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIBG funding, where available, and cannot guarantee the availability of this funding.

Element 8 – Admission Requirements

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

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

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

HOMELESS AND FOSTER YOUTH

Charter School shall adhere to the provisions of the federal McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community

meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment.

Charter School shall comply with all applicable federal and state laws regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time. Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the applicable provisions of AB 379.

NON-DISCRIMINATION

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

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

Element 9 – Annual Financial Audits

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

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(5)(I) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD, each year:

- a. Provisional Budget – Spring prior to operating fiscal year
- b. Final Budget – July of the budget fiscal year
- c. First Interim Projections – November of operating fiscal year

- d. Second Interim Projections – February of operating fiscal year
- e. Unaudited Actuals – July following the end of the fiscal year
- f. Audited Actuals – December 15 following the end of the fiscal year
- g. Classification Report – monthly according to Charter School’s Calendar
- h. Statistical Report – monthly according to Charter School’s Calendar of Reports

In addition:

- P1, first week of January
- P2, first week of April
- i. Instructional Calendar – annually five weeks prior to first day of instruction
- j. Other reports as requested by the District

Element 10 – Suspension and Expulsion Procedures

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

GENERAL PROVISIONS

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

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

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

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School’s student expulsion process and shall facilitate the post-expulsion placement of expelled students.

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

STUDENTS WITH DISABILITIES

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, pending the completion of the expulsion process, Charter School shall identify and provide special

education programs and services at an appropriate interim educational placement determined in coordination with the LAUSD Division of Special Education.

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a Section 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District’s Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a Section 504 Plan, 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 Section 504?

NOTIFICATION OF THE DISTRICT

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed “Notification of Charter School Expulsion” [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School’s policies and procedures were followed
 - Copy of parental notice of expulsion hearing
 - Copy of expulsion notice 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, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
 - If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
 - A. Was the misconduct caused by, or directly and substantially related to the student’s disability?
 - B. Was the misconduct a direct result of Charter School’s failure to implement Section 504 Plan?

Notwithstanding and apart from the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student’s district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student

records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

OUTCOME DATA

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

REHABILITATION PLANS

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by 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. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

READMISSION

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, Charter School's governing board shall readmit the pupil, unless 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 and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

REINSTATEMENT

Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

GUN-FREE SCHOOLS ACT

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

Element 11 – Employee Retirement Systems

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

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School’s participation in, and/or coverage of its staff members by, the State Teachers’ Retirement System (CalSTRS), the Public Employees’ Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan’s requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School’s existence under the same CDS code, if mandated by applicable legal and retirement plan requirements.

Element 12 – Public School Attendance Alternatives

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

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

A pupil who chooses not to attend Charter School may attend a public school within the pupil’s school district of residence in accordance with applicable law and that school district’s policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school’s charter. If LAUSD is the pupil’s school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

Element 13 – Rights of District Employees

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

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School

unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

Element 14 – Mandatory Dispute Resolution

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

GENERAL PROVISIONS

Any claim, controversy or dispute between the District and Charter School arising out of or relating to this Charter, except for any claim, controversy or dispute related to the authorization (non-renewal, revision and/or revocation) of this Charter, (“Dispute”) shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys’ fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party’s attorneys’ fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys’ fees, costs and/or expenses, or mediator’s or arbitrator’s fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

PROPOSITION 39 DISPUTES

Any Dispute related to or arising out of Education Code §47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 *et seq.* (“Proposition 39”), shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and all supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile or e-mail, 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 or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

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

Director/Principal
Wallis Annenberg High School
4000 S. Main Street, Los Angeles, CA 90037

- 2) A written response (“Written Response”) shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, 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 communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

NON-PROPOSITION 39 DISPUTES

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 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.

Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

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

Director/Principal
Wallis Annenberg High School
4000 S. Main Street, Los Angeles, CA 90037

- 2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, 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 communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual

agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

- 5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

Element 15 – Charter School Closure Procedures

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

REVOCATION OF THE CHARTER

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

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

Prior to revocation, and in accordance with Education Code section 47607(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution provisions set forth in this Charter.

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

CLOSURE ACTION

The decision to close Charter School, by the governing board of Charter School must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(j)(1) and 47607(f), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process;; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by *Education Code* sections 47604.32, 47605, and 47607 as well as *California Code of Regulations*, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.
6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to the CSD.

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student

Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.

4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.
8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.

2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

- 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. Make final federal tax payments (employee taxes, etc.)
- c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District

therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

Additional Provisions

FACILITIES

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

District-Owned Facilities

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the

District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

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

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

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.
- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors
 - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term "instructional program" is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on "average daily attendance" and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
 - (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

- Minimum Payments or Charges to be Paid to District Arising From the Facilities:
 - (i) Pro Rata Share: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
 - (ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.
- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
 - (i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
 - (ii) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.
- Real Property Insurance: Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any

applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. 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.

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies 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 Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. 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.

INSURANCE

Insurance Requirements

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/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 Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insureds 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 Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect 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 Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by 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 \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 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.
8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
9. Excess/Umbrella Liability 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.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. *The policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds 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 Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.*

Evidence of Insurance

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 calendar days of all new policies, inception, renewals or changes, certificates, or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

"Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed."

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter 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 District and its purchase shall be the responsibility of Charter School.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD 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 attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD 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 attorneys' 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 Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless "the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

FISCAL MATTERS

District Oversight Costs

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School's revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

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 its charter authorization:

- Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter

and requires that the District, among other things, monitors the fiscal condition of Charter School.

- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

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

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

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24- hours notice.

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). These expenditures shall be "classified using the California School Accounting Manual pursuant to Section 41010." (Ed. Code § 47606.5(b).)