



**WISH Community School Charter Renewal Petition
For a Five-Year Term
(July 1, 2019 to June 30, 2024)**

Presented to:

**Los Angeles Unified School District
Board of Education**

August 29, 2018

Dr. Shawna Draxton, Ex. Director
WISH, Inc.
310-642-9474
sdraxton@wishcharter.org
www.wishcharter.org

Table of Contents

AFFIRMATIONS AND ASSURANCES	6
ELEMENT 1 – THE EDUCATIONAL PROGRAM	8
I. <u>GENERAL INFORMATION</u>	<u>12</u>
II. <u>COMMUNITY NEED FOR CHARTER SCHOOL</u>	<u>12</u>
III. <u>WISH CS’S PERFORMANCE DURING THE CURRENT CHARTER TERM MEETS RENEWAL CRITERIA ..</u>	<u>16</u>
ACADEMIC PERFORMANCE DATA AND OTHER ABSOLUTE AND COMPARATIVE PERFORMANCE INDICATORS	16
LAUSD ANNUAL OVERSIGHT VISIT RESULTS	30
A. <u>SUCCESS OF THE INNOVATIVE FEATURES OF THE EDUCATION PROGRAM</u>	<u>33</u>
B. <u>SUCCESS OF THE SCHOOL’S EDUCATIONAL PROGRAM IN MEETING THE SPECIFIC NEEDS OF ITS STUDENT POPULATION</u>	<u>35</u>
C. <u>AREAS OF CHALLENGE THE SCHOOL HAS EXPERIENCED AND HOW THEY HAVE BEEN/WILL BE IMPROVED</u>	<u>35</u>
D. <u>IV. TARGET STUDENT POPULATION</u>	<u>37</u>
<u>SURROUNDING COMMUNITY: WESTCHESTER</u>	<u>37</u>
A. <u>ENROLLMENT PLAN</u>	<u>40</u>
B. <u>ENROLLMENT PLAN</u>	<u>40</u>
V. <u>GOALS AND PHILOSOPHY</u>	<u>41</u>
A. <u>MISSION</u>	<u>41</u>
B. <u>VISION</u>	<u>41</u>
C. <u>WHAT IT MEANS TO BE AN EDUCATED PERSON IN THE 21ST CENTURY.....</u>	<u>42</u>
D. <u>WHAT IT MEANS TO BE AN EDUCATED PERSON IN THE 21ST CENTURY.....</u>	<u>42</u>
E. <u>HOW LEARNING BEST OCCURS</u>	<u>42</u>
F. <u>THE REQUIREMENTS OF CALIFORNIA EDUCATION CODE § 47605(B)(5)(A)(II).....</u>	<u>48</u>
WISH COMMUNITY SCHOOL ENABLES ALL STUDENTS TO BECOME SELF-MOTIVATED, COMPETENT, LIFELONG LEARNERS.....	56
VI. <u>INSTRUCTIONAL DESIGN.....</u>	<u>57</u>
A. <u>CURRICULAR AND INSTRUCTIONAL DESIGN OF THE EDUCATIONAL PROGRAM: KEY EDUCATIONAL THEORIES AND RESEARCH</u>	<u>57</u>
B. <u>CURRICULAR AND INSTRUCTIONAL DESIGN OF THE EDUCATIONAL PROGRAM: KEY EDUCATIONAL THEORIES AND RESEARCH</u>	<u>57</u>
C. <u>CURRICULUM AND INSTRUCTION.....</u>	<u>69</u>
D. <u>ENGLISH LANGUAGE ARTS/ENGLISH LANGUAGE DEVELOPMENT</u>	<u>71</u>
E. <u>MATHEMATICS.....</u>	<u>75</u>
F. <u>SOCIAL STUDIES</u>	<u>78</u>
<u>SCIENCE</u>	<u>81</u>
<u>VISUAL AND PERFORMING ARTS</u>	<u>84</u>
<u>PHYSICAL EDUCATION AND HEALTH</u>	<u>88</u>

	TECHNOLOGY AND MEDIA ARTS	90
	FOREIGN LANGUAGE.....	92
	SOCIAL BEHAVIORAL SKILLS	94
	INNOVATIVE CURRICULAR COMPONENTS OF THE EDUCATIONAL PROGRAM	96
G.	INTERVENTION AND ENRICHMENT PROGRAMS.....	97
H.	VII. TEXTBOOKS AND CURRICULUM	98
I.	VIII. INSTRUCTIONAL METHODS AND STRATEGIES.....	101
J.		
K.	IX. EVIDENCE THAT THE PROPOSED MODEL WILL BE SUCCESSFUL WITH OUR TARGETED STUDENT POPULATION	104
	HOW THE SCHOOL’S INSTRUCTIONAL METHODOLOGIES AND CURRICULUM WILL ENSURE STUDENT MASTERY OF THE CALIFORNIA CCSS	105
X.	HOW THE INSTRUCTIONAL PROGRAM WILL SUPPORT STUDENT DEVELOPMENT OF TECHNOLOGY-RELATED SKILLS AND STUDENT USE OF TECHNOLOGY	105
XI.	TRANSITIONAL KINDERGARTEN	106
XII.	INSTRUCTIONAL TIME AT WISH COMMUNITY SCHOOL.....	106
	ACADEMIC CALENDAR AND SCHEDULES	106
A.		
B.	WISH COMMUNITY SCHOOL WILL EXCEED THE MINIMUM INSTRUCTIONAL MINUTES	111
	XIII. TEACHER AND STAFF RECRUITMENT PROGRAM.....	111
A.	RECRUITING QUALIFIED TEACHERS	112
	XIV. PROFESSIONAL DEVELOPMENT	113
A.	XV. WISH COMMUNITY SCHOOL’S PLAN TO MEET THE NEEDS OF SPECIFIC STUDENTS.....	116
B.	STUDENT SUPPORT AND PROGRESS TEAM (SSPT)	118
C.	ENGLISH LEARNERS	119
D.	HOW THE PROGRAM WILL MEET THE NEW STATE ELD STANDARDS AND USE THE RESULTS OF THE ELPAC TO SUPPORT AND ACCELERATE STUDENT PROGRESS	122
E.		
F.	PROVIDE PROFICIENCY LEVELS WITH MEANINGFUL ACCESS FOR ENGLISH LEARNERS, INCLUDING	
G.	INSTRUCTIONAL STRATEGIES AND INTERVENTION	123
H.	PROCESS FOR ANNUAL EVALUATION OF THE SCHOOL’S ENGLISH LEARNER PROGRAM	124
I.	PROCESS AND SPECIFIC CRITERIA FOR RECLASSIFICATION	124
J.	PROCESS FOR MONITORING PROGRESS OF ENGLISH LEARNERS AND RECLASSIFIED STUDENTS.....	126
K.		
L.	PROCESS FOR MONITORING PROGRESS AND SUPPORTS FOR LONG TERM ENGLISH LEARNERS (LTEs)	126
	SOCIO-ECONOMICALLY DISADVANTAGED STUDENTS.....	126
	GIFTED STUDENTS.....	127
	STUDENTS ACHIEVING BELOW GRADE LEVEL	129
	STUDENTS WITH DISABILITIES	130

OTHER RELEVANT SUBGROUPS	131
XVI. A TYPICAL DAY	131
ELEMENT 2 – MEASURABLE PUPIL OUTCOMES AND	137
ELEMENT 3 – METHOD BY WHICH PUPIL PROGRESS TOWARD OUTCOMES WILL BE MEASURED	
M.....	137
I. MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM.....	137
II. MEASURABLE PUPIL OUTCOMES: SUMMATIVE ASSESSMENT PERFORMANCE TARGETS	137
III. METHOD FOR MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT	137
IV. DATA ANALYSIS AND REPORTING	139
V. GRADING, PROGRESS REPORTING AND PROMOTION/RETENTION	140
ELEMENT 4 – GOVERNANCE	143
I. GOVERNANCE STRUCTURE	146
NON-PROFIT PUBLIC BENEFIT CORPORATION	146
A. ORGANIZATIONAL STRUCTURE.....	146
B. BOARD OF DIRECTORS.....	147
C. THE CHIEF EXECUTIVE OFFICER (EXECUTIVE DIRECTOR).....	150
D. THE PRINCIPAL	151
II. BOARD MEETINGS AND DUTIES	151
III. STAKEHOLDER INVOLVEMENT IN DECISION-MAKING	153
ELEMENT 5 – EMPLOYEE QUALIFICATIONS	155
I. QUALIFICATIONS OF EMPLOYEES.....	155
A. EXECUTIVE DIRECTOR	155
B. DIRECTOR OF SPECIAL SERVICES	158
C. PRINCIPAL	160
D. COUNSELORS	161
E. TEACHERS.....	162
F. DESIGNATED INSTRUCTION & SERVICES (DIS) SPECIALISTS	163
G. CLASSIFIED AND OTHER PERSONNEL.....	164
ELEMENT 6 – HEALTH AND SAFETY PROCEDURES.....	171
I. CUSTODIAN(S) OF RECORDS	173
II. STUDENT HEALTH AND WELLNESS.....	173

ELEMENT 7 – MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE.....	174
ELEMENT 8 – ADMISSION REQUIREMENTS	178
I. ADMISSION REQUIREMENTS	179
II. ADMISSION PROCESS AND ENROLLMENT TIMELINE	180
III. PUBLIC RANDOM DRAWING PROCEDURES	180
IV. WAIT LIST	181
ELEMENT 9 – ANNUAL FINANCIAL AUDITS	182
I. ANNUAL AUDIT PROCEDURES.....	182
ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES	184
II. DISCIPLINE POLICY.....	186
III. GROUNDS FOR IN-SCHOOL SUSPENSION, OUT-OF-SCHOOL SUSPENSION AND EXPULSION	189
ELEMENT 11 – EMPLOYEE RETIREMENT SYSTEMS.....	204
ELEMENT 12 – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES	205
ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES	206
ELEMENT 14 – MANDATORY DISPUTE RESOLUTION	207
ELEMENT 15 – CHARTER SCHOOL CLOSURE PROCEDURES	210
ADDITIONAL PROVISIONS	217

AFFIRMATIONS AND ASSURANCES

WISH Community School (hereinafter “WISH CS,” or “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).)

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.

I. GENERAL INFORMATION

<u>GENERAL INFORMATION</u>	
• The contact person for Charter School is:	Dr. Shawna Draxton, Executive Director
• The contact address for Charter School is:	6550 West 80 th Street, Los Angeles, CA, 90045.
• The contact phone number for Charter School is:	310-642-9474
• The proposed address or ZIP Code of the target community to be served by Charter School is:	90045
• This location is in LAUSD Board District:	4
• This location is in LAUSD Local District:	West
• The grade configuration of Charter School is:	TK-8
• The number of students in the first year will be:	744
• The grade level(s) of the students in the first year will be:	TK-8
• Charter School’s scheduled first day of instruction in 2019-2020 is:	August 12, 2019
• The enrollment capacity is: (Enrollment capacity is defined as the total number of students who may be enrolled in Charter School regardless of student residency.)	744
• The type of instructional calendar (e.g., traditional/year-round, single track/multi-track, extended day/year) will be:	Traditional
• The bell schedule for Charter School will be:	TK/K-5: 8:30 – 3:45 on regular days; 8:30 – 2:30 on Fridays 6-8: 8:15-3:05, 8:15-2:30 on Fridays
• The term of this Charter shall be from:	July 1, 2019 to June 30, 2024

II. COMMUNITY NEED FOR CHARTER SCHOOL

WISH Community School (“WISH CS” or “Charter School”) serves as a small, high-performing TK-8th grade school that models best practices for inclusive education, university partnerships, and a constructivist, interdisciplinary approach to instruction that leverages technology and real world learning. WISH CS is an inclusive learning community where ***all*** students – including those with disabilities and learning differences – their families, and the school’s staff appreciate and value diversity in all its forms, taught through the prism of 21st century learning. We are located in the Westchester neighborhood of Los Angeles in order to serve a highly diverse student body, which is core to our mission and model, while being in close proximity to our university partner, Loyola Marymount University, School of Education (LMU/SOE), located just one mile from our current TK-5 campus co-located on the Wright Magnet campus and our current 6-8 campus co-located on the Westchester Enriched Sciences Magnet campus.

WISH History

WISH CS originally was founded by a dedicated group of parents and educators as WISH Charter Elementary School (serving grades K-5), operated by Westside Innovative School House, Inc. (WISH, Inc.). WISH Charter Elementary School opened in 2010, and in spring 2013, the Los Angeles Unified School District (“LAUSD” or “District”) approved a revision of our original K-5 charter to expand to 6th grade. Later in 2013, LAUSD authorized our second charter school, WISH Middle School, serving grades 7-8. In 2016, LAUSD approved an additional Material Revision that merged WISH Charter Elementary School into WISH Middle School, creating the renamed WISH Community School serving grades TK-8.

Also in 2016, LAUSD authorized WISH Academy High School (grades 9-12; “WISH AHS”); due to facilities challenges WISH AHS delayed opening to 2017-18 with our first class of 9th graders.

WISH CS currently serves approximately 744 students in grades TK-8, located at two campuses: our TK-5th grade students are co-located at Wright Middle School and our 6-8th grade students are collocated at Westchester Enriched Sciences Magnet, both of which are Prop 39 co-locations. WISH AHS, is also co-located at Westchester Enriched Sciences Magnet and will serve approximately 150 students in grades 9-10 in 2018-19, expanding to ultimately reach 500 students in grades 9-12 in 2020-21. Enrollment at our schools is, as we intended, remarkably diverse:

- WISH CS’ enrollment is 26% African American, 21% Hispanic/Latino, 10% Asian/Filipino/Pacific Islander, and 43% White; 23% of our students are Socioeconomically Disadvantaged (SED or “Free or Reduced Price Lunch” (FRPL)); 2% are English Learners (EL); 1% Foster/Homeless Youth; and 13% are Special Education (SpEd) – of which 8% have moderate/severe disabilities including autism, intellectual disability, severe physical disabilities and students identified with serious social-emotional needs.
- WISH AHS’ enrollment is 38% African American, 37% Hispanic/Latino, 10% Asian/Filipino/Pacific Islander, and 16% White; 45% of our students are SED; 8% are EL; and 24% are SpEd – of which 10% have moderate/severe disabilities.

In our eight-year history, WISH CS has achieved a number of impressive accomplishments. WISH Community School has been voted Best Public School, Best Place to Volunteer, and Best

Charter School for the past six years (2013-2018) in the *Hometown News* and for last five years (2014-2018) has been listed as a favorite school in the *Argonaut* and just this year (2018) was voted Best School. WISH High School was voted Best High School in the *Hometown News* last year.

Both schools were chosen as the Stars of Inclusion by the Disability Rights Legal Center in 2018.

We are particularly proud of our collaborative major university partnerships:

Demonstration site for Loyola Marymount University/School of Education: Loyola Marymount University is an important partner in the creation of WISH Community School, dating back to our original founding in 2009-10. Through its prestigious School of Education, LMU has provided resources and expertise to help WISH Community School best meets the needs of our targeted student population and become a national model of best practices in education and social justice through inclusivity. Three faculty members from LMU serve on our Board of Directors and have been instrumental from the start in co-creating the vision for our schools and the instructional framework. Our partnership with LMU/SOE provides several key benefits such as:

- *High-quality student teacher and field work students support for our classroom teachers:* Each semester, LMU School of Education students pursuing their certifications and post-secondary degrees work alongside our faculty, significantly reducing the adult: student ratio in our classes. Our fully certified general education teachers have several LMU students each semester supporting in the classrooms – many of these student teachers have Masters’ degrees and impressive experience before they arrive at WISH CS. All LMU students are supervised by credentialed teachers at all times. Meanwhile, LMU/SOE benefits from having a progressive fieldwork site for student teachers aligned with the School of Education’s beliefs about exemplary practices.
- *Excellent, no-cost professional development and university faculty support:* LMU faculty lead our school site Curriculum Committee and coordinate extensive professional development for our faculty, led by experts in the various fields, such as science and math pedagogy, psychology, curricular modifications and adaptations, school-wide positive behavior support, and the multicultural education. LMU has provided continuous support in the area of math growth in particular the Center for Math and Science Teaching, the CMAST program, has a mission closely aligned with our own: “Inspiring and motivating students to learn and achieve in mathematics and science through teaching and learning that equally values students and rigorous mathematics and science as the core of the system, requires teachers to make connections, uses mathematical and scientific reasoning within the context of storytelling and designs an experience for the learner that is active, connected, sensory, and emotional.” (<http://soe.lmu.edu/centers/cmast/aboutcmast/>). In addition, each semester, LMU engineers partner with our staff to develop assistive technology options for our students, free of charge.

- *Tutors and Mentors for At-Risk Students*: Via the Lions for Learning program, LMU students provide tutoring support and serve as role models for our students. This program also provides meaningful support for our students and their families as they learn about their college options.
 - *Invaluable feedback as a research/demonstration site*: LMU/SOE faculty and students provide ongoing observation, research, and findings in studying the implementation of our unique school model. Additionally, our school serves as a “laboratory” for the University for how to best meet the needs of diverse learners, particularly students with special needs, as LMU faculty collaborate with our instructional staff to implement innovative learning strategies and work to drive improvements in the field..
 - *Student opportunities*: LMU funds summer camp experiences for our low-income students and provides free tickets to all University sporting events.
- **SWIFT Center, University of Kansas/U.S. Department of Education Knowledge Development Site**: WISH Charter Elementary (K-6) was selected as one of only six schools in the United States to participate in the SWIFT Center (School-wide Integrated Framework for Transformation) program, a 5-year (2011-2015), \$24.5 million grant awarded by the U.S. Department of Education to the University of Kansas (the largest grant in the University’s history). Our new middle school will similarly benefit by the offerings of this national honor.

WISH CS was selected as a Knowledge Development Site based on its record of implementing best practices in providing a whole child approach to education through strong parent partnerships, data-driven differentiated instruction, school wide positive behavior supports, inclusive practices, implementing research into practice, and co-teaching and collaboration. As a Knowledge Development Site and regional model school in Los Angeles, WISH CS will be able to disseminate our accomplishments and influence an extensive technical assistance system with the rest of the country.

WISH CS was chosen to serve as a Knowledge Development Site due to its exemplary practices based on its six tenets which are core elements of the WISH model: parent partnerships, co-teaching and collaboration, school wide positive behavior support, differentiated instruction, a commitment to serving ALL children, and partnerships with universities. The SWIFT team also evaluated potential school partners for a strong and engaged site leadership team, a strong teacher support system, evidence based academic and behavior instruction, a professional learning community of teachers and families and a strong, supportive relationship between school and district offices. WISH teachers attended the SWIFT professional learning institutes in Washington, D.C. to further their own professional development training this past summer.

As a demonstration site for best practices we've hosted visitors from Sweden, Japan, Denmark, and Northern Ireland, along with many folks from New York, Arizona, and Washington, and many local visitors from adjacent districts and throughout California.

We are incredibly proud of all we have accomplished in the eight years since we first launched WISH CS and look forward to continuing to develop and disseminate “best practices” from our exemplary model of education and social justice through inclusivity.

III. WISH CS’S PERFORMANCE DURING THE CURRENT CHARTER TERM MEETS RENEWAL CRITERIA

WISH CS meets and exceeds criteria for renewal, across numerous metrics and measures as detailed herein. Based on its specific record of performance, WISH CS has and will continue to meet the needs of the community it serves.

ACADEMIC PERFORMANCE DATA AND OTHER ABSOLUTE AND COMPARATIVE PERFORMANCE INDICATORS

A. According to current California law and District policy, a charter school “shall” meet the following criteria set forth in Education Code section 47607(b)(4) prior to receiving a charter renewal: WISH CS’ academic performance is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.

As noted in the Ed Code, “The determination made pursuant to this paragraph shall be based upon all of the following: (i) Documented and clear and convincing data; (ii) Pupil achievement data from assessments, including, but not limited to, the Standardized Testing and Reporting Program established by Article 4 (commencing with Section 60640) of Chapter 5 of Part 33 for demographically similar pupil populations in the comparison schools; (iii) Information submitted by the charter school.” (Cal. Ed. Code § 47607(b)(4)(B))

We start with the locations of WISH CS’ students. WISH CS grades TK-5 are co-located at Wright Middle School and grades 6-8 are co-located at Westchester Enriched Sciences Magnet. Not surprisingly, the majority of students reside in close proximity to our campus, though according to the students’ residence addresses and the 2017-18 Data Set provided by LAUSD’s Charter Schools Division (CSD Data Set), WISH CS students represent 82 different LAUSD “Resident Schools” (schools they otherwise would have attended based on their address), and another 104 students reside outside of LAUSD. The following tables list the top home district schools our students would otherwise be required to attend (Comps) – one of which is located more than 12 miles away -- for both elementary grades and middle school grades.

Elementary Schools

LAUSD Schools	# of Students 2017-18	% FRPL	% SpEd	% EL	% H/L	% AA	% Asian	% White	2018 EL Reclassification	2016 CAASPP ELA % Met/Exceeded	2016 CAASPP Math % Met/Exceeded	2017 CAASPP ELA % Met/Exceeded	2017 CAASPP Math % Met/Exceeded	2018 CAASPP ELA % Met/Exceeded	2018 CAASPP Math % Met/Exceeded

Westport Heights ES	286	67%	12%	13%	37%	39%	11%	6%	17%	30%	29%	36%	30%	41%	28%
Cowan Avenue ES	328	64%	9%	3%	13%	78%	1%	3%	18%	47%	45%	62%	52%	75%	67%
Kentwood ES	326	34%	19%	1%	26%	36%	6%	23%	0%	63%	38%	57%	43%	66%	44%
Loyola Village Fine & Performing Arts Magnet	367	70%	8%	9%	32%	59%	2%	4%	13%	41%	29%	54%	34%	56%	38%
Paseo del Rey Fundamental	458	62%	9%	6%	25%	51%	5%	12%	44%	48%	36%	41%	35%	47%	33%
Short Avenue Elementary*	300	63%	11%	12%	51%	13%	6%	25%	18%	46%	41%	49%	39%	47%	40%
Baldwin Hills Elementary*	387	73%	10%	7%	23%	67%	2%	2%	17%	50%	34%	51%	35%	56%	44%
Coeur D'Alene Avenue Elementary*	594	18%	5%	9%	17%	7%	7%	61%	17%	72%	70%	69%	63%	79%	72%
Fifty-Fourth Street Elementary*	320	87%	14%	6%	16%	78%	7%	1%	26%	31%	31%	33%	36%	26%	12%

(<http://dq.cde.ca.gov/dataquest/>)

*Short Ave. ES is 4.5 miles from WISH CS and represents 2.6% of WISH enrollment; Baldwin Hills ES is 6.4 miles from WISH and represents 1.6% of WISH enrollment; Coeur D'Alene is 4.3 miles away and represents 1.6% of enrollment; and Fifty-Fourth Street is 5.4 miles away and represents 1.3% of our enrollment.

Middle Schools

LAUSD Schools	# of Students 2017-18	% FRPL	% SpEd	% EL	% H/L	% AA	% Asian	% White	2018 EL Reclassification	2016 CAASPP ELA % Met/Exceeded	2016 CAASPP Math % Met/Exceeded	2017 CAASPP ELA % Met/Exceeded	2017 CAASPP Math % Met/Exceeded	2018 CAASPP ELA % Met/Exceeded	2018 CAASPP Math % Met/Exceeded
New Middle School Pathway AKA Katherine Johnson STEM Academy	111	48%	15%	5%	19%	49%	7%	17%	0%	N/A	N/A	N/A	N/A	47%	35%
Orville Wright Engineering and Design Magnet	637	67%	14%	3%	27%	61%	4%	6%	10%	41%	16%	46%	25%	36%	24%
Audubon Middle	490	93%	25%	15%	39%	56%	1%	1%	36%	14%	8%	18%	6%	12%	5%
Marina Del Rey Middle	602	85%	14%	9%	45%	47%	2%	4%	16%	30%	17%	31%	15%	26%	16%
Animo Phillis Wheatley Charter Middle*	617	93%	15%	18%	53%	44%	0%	1%	16%	16%	6%	16%	4%	19%	6%
Horace Mann UCLA Community*	394	73%	29%	22%	47%	52%	1%	0%	0%	N/A	N/A	N/A	N/A	4%	2%
Animo Western	647	95%	14%	23%	77%	2%	0%	1%	18%	25%	10%	23%	10%	29%	14%

Charter Middle*															
-----------------	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

(<http://dq.cde.ca.gov/dataquest/>)

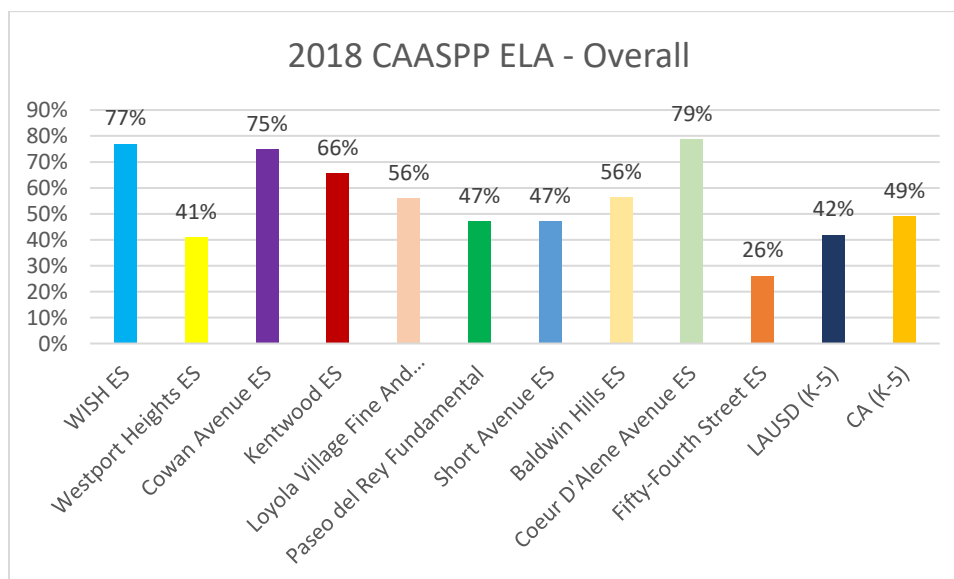
*Both Animo schools are charter schools, and thus not properly included on the “Resident Schools” list; Animo Phyllis Wheatley is 10.4 miles from WISH CS and represents 1.7% of enrollment; Horace Mann is 7.5 miles from WISH and represents 1.5% of enrollment; and Animo Western is 10.4 miles away and 1.6% of enrollment.

We note that Cowan ES has a selective admission Gifted/Highly Gifted magnet program; Coeur d’Alene is a School of Advanced Studies (SAS) with selective admission; Paseo del Rey is a Natural Science magnet, New Middle School and Wright MS are both magnets. In analyzing 2017 SBAC scores, the *L.A. Times* noted, “Students in L.A. Unified’s magnet schools performed far better on state tests than did students at other district schools or charters.”

(<http://www.latimes.com/local/education/la-me-standardized-test-snapshot-20160831-snap-story.html>)

Smarter Balanced Assessment Consortium (“SBAC”)/California Assessment of Student Performance and Progress (“CAASPP”) Results

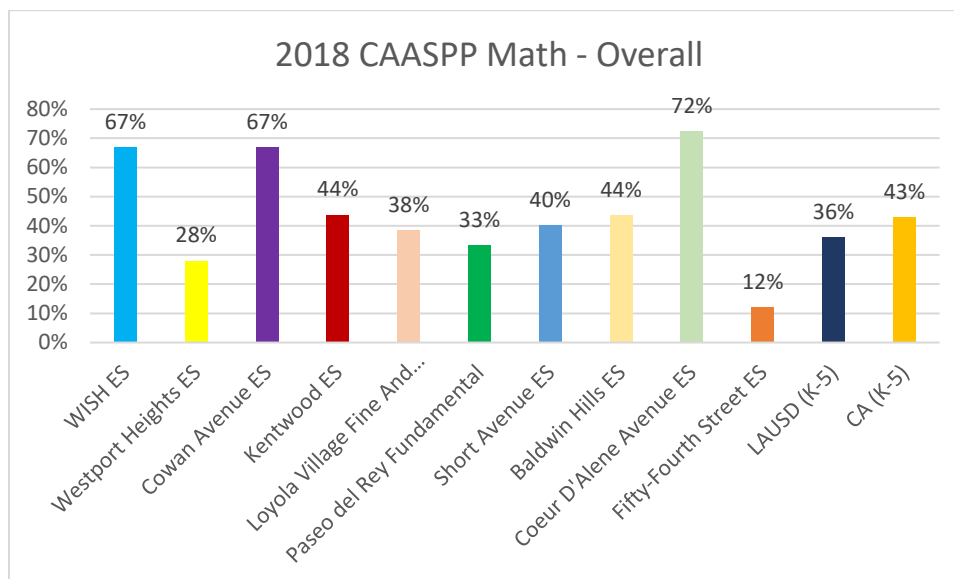
On the 2018 CAASPP, 77% of WISH CS’s 3rd-5th graders Met or Exceeded state standards, outperforming all but one of the nine Comps (26%-79%), the sole exception being Coeur d’Alene, which is an SAS school. Notably, our ELA score in 2018 even outperformed Cowan ES, which has a Gifted/Highly Gifted magnet program, and almost *doubled* the average LAUSD rate of 42%.



Source: <https://caaspp.cde.ca.gov/sb2018>

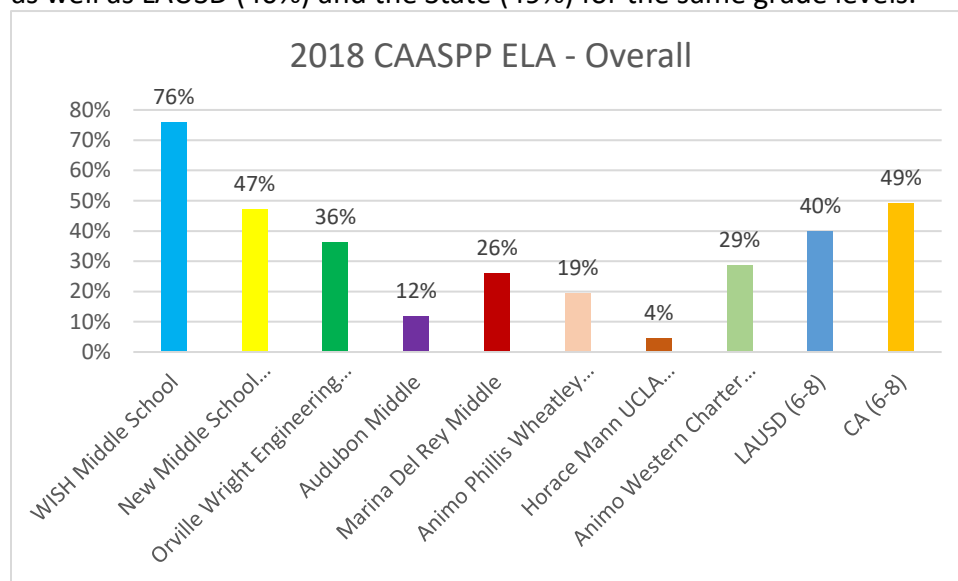
In Math, WISH CS’s 3rd-5th graders 67% Met/Exceeded rate outperformed seven of the nine Comps (12-44%) by large margins, met the rate of Cowan ES (also 67%) and was close to Coeur d’Alene’s 72% -- again, the latter two have selective admissions for gifted/advanced students.

WISH CS's elementary students also greatly outpaced both LAUSD (36%) and the State averages (43%) for the same grades.



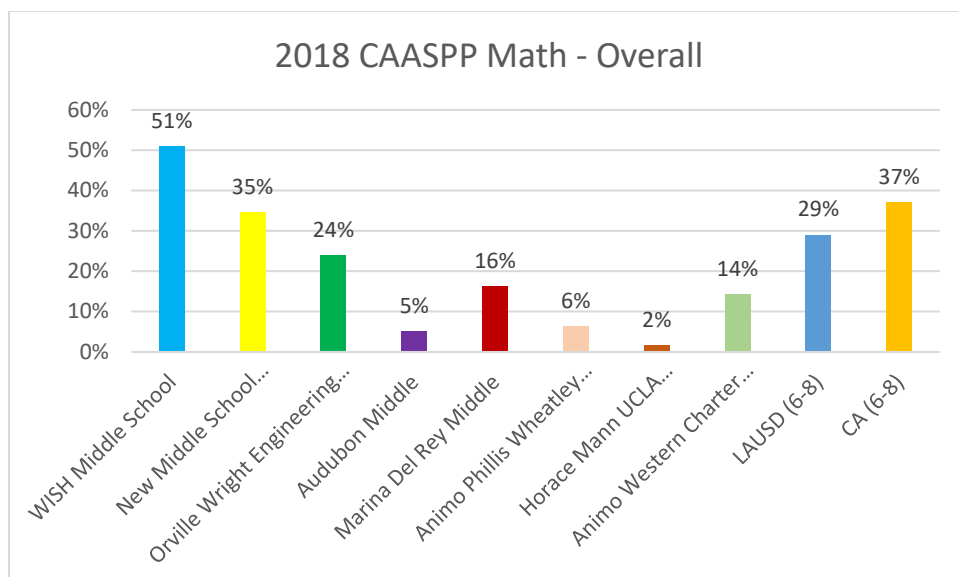
Source: <https://caaspp.cde.ca.gov/sb2018>

For middle school, 76% of WISH CS's 6th – 8th graders Met or Exceeded state standards in ELA on the 2018 CAASPP, significantly outperforming all seven Comps identified by LAUSD (4-47%) as well as LAUSD (40%) and the State (49%) for the same grade levels.



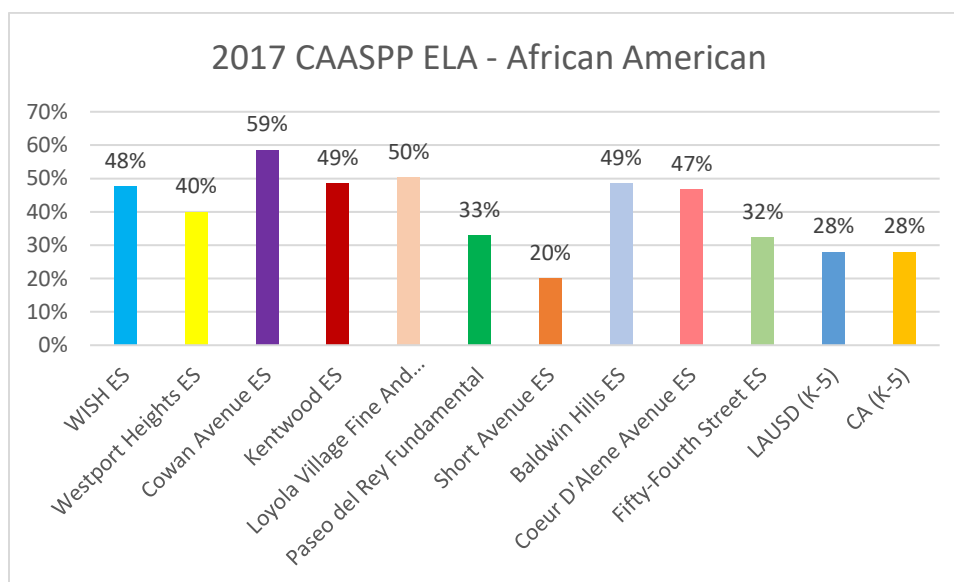
Source: <https://caaspp.cde.ca.gov/sb2018>

In Math, at 51% Met/Exceeded, WISH CS middle schoolers outperformed all seven Comps (2-35%), and LAUSD (29%) and the State average of 37%.

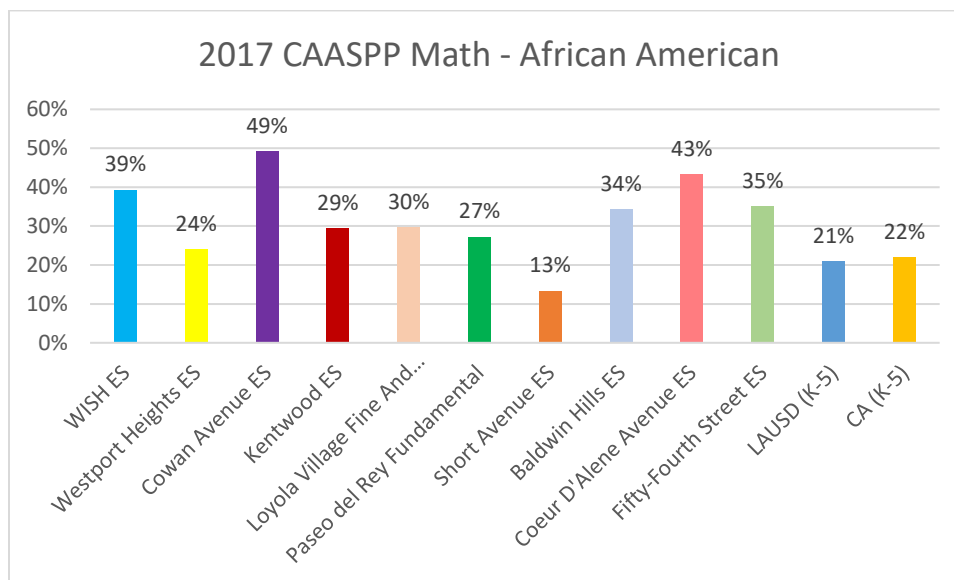


Source: <https://caaspp.cde.ca.gov/sb2018>

In looking at subgroup performance on the 2017 CAASPPs (with analysis completed prior to 2018 scores being released), our African American students (26% of enrollment) had strong performance. In elementary grades (3-5), WISH CS's African American students were 48% Met/Exceeded in ELA, on par or above all but one Comp school (Cowan ES), and 20 percentage points above LAUSD and the State average (28%). *Notably, in 2018, our African American students in grades 3-5 made dramatic gains to 72% Met/Exceeded – a 24 percentage point gain.* (<https://caaspp.cde.ca.gov/sb2018>).

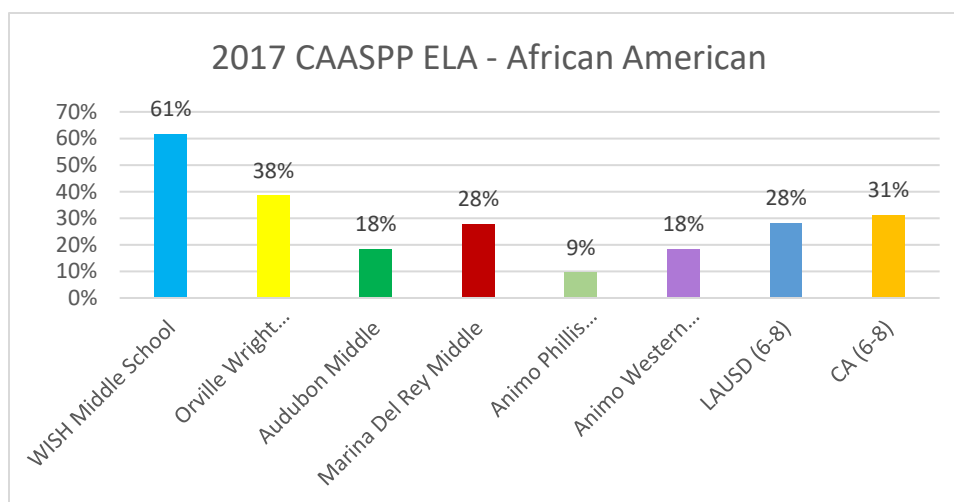


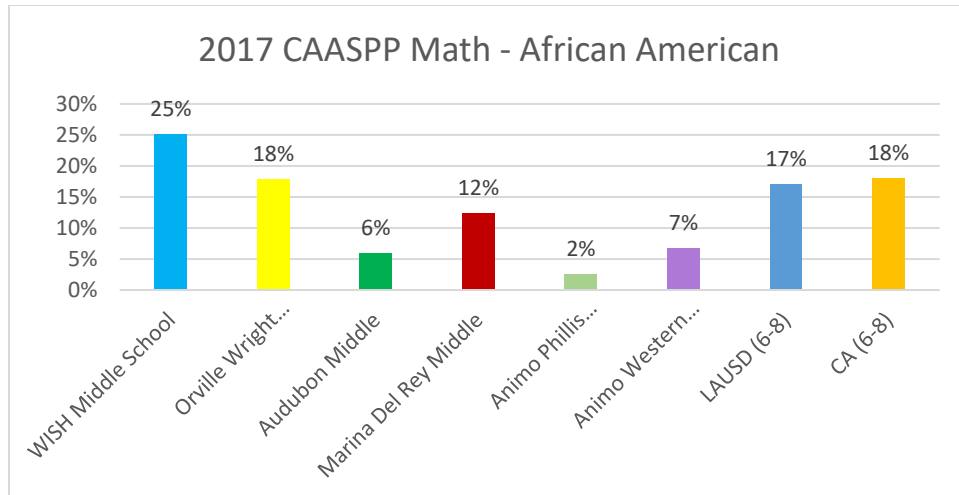
In math, WISH CS's African American students outperformed all but the two Comps that are gifted magnet/SAS schools, (the rest of the Comps ranged from 13-35%), LAUSD (21%) and the State average (22%) for African American students. As with ELA, these students gained 12 percentage points in 2018 to 51% Met/Exceeded in Math. (<https://caaspp.cde.ca.gov/sb2018>).



(<https://caaspp.cde.ca.gov/sb2017/Search>)

For our middle school students, our African American 6th – 8th graders showed even stronger performance with 61% Met/Exceeded in ELA – well above all of the Comps (9-38%), LAUSD (28%) and the State (31%), and 25% Met/Exceeded in Math, compared to 2-18% for the Comps, LAUSD and the State. *In 2018, our middle grades African American students gained seven percentage points to 68% Met/Exceeded in ELA, and 17 percentage point gains in Math to 42% Met/Exceeded.* (<https://caaspp.cde.ca.gov/sb2018>).

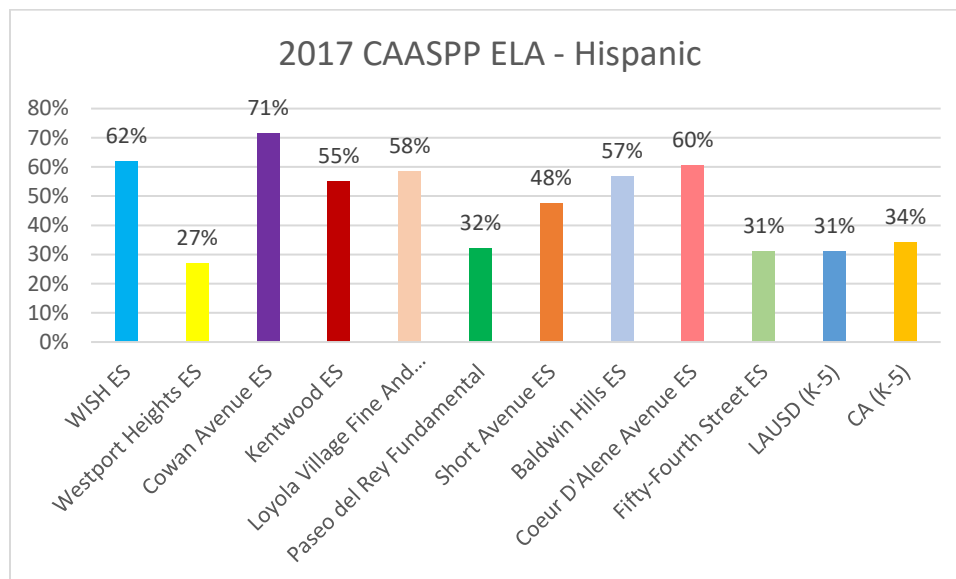


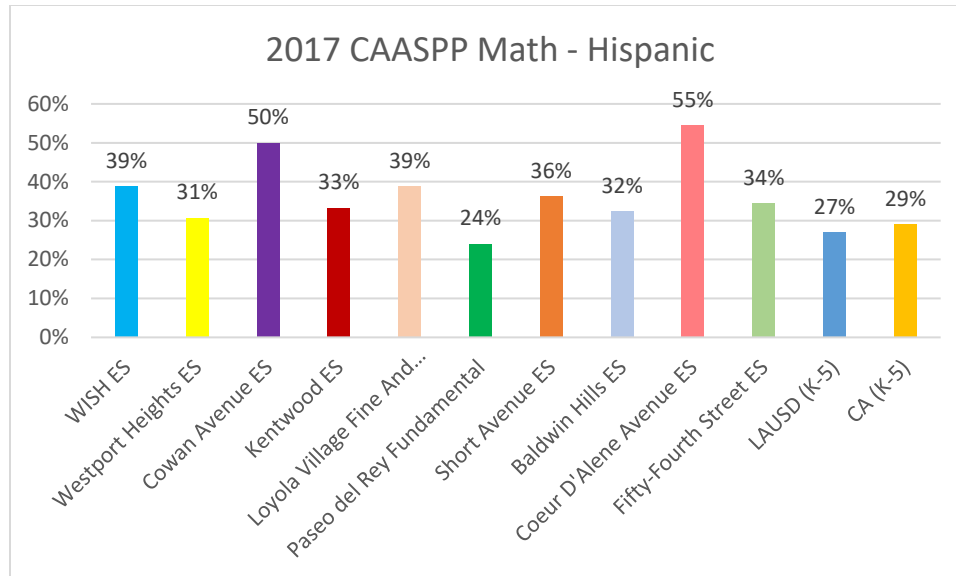


<https://caaspp.cde.ca.gov/sb2017/Search>

(Note: New Middle School Pathway had no 2017 scores and Horace Mann did not have African American subgroup scores.)

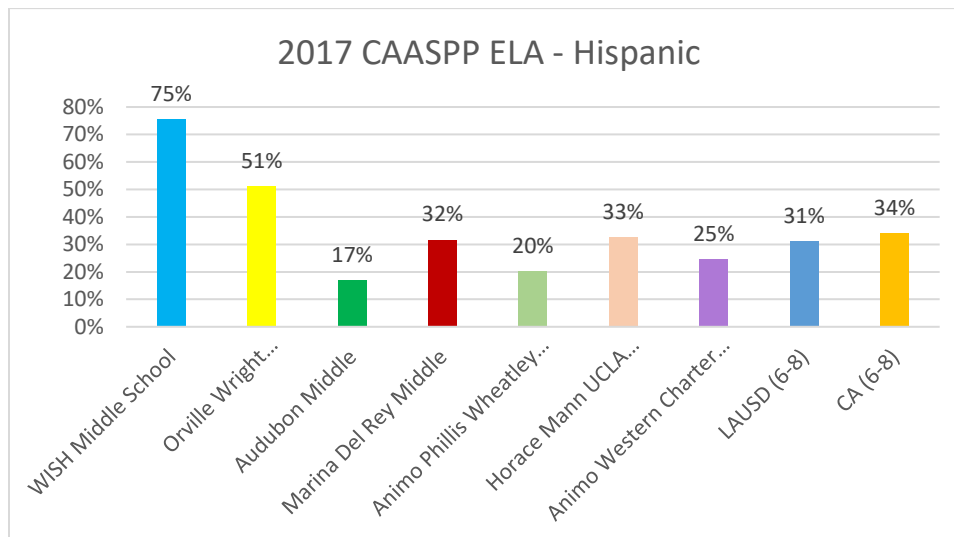
Our Hispanic/Latino students (21% of enrollment) also show strong performance, outperforming all of the Comps except Cowan ES in ELA and all but Cowan ES and Coeur d'Alene (the two gifted/SAS schools) Math, and doubling LAUSD grade 3-5 averages in ELA (62% for WISH CS 3-5th graders compared to 31% across LAUSD). In 2018, our Hispanic/Latino students decreased slightly with 59% Met/Exceeded in ELA, but increased in Math to 45% Met/Exceeded. (<https://caaspp.cde.ca.gov/sb2018>).

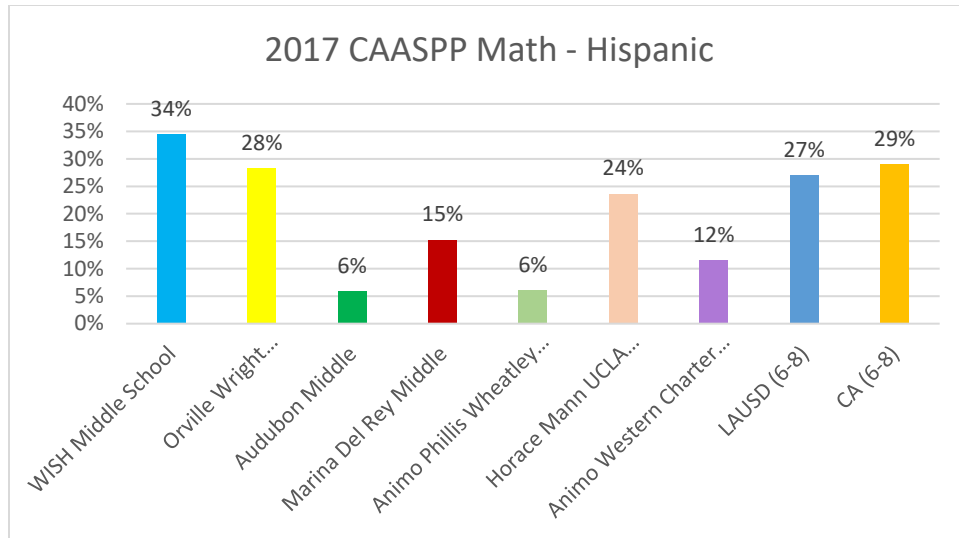




(<https://caaspp.cde.ca.gov/sb2017/Search>)

For our middle grade Hispanic/Latino students, the gaps are even larger. In ELA, three-quarters (75%) of WISH CS's 6th – 8th grade students met or exceeded standards in ELA, compared to just 17-51% at the Comps, 31% for LAUSD and 37% for the State. In math, WISH CS's Hispanic/Latino middle schoolers were 34% Met/Exceeded, outperforming all of the Comps (6-28%), LAUSD (21%) and the State (24%). As with elementary grades, in 2018 our middle grades Hispanic/Latino students decreased a few percentage points to 72% Met/Exceeded in ELA, but gained 18 percentage points in Math, to 52%. (<https://caaspp.cde.ca.gov/sb2018>).

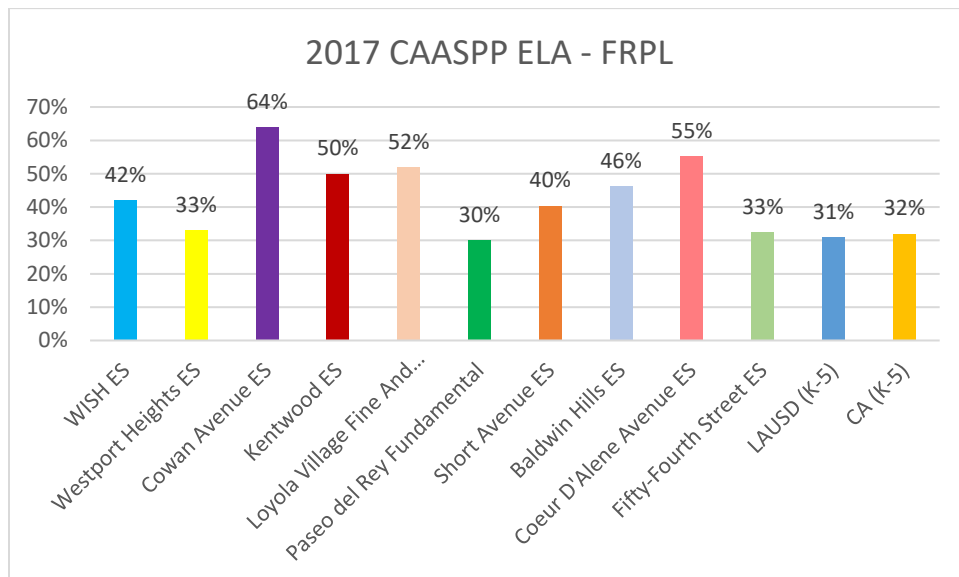


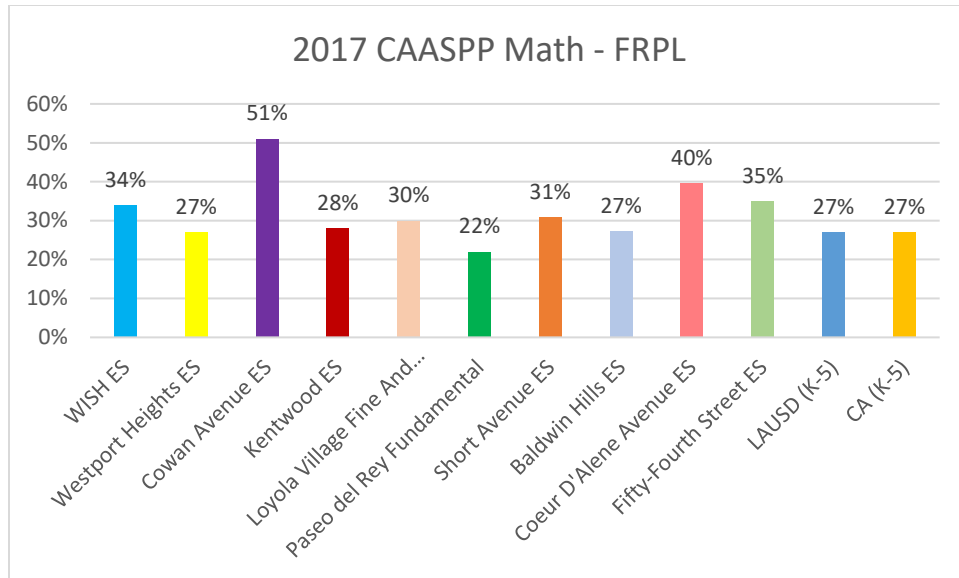


(<https://caaspp.cde.ca.gov/sb2017>)

/Search)

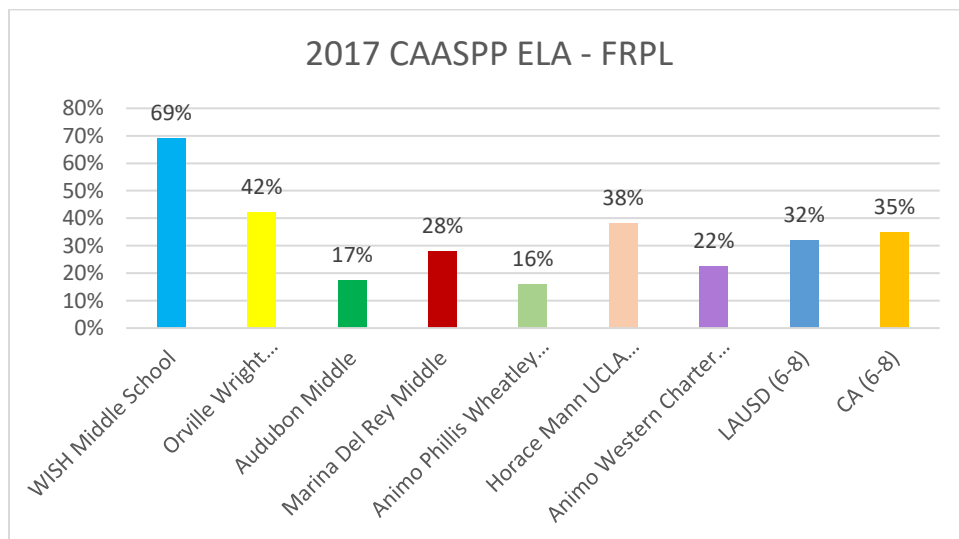
For our socioeconomically disadvantaged students (23% of enrollment), WISH CS's 3rd – 5th graders were 42% Met/Exceeded in ELA, stronger than LAUSD (31%), State (32%) and three of the Comps, though we realized we have significant room for growth in with this subgroup. In Math, our FRLP students were 34% Met/Exceeded, outperforming LAUSD (27%), State (27%) and all but the two gifted/SAS Comps. *In 2018, our FRPL elementary students made a 19 percentage point gain in ELA to 61% Met/Exceeded, and a 22 percentage point gain in Math to 56%. (<https://caaspp.cde.ca.gov/sb2018>).*



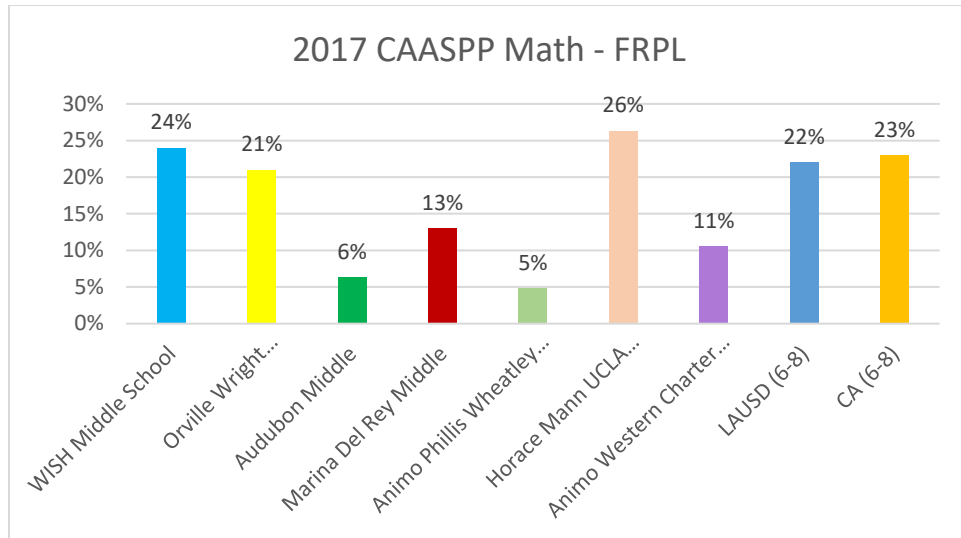


(<https://caaspp.cde.ca.gov/sb2017/Search>)

For middle grades, our FRPL students had stronger performance with 69% Met/Exceeded in ELA outperforming all of the Comps (16-42%), LAUSD (32%) and State (35%) rates. As with other subgroup data (and overall increases), our middle grades FRPL students increased to 72% Met/Exceeded in ELA in 2018. (<https://caaspp.cde.ca.gov/sb2018>).



In Math, our FRPL students in grades 6-8 were 24% Met/Exceeded, higher than all but one of the Comps (5-26%), LAUSD (22%) and the State (23%) for FRPL students in the same grades. This subgroup of middle grades FRPL students made a remarkable 23 percentage point gain in Math in 2018 to 47% Met/Exceeded. (<https://caaspp.cde.ca.gov/sb2018>).

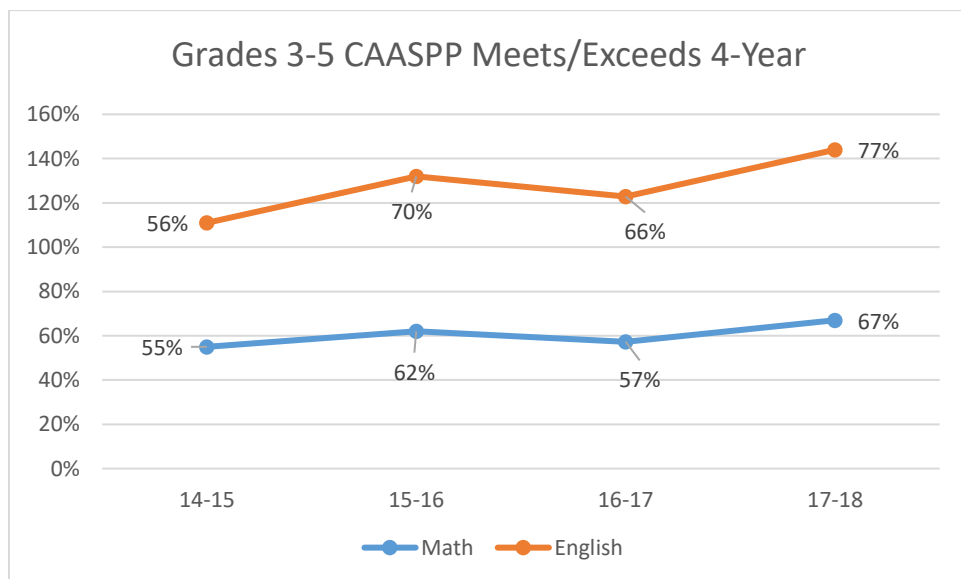


(<https://caaspp.cde.ca.gov/sb2017>)

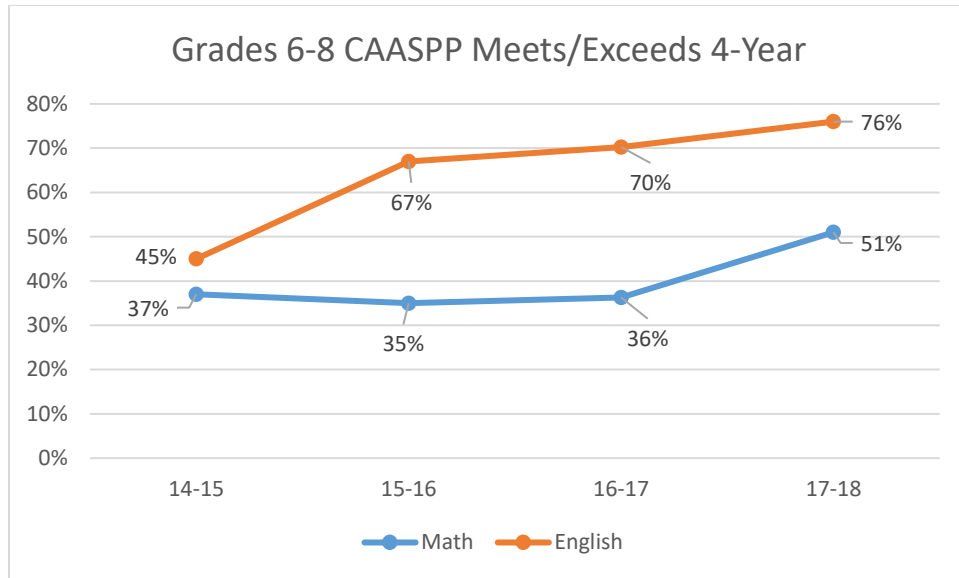
/Search)

Growth Over Time

WISH CS students are demonstrating growth over time on the CAASPP. Between 2015 and 2018, elementary students gained 21 percentage points on the CAASPP in ELA and 12 percentage points in Math; Grades 6-8 gained a remarkable 31 percentage points in ELA and 14 percentage points in Math.



Source: <https://caaspp.cde.ca.gov/sb2018>



Source: <https://caaspp.cde.ca.gov/sb2018>

(<https://caaspp.cde.ca.gov/sb2017/Search>)

California Science Test (CST) and new CAST test:

In 2016, 60% of WISH CS students met or exceeded standards on the CST. Results for the pilot CAST administration for our 5th graders have not yet been released.

English Learner Reclassification

WISH CS serves a small number of EL students each year (1.8% of enrollment in 2017-18, just 13 students). These 13 students speak seven different home languages, including Spanish, Japanese, Russian, Tigrinya and Amharic. As such, the percent of students reclassified annually varies greatly, in some years exceeding LAUSD averages by a significant margin and in other years lower than LAUSD averages. Elementary grades reclassification rates ranged from 11% in 2016-17 (1 of 7 students) to 56% (5 of 9 students). For the middle school, 100% of ELs were reclassified in 2015-16 and 0% in 2016-17. The following chart shows the nearby Comps' reclassification rates, which also vary significantly from year to year.

School	Grades	17-18 RFEP	16-17 RFEP	15-16 RFEP	14-15 RFEP
--------	--------	---------------	---------------	---------------	---------------

WISH Community School	TK-8	8% ¹	N/A	N/A	N/A
WISH Elementary School	TK-6	N/A	11%	56%	22%
WISH Middle School	7-8	N/A	0%	100%	0%
New Middle School Pathway AKA Katherine Johnson STEM Academy	6-8	0%	N/A	N/A	N/A
Orville Wright Engineering and Design Magnet	6-8	10%	43%	21%	56%
Audubon Middle	6-8	36%	24%	15%	13%
Marina Del Rey Middle	6-8	16%	30%	6%	16%
Animo Phillis Wheatley Charter Middle	6-8	16%	10%	16%	10%
Horace Mann UCLA Community	6-10	18%	17%	23%	16%
Animo Western Charter Middle	6-8	0%	N/A	N/A	11%
Westport Heights Elementary	PreK-5	17%	21%	21%	7%
Cowan Avenue Elementary	K-5	18%	0%	0%	0%
Kentwood Elementary	PreK-5	0%	20%	20%	14%
Loyola Village Fine and Performing Arts Magnet	K-5	13%	36%	17%	17%
Paseo del Rey Fundamental	K-5	44%	12%	7%	21%
Short Avenue Elementary	TK-6	18%	10%	22%	15%
Baldwin Hills Elementary	TK-5	17%	15%	24%	5%
Coeur D'Alene Avenue Elementary	TK-5	17%	25%	13%	11%
Fifty-Fourth Street Elementary	K-5	26%	7%	5%	23%

(<http://dq.cde.ca.gov/dataquest/>)

(<http://dq.cde.ca.gov/dataquest/>)

Student Attendance Rate

WISH CS' student attendance rates have been consistent and strong over the charter term. The average daily attendance ("ADA") was 96.7% in 2017-18. Prior to 2017-18, ADA ranged from 96.38-97.32%, consistently above our goal of 95%. (Current Student Information System) WISH CS employs a daily robo-call system to alert families of unexcused absences in our system. This process has successfully reduced our rate of unexcused absences, prompting parents and guardians to complete the absence form or call the office to notify WISH CS staff and faculty of an absence for an excused reason. WISH CS follows the suggested procedures of LAUSD for issuing truancy letters to families, arranging parent meetings with the principal, teachers, parents and students, SART meeting and SARB meetings as triggered. With these procedures in place, WISH Community School had a Chronic Truancy rate of 2.09% for the 2017-18 school year.

¹ CDE shows that 1 student of 13 ELs was reclassified, but the percentage shows as 0%, which is an error; we have contacted CDE to correct this calculation. We also note that two of our EL student counts in 2017-18 (siblings) were U.S. newcomers and had not previously been tested; this family returned to Mexico mid-year and these students thus were not reclassified.

Suspension/Expulsion Rate

Thanks to our restorative justice program, WISH CS' student suspension (both in and out of school) and expulsion (0%) rates have consistently been quite low:

Year	2014-15	2015-16	2016-17	2017-18
Suspension number	7	10	14	5
Suspension rate	1%	2%	2%	0.7%
Expulsion number	0	0	0	0
Expulsion rate	0%	0%	0%	0%

(<http://dq.cde.ca.gov/dataquest/>)

These rates are consistently below state averages, though suspension rates are slightly higher than LAUSD averages.

Rate	Los Angeles Unified			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.91	0.93	0.80	3.80	3.65	3.60
Expulsions	0.01	0.02	0.02	0.09	0.09	0.09

(<http://dq.cde.ca.gov/dataquest/>)

Parent Involvement

Last year, every child had a parent or guardian attend the parent/teacher conferences and student-led conferences. Based on sign in sheets, approximately 75% of parents attended WISH Community Association meetings, workshops, social evenings and fundraising events. Parents are encouraged (but never required) to volunteer to support WISH CS and our programs based on areas they have expertise in and that they are passionate about. We do not suggest a set number of volunteer hours; however, based on sign in sheets, it appears that approximately 85% of WISH CS parents volunteer 5 or more hours per year. (Internal data.)

Stakeholder Satisfaction

WISH CS now annually surveys students, staff and parents to gauge satisfaction levels and solicit crucial feedback for our operations. WISH CS sends out the California Healthy Kids Survey to parents, students and faculty members. In addition, each week an Owl Proud survey is sent to the entire community. The data from these surveys indicates that WISH CS students feel like their curriculum is engaging and meaningful, the teachers are invested in them, and they feel free from bullying. Students also indicated that they want more opportunities for student choice and voice to be heard.

LAUSD Annual Oversight Visit Results

WISH CS has enjoyed consistently strong Annual Oversight Visits with staff from LAUSD's Charter Schools Division (CSD). In our most recent Oversight Visit Report, dated January 17, 2018, we received the following ratings:

SUMMARY OF RATINGS (4)=Accomplished (3)=Proficient (2)=Developing (1)=Unsatisfactory			
Governance	Student Achievement and Educational Performance	Organizational Management, Programs, and Operations	Fiscal Operations
3	3	4	2

CDS staff noted several "Areas of Demonstrated Strength and/or Progress:"

Governance

- The Governing Board complies with all material provisions of the Brown Act. The school holds monthly Board meetings and conducted openly and provide opportunity for public participation. In reviewing the agendas, they comply with teleconferencing requirements, closed session, are held within the jurisdictional boundaries of the District and provide reasonable accommodations notification. The agenda and minutes are maintained on the school website.
- The Governing Board has highly developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public.
- The Governing Board has established and monitors comprehensive policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements.

Student Achievement and Educational Performance

- The schoolwide percentage of students who Met and Exceeded Standards in 3rd – 8th, 11th Grade on the SBAC in ELA and Math is at a rate higher than the Resident Schools Median.
- The school's percentage of "At Risk" English Learners is at rate lower than the District average. For the 2016-2017 school year, both Wish Elementary and Wish Middle School had 0% At Risk English Learners. The school's percentage of LTELs is at rate lower than the District average. For 2016-2017, Wish Elementary had a 0% LTEL rate and Wish Middle School had a 9.1% LTEL, but when combined the LTEL percentage rate was lower than the District.

Organizational Management, Programs and Operations

- The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens
- The school has fully implemented the key features of the educational program described in the charter. The key features of the educational program are the following: collaboration and co-teaching which includes regular debriefing time built into the daily schedule, differentiated instruction, family partnerships and affiliation with Loyola Marymount University's school of education.
- Per school leadership, WISH ensures compliance through weekly running and review of Welligent reports, a Director of Special Services that works with providers to identify any potential issues, Individual Education Plan "quick glances" to support the implementation of the accommodations and modifications, and weekly collaborative planning meetings between special education and general education teachers.

Fiscal Operations

WISH CS's fiscal condition was weak in the past three years; however, after the merger [of WISH ES and WISH MS], the school's financial condition currently is stable. As of June 30, 2017, the WISH Board voted to close WISH Elementary School, effective June 30, 2017, and merged the students in grades kindergarten through sixth grade into WISH Community, in order to: increase administrative efficiency, streamline reporting, compliance, and oversight requirements, achieve fiscal benefits in the form of higher Local Control Funding Formula (LCFF) rates and, consequently, increase revenue. According to the 2016-2017 independent audit report, a formal plan to resolve the transfer of all remaining assets and liabilities of WISH Elementary School will be completed during the 2017-2018 fiscal year.

According to the 2016-2017 independent audit report, WISH Community had negative net assets of (\$27,907) and net income of \$21,971. The 2017-2018 First Interim projects positive net assets of \$855,955 and net income of \$247,714, which reflects the merger of assets, liabilities, and income from WISH Elementary School.

The school's fiscal condition is currently stable after the merger of WISH Elementary School and WISH Community.

(LAUSD CSD Annual Oversight Visit Report, Jan. 17, 2018.)

California Charter Schools Association Accountability Framework

The California Charter Schools Association (CCSA) has developed an accountability framework based on publicly available academic indicators. Like the Dashboard Reports published by the California Department of Education (CDE), CCSA utilizes "Distance from Level 3" (DF3) as a status measure for academic progress, "which measures how far (or the distance) each student is from the Level 3 (i.e., Standard Met) Smarter Balanced performance level. Each students'

score is compared to Level 3, and all distance results are then averaged to produce a school- and student-group-level average scale score. The results will show, on average, the needed improvement to bring the average student score to Level 3 or the extent to which the average student score meets or exceeds Level 3.”² CCSA ranks the DF3 score given to every eligible public school in the state³ from lowest to highest into percentiles (1-100) and 10 decile ranks. The 1st percentile is equivalent to the lowest 1% of schools statewide, while the 1st decile translates to the bottom 10% of schools (1-10), according to the schools’ average results on the California Assessment of Student Performance and Progress (CAASPP). Conversely, the 10th decile rank is equivalent to a school having an average DF3 in the top 10% of schools statewide (91-100).

CCSA’s accountability framework aligns with the old Academic Performance Index (API) decile rankings detailed in California Education Code §47607 and is consistent with the Education Code in prioritizing “pupil academic achievement for all groups of pupils served by the charter school *as the most important factor*” in the determination whether to renew a charter school. CCSA’s accountability tool also relies on California Education Code §52066 (detailing Local Control Accountability Plans and the state’s eight priorities) in determining what to classify as an indicator of academic achievement. Conversely, the CDE’s Dashboard reports do not prioritize or weight academic achievement more heavily than non-academic indicators, thus the Dashboard’s application to charter renewals is rather limited under the law.

The CCSA accountability framework includes four basic measures:

Percentile: DF3 must be above the 5th percentile in two of the last three years.

State Rank (Academic Status): DF3 decile rank of four or higher in two of the past three years. Academic Status is the school’s DF3 compared to all other eligible public schools in California, using decile rank.

Similar Schools Rank (SSR): SSR of four or higher in two of the past three years. The Similar Schools Rank is a 1-10 decile ranking of average student test results, after taking into account the demographics of a school’s tested students.

For Elementary and Middle Schools:

Academic Growth: Above the 75th percentile in DF3 growth over the past three years (between 2015 and 2017, this was 18+ points). Academic Growth is the amount of change in a school’s average DF3 over the past three years, and shows that the school is making some progress toward having all students meet ELA and Math proficiency standards.

According to CCSA’s Accountability Framework, WISH CS – in its previous form as two separate schools, WISH (TK-5) and WISH Middle School (6-8) meets criteria for renewal according to

² California Department of Education. Academic Indicator Calculation. <https://www.cde.ca.gov/ta/ac/cm/acadindcal.asp>. Accessed: August 3, 2018

³ Dashboard Alternative School Status (DASS) schools – formerly referred to as Alternative Schools Accountability Model (ASAM) schools are not included, nor are schools that are less than four years old and schools with fewer than 30 CAASPP test-takers.

CCSA, with the elementary grades receiving a state rank of 9/10 and similar schools rank of 7/10, and the middle grades receiving a state rank of 8/10 and a similar schools rank of 6/10.⁴

School meets CCSA's Accountability Criteria and qualifies for renewal support based on academics.

Above

CCSA Academic Accountability Report 2016-2017

Westside Innovative School House (Los Angeles Unified)

PERCENTILE:
Schools must be above the 5th percentile on the DF3 measure.

INITIAL FILTERS:
To meet CCSA's initial filters of accountability, a school must be above the bottom 5 percentile in two out of three years and above on at least one of the three filters below. See the [School Info Overview](#) tab above for more details.

Above

Percentile

The selected school has a percentile above 5 in 3 of the last 3 years.

Above

State Rank



Target: 4 out of 10

This school was at/above the target
3 out of 3 year(s),
meeting the standard for this metric for 2017.

Above

Similar Students Rank



Target: 4 out of 10

This school was at/above the target
3 out of 3 year(s),
meeting the standard for this metric for 2017.

Below

Growth



Target: 18

This school's DF3 changed by
18 points,
not meeting the 2017 target of 18 points.

School meets CCSA's Accountability Criteria and qualifies for renewal support based on academics.

Above

CCSA Academic Accountability Report 2016-2017

Westside Innovative School House Charter Middle (Los Angeles Unified)

PERCENTILE:
Schools must be above the 5th percentile on the DF3 measure.

INITIAL FILTERS:
To meet CCSA's initial filters of accountability, a school must be above the bottom 5 percentile in two out of three years and above on at least one of the three filters below. See the [School Info Overview](#) tab above for more details.

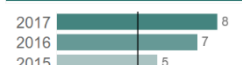
Above

Percentile

The selected school has a percentile above 5 in 3 of the last 3 years.

Above

State Rank



Target: 4 out of 10

This school was at/above the target
3 out of 3 year(s),
meeting the standard for this metric for 2017.

Above

Similar Students Rank



Target: 4 out of 10

This school was at/above the target
2 out of 3 year(s),
meeting the standard for this metric for 2017.

Above

Growth



Target: 18

This school's DF3 changed by
53 points,
meeting the 2017 target of 18 points.

SUCCESS OF THE INNOVATIVE FEATURES OF THE EDUCATION PROGRAM

Certain key foundational beliefs and practices have helped us build an innovative, successful and engaging public education program.

Small Class Sizes and Low Adult: Student Ratios

TK/K-3 classrooms have approximately 22 students. Grades 4 and 5 have approximately 25 children and grades 6-8 have approximately 30 students. We place approximately 2-3 students

⁴ While the elementary grades lost DF3 points between 2016 and 2017, as detailed above, growth overall on the CAASPP has been strong, and 2018 preliminary results indicated strong growth in all areas.

with special needs in each class, typically 1-2 of whom have moderate-severe disabilities. There are generally two adults per classroom, at a minimum, and at times more. As part of our inclusion model, our certified teachers, supervised student teachers from LMU (both SpEd and single-subject/multi-subject), and paraprofessionals all work together in the same classroom sharing teaching responsibility for a group of students. Additional special education support personnel are also present throughout the classrooms. Our small class sizes help facilitate personalized instruction and a strong sense of community.

Co-teaching and Collaboration

Special education teachers function as teaching partners for planning, instruction and assessment in general education classrooms. Each special education teacher has a caseload of approximately 10 - 17 students, with a wide range of abilities, who are included in 4 or more classrooms. These special educators are responsible for instruction in the general classroom environment, using a co-teaching model with general education teachers. Other specialists, such as a Speech and Language Therapist, are assigned as appropriate to the students' needs and deliver services in the classrooms. Specialists demonstrate strategies and provide direct in-class service so that classroom staff can implement interventions throughout the instructional program. Student teachers and other LMU students are placed in classes to observe, participate and learn. Extensive professional development and collaborative planning time throughout the school year facilitate continuous improvement of teaching practices and student outcomes.

University Partnership to Conduct Research and Feedback for Improving Practices

LMU provides invaluable analysis and feedback on our practices through their research and observations. This research helps our school to continuously improve and also benefits the broader education community through the documentation of our best practices and lessons learned.

Constructivist Approach to Learning

At WISH CS, students acquire knowledge through a variety of instructional practices. When teachers approach learning with a Project Based Learning lens, students are able to learn by doing and experience learning through a hands-on, engaging project-based learning model that emphasizes critical thinking and problem-solving abilities crucial in today's global workforce. Our students debate, create, build, express, refine and demonstrate their learning in active ways throughout the day, working both collaboratively and individually. Students also express themselves via myriad arts offerings, clubs and intramural sports.

Interdisciplinary Lessons

An important part of active learning and constructivism is ensuring students see the relevance of what is being taught. Interdisciplinary lessons allow WISH Community School to make connections between content areas. For example, an interdisciplinary lesson between language arts and mathematics may be where students examine kinds of questions and question patterns by collecting and analyzing data characterizing question usage in their own classroom. Is it true that students ask very few Who, What, Why, Where, (WH) questions?

How often do teachers ask Yes-No questions? Who asks more questions—students or teachers? Do all questions reverse the subject and verb? How can you be sure a person has asked a question? Do more boys or girls answer/ask questions? In this example, students would further the curriculum for language arts by studying questions including their formation, kinds and usage. At the same time, they would further the math curriculum in the area of data analysis as they go about collecting and analyzing data, using math to gain a deeper understanding of questions.

Universal Design for Learning and Differentiated Instruction

All of our teachers are trained in and deploy a range of strategies to engage learners of all types. These include the use of GATE strategies, EL strategies, cooperative learning and project-based learning. GATE plans, 504 plans, and IEPs are reviewed regularly to ensure instructional delivery meets students' needs. Teachers expect to teach a heterogeneous group of students that will learn best when given Multiple Means of Representation, Multiple Means of Action and Expression, and Multiple Means of Engagement.

SUCCESS OF THE SCHOOL'S EDUCATIONAL PROGRAM IN MEETING THE SPECIFIC NEEDS OF ITS STUDENT POPULATION

C.

As evidenced by the data and external reviews detailed above, WISH CS is a clear success. While our organization is committed to continuous improvement and constant self-reflection, we are incredibly proud of our success to date and the lives we are helping to change in this community. We are particularly proud to be one of the very few inclusive model programs for students with special needs as evidenced by the large number of families seeking an inclusive placement opportunity who attempt to enroll at WISH CS.

D.

AREAS OF CHALLENGE THE SCHOOL HAS EXPERIENCED AND HOW THEY HAVE BEEN/WILL BE IMPROVED

Math Achievement: Although our math performance has been strong, it did not improve over the years as much we had anticipated given the resources we put in place. This past year (2017-18) we used the CAASPP IAB interim assessments for the first time. The fourth-grade team piloted a teach and reflect cycle after which students were given the IAB interim assessments. The data was immediately analyzed and all standards that were not mastered were re-taught within a three-week period and then reassessed. Based on preliminary CAASPP results from 2018, our 4th graders made a *19 percentage point gain* in Math, from 2017's 61% Met/Exceeded to 80% Met/Exceeded in Math. (This class of 4th graders were 62% Met/Exceeded in Math as 3rd graders on the 2017 CAASPP.) In 2018-19, we will be implementing this same process of IABs and reflect/re-teach cycle for grades 3-8.

Facilities: Though WISH is incredibly grateful for the Prop 39 space that we have received the past few years, it has been difficult and costly to move our 6-8 grade students to different campuses, and ADA accessibility and meeting the needs of our students with disabilities has been an issue. Our middle grades initially were located at Cowan ES, but due to limited

classroom availability we were unable to fully enroll grades 7 and 8, which impacted our financial position. The new Westchester Enriched Sciences Magnet (WESM) co-location (effective 2017-18) has allowed us to grow enrollment. On the Cowan ES campus, the classroom space was more limited which made it difficult to navigate classrooms for students who use wheelchairs and walkers. Perhaps most significantly, it took nearly two years before we were able to get a changing table.

Our co-location at the WESM campus allows our students to enjoy classrooms that are an appropriate size for their bodies, wheelchairs, and walkers. The larger spaces to play and eat are also wonderful and more accessible. While the move to the new campus was expensive and time-consuming, our faculty and staff have put in a tremendous amount of effort to rebuild our school in this new location. Unfortunately, accessibility for our physically disabled students continues to be an issue. While most of the rooms at our new co-location are accessible, two classrooms are tiered, making it difficult for students and teachers who use wheelchairs and walkers to access the whole room. In addition, the front office of WESM is on the second story, up two flights of stairs with no elevator. Our students, parents, and staff who use wheelchairs and walkers cannot enter our main office on that campus without calling a security guard and going up a side entrance. A security guard then comes and opens a chainlink fence and then students must be driven or pushed in their wheelchairs up a side street so they can enter through the back of the main building.

We are very grateful that a ramp has newly been built between the E and K buildings, and we look forward to it being open and usable soon. However, due to the large number of stairs on the WESM campus, there is not an ADA approved ramp or passageway for students to get from the K building to the C building where WISH students have been assigned classes this year. These were new classrooms provided to WISH AHS and our middle grades for the 18/19 school year, even though we expressed concerns that they were not contiguous or accessible. We would very much like to be able to make appropriate facilities plans and create a long-term home for our students that is accessible and sufficient for our needs.

Suspension/Student Behavior: All of the suspensions recorded last year (3.3%) were in-school suspensions allowing opportunities for an onsite teacher to monitor work completion, answer questions, and support with restorative justice activities. To continue to monitor and reduce suspensions, our climate and culture committee is looking at the Kickboard data, an online behavior tracking system, and identifying any students who have received three or more notices requiring students to improve their behavior. In addition, our compliance coordinator is looking closely at students with a high rate of tardies or absences. These students have a meeting with our culture and climate representative to mitigate any challenges that may exist with on time and daily arrival. Also, we have infused more social and emotional supports into our Advisory program which includes the Yale Ruler program and Community Circle to express student voice and emotional needs.

In August 2018, WISH CS sent teams of four teachers from each of our grade spans (TK-5, 6-8 and high school) to Behavior Safety-Care Emergency Training (B-SET), adopted by LAUSD, to learn ways to de-escalate students and to increase usage of alternatives to suspension. B-SET

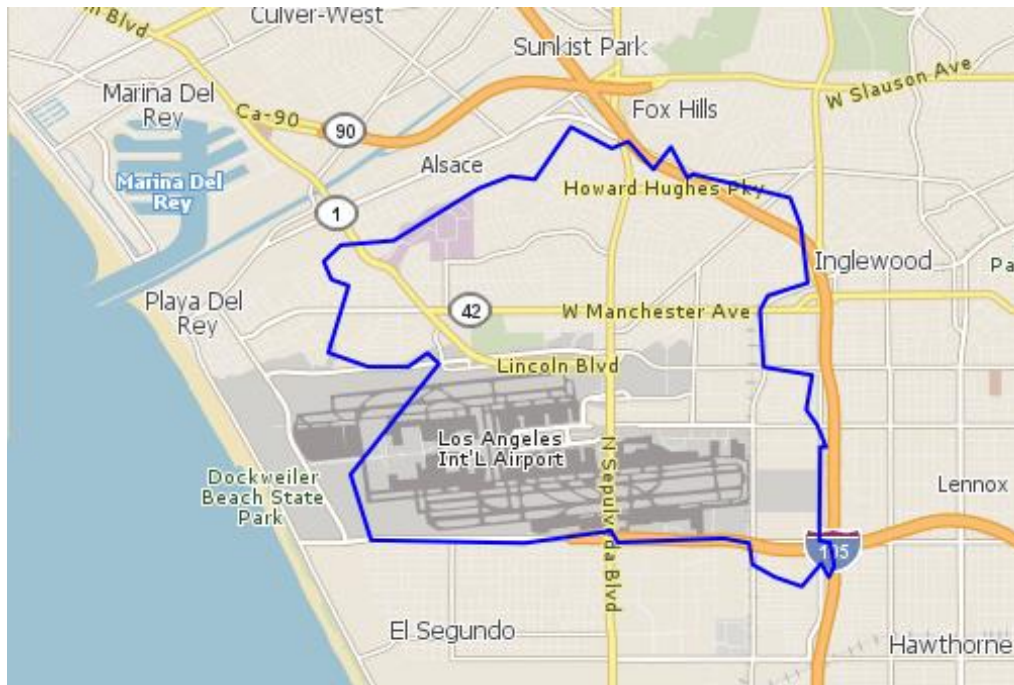
was developed to address the needs of students with disabilities who engage in serious behavior as defined by the California Education Code § 56520, et seq, and the California Code of Regulations, Title 5. B-SET is a mandatory two-day certification training with an annual mandatory six-hour recertification training to maintain certification. The training is intended for special education teachers, general education teachers, site administrators, paraprofessionals and support staff working with students with an Individualized Education Program (IEP) who have the potential for dangerous and challenging behavior. This year we are ensuring that we have a lower suspension rate by instituting these additional strategies and supports for students.

IV. TARGET STUDENT POPULATION

SURROUNDING COMMUNITY: WESTCHESTER

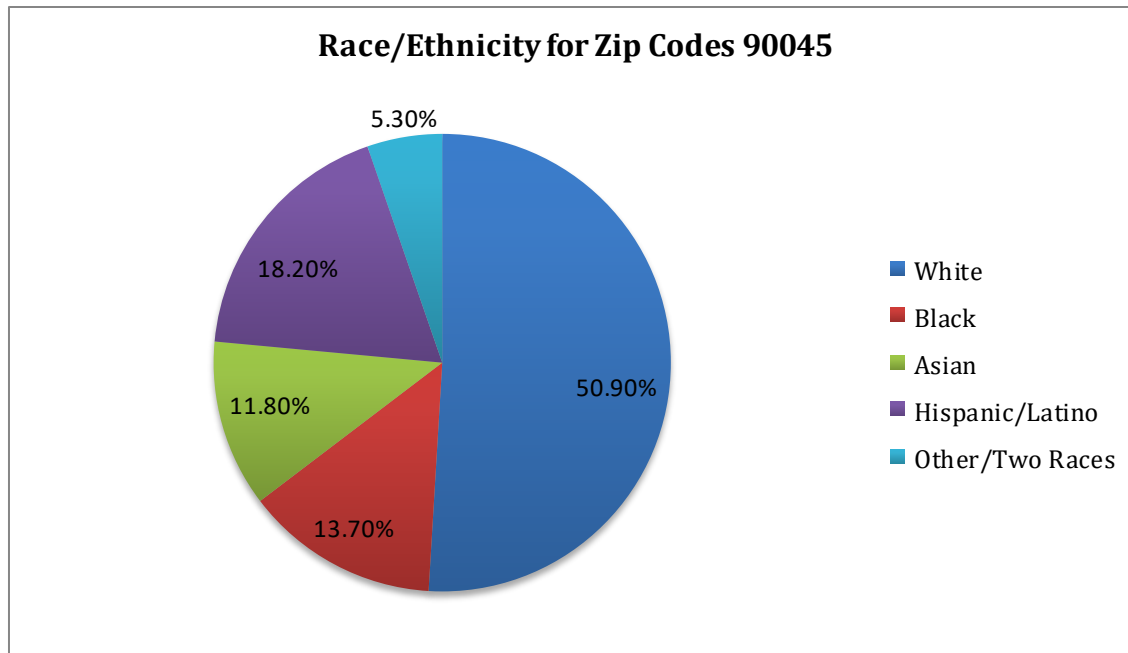
We are located in the Westchester neighborhood of Los Angeles (zip code 90045) in order to serve a highly diverse student body, which is core to our mission and model, while being in close proximity to our high school, WISH Academy High School, and our university partner, Loyola Marymount University, School of Education (LMU/SOE are located within two miles of one another). WISH Community School serves students primarily from the Westchester neighborhood, along with surrounding areas. Currently, almost half of the students who attend WISH CS school reside in zip code 90045 (Westchester), with the remainder are scattered across 38 different zip codes. This geographically large zip code – almost 11 square miles – includes LAX and the surrounding industrial area, as well as Loyola Marymount University and the Westchester community, with more than 39,000 residents.

The map below illustrates the boundaries of Westchester, our target geographic area.



Source: healthcity.org

Citywide, Los Angeles is obviously quite diverse, with a population that is 48.48% Hispanic/Latino, 9.16% Black/African American, 11.19% Asian/Pacific Islander, 28.66% Caucasian and 2.01% Two+ Races. (Source: healthcity.org/Census2010.) Our specific target community, while similarly diverse, has significantly fewer Hispanics/Latinos (18% v. 48% citywide) and a greater percentage of Caucasians (51% v. 28% citywide). Our target area also has significantly fewer families below the poverty line (8.4% v. 16.5% citywide) and greater levels of educational attainment. This is presumably in part due to the location of Loyola Marymount University, which has more than 9,000 undergrad and graduate students and 534 full-time faculty, as well as Otis College of Art and Design, which has 1,200 students in undergraduate and graduate programs, and several aviation/aircraft companies. (Sources: factfinder2.census.gov (2010 census); lmu.edu/about; otis.edu/about).



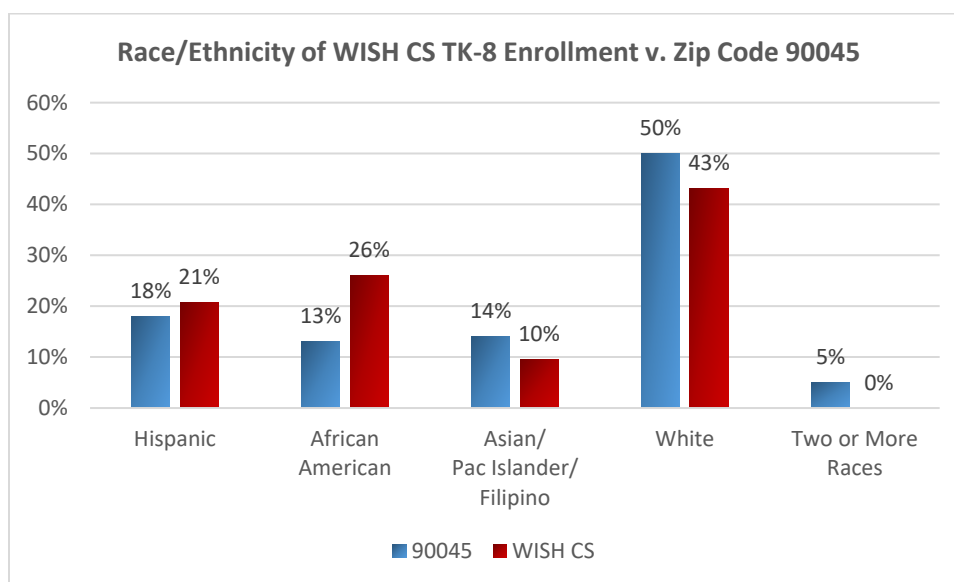
Source: factfinder2.census.gov (2010 census).

As illustrated in the charter below, WISH CS is very proud that our TK-8 school is authentically integrated and reflective of the surrounding community, with even higher representations of Hispanic, Black and mixed-race students and fewer whites. Recent research has increasingly demonstrated compelling reasons to offer schools that are truly integrated racially and socio-economically – and, we believe, inclusive of students with disabilities and learning differences – as is too rarely case in urban Los Angeles. Students with moderate to severe disabilities make up just 3% of students with disabilities in the nation. WISH CS has always served students with moderate to severe disabilities at more than twice this rate. The UCLA Civil Rights Project has documented that in California in 2009-10, “91 percent of Latino students were in schools that had 50 percent to 100 percent minority enrollments – and 52 percent were in schools with 90 percent to 100 percent minority enrollments. . . . ‘There is a real clear connection between segregation – which in California almost always means double segregation by race and ethnicity as well by social class – and the probability that you will achieve certain levels of education attainment.’”⁵

Research demonstrates significant benefits for minority/impovertished students attending integrated schools, including reduced dropout rates, higher college-going and completion, and

⁵ Freedberg, L. “In Shadow of March on Washington, Schools Increasingly Segregated in California,” EdSource: Aug. 28, 2013 (quoting Richard Rothstein of the Economic Policy Institute.) <http://www.edsource.org/today/2013/in-shadow-of-march-on-washington-school-segregation-deepens-in-california/37947#.UiJKizYsmxs>. See also Orfield, G., Siegel-Hawley, G., Kucsera, J. (2011). *Divided we fail: Segregation and inequality in the southland's schools*. Los Angeles: The Civil Rights Project.

improved academic outcomes.⁶ Furthermore, studies have shown that whites attending racially integrated schools experience a variety of benefits, such as cross-racial understanding, reduction of racial prejudice, enhanced confidence about living and working in multiracial settings, and an increase of critical thinking. . . . Numerous studies indicate that school desegregation or re-segregation has little or no measurable impact on the test scores of white students. White students growing up in the West are already a minority in their age group, and experience in multiracial settings will increasingly become valuable in this region as they age.⁷



WISH Community School serves all families as a true neighborhood school. Following in the model of other highly successful diverse/integrated public charter schools throughout California and beyond, we aim to create a centralized hub in our community where families with young children of all races, ethnicities, disabilities/learning differences, home languages, income levels and parent education levels can come together to help build a neighborhood school that is reflective of the community in which we live.

ENROLLMENT PLAN

While we cannot with 100% accuracy predict enrollment for each year, for purposes of planning our budgets and operations conservatively, the following are our enrollment projections for the term of this charter:

⁶ Rothstein, R. "For Public Schools, Segregation Then, Segregation Since: Education and the Unfinished March," Economic Policy Institute: Aug. 27, 2013 <http://www.epi.org/publication/unfinished-march-public-school-segregation/>. (citing Guryan 2004; Johnson 2011; Weiner, Lutz, and Ludwig 2010.)

⁷ Kucsera, J. and Flaxman, G. "THE WESTERN STATES: Profound Diversity but Severe Segregation for Latino Students," Sept. 2012, UCLA Civil Rights Project, <http://civilrightsproject.ucla.edu/research/k-12-education/integration-and-diversity/mlk-national/the-western-states-profound-diversity-but-severe-segregation-for-latino-students/kucsera-MLK-West-2012.pdf> (citing See Orfield, G., Frankenburg, E., & Garces, L. M. (2007). Statement of American Social Scientists of Research on School Desegregation to the U.S. Supreme Court in Parents v. Seattle School District and Meredith v. Jefferson County. The Urban Review, 40(1), 96-136).

Levels	Year 1	Year 2	Year 3	Year 4	Year 5
TK	20	20	20	20	20
K	66	66	66	66	66
1	66	66	66	66	66
2	66	66	66	66	66
3	66	66	66	66	66
4	68	68	68	68	68
5	68	68	68	68	68
6	108	108	108	108	108
7	108	108	108	108	108
8	108	108	108	108	108
Total	744	744	744	744	744

V. GOALS AND PHILOSOPHY

MISSION

A.

WISH Community School serves as a small, high-performing TK-8th grade school that models best practices for inclusive education, university partnerships, and a constructivist, interdisciplinary approach to instruction that leverages technology in a rigorous college-preparatory curriculum.

B.

VISION

All students will matriculate from WISH Community School as collaborative, informed, resourceful and reflective individuals who are ready for high-school and college-ready, career-prepared, and community-minded. Through a culture of high expectations for all, students will grow in knowledge and wisdom, develop new skills, and form safe and strong relationships with teachers, peers, parents, and the community. WISH Community School emphasizes family collaboration and individualized support for all students to become caring, confident learners in a compassionate learning community that respects and values different interests, abilities, learning styles, ethnicities and cultural backgrounds. We will maximize every individual's learning potential within an atmosphere of caring and belonging grounded in the Common Core State Standards. Our school fosters key academic, social and ethical skills and attitudes that can only be developed when students with various abilities, needs and backgrounds **learn together**. Our vision is for an inclusive and accessible learning community where **all** students, parents and staff appreciate and value diversity and where **all** students will receive individualized supports that will prepare them for successful lives. Based on the belief that important academic, social and ethical skills and attitudes are developed when students with various abilities, needs and backgrounds learn together, our program focuses on improving scholarship and social awareness in the community-at-large, as well as prevent future learning

and social problems for a wide spectrum of students; including those with disabilities, those whose families are challenged socioeconomically, and those with diverse family dynamics.

WHAT IT MEANS TO BE AN EDUCATED PERSON IN THE 21ST CENTURY

“The sky is not falling today, but it might be in fifteen or twenty years if we don’t change our ways, and all signs are that we are not changing, especially in our public schools.”

--Thomas L. Friedman, The World is Flat (2005)

We believe education is not simply about drilling students to learn concrete facts and skills found in standardized tests. Instead, a 21st century education, must emphasize aptitudes such as problem-solving, critical and creative thinking, inquiry, collaboration, communication and invention to be truly successful for both students and our nation’s future. While these aptitudes necessarily depend on a foundational knowledge base that is detailed in state content standards, we believe the strongest value in a WISH education is learning *how* to learn.

With the myriad of challenges and exciting opportunities that have been created as a result of technological advances and globalization, our schools need to teach children more than just “reading, writing and arithmetic.” To thrive in this new world of interconnectivity, our children also need to learn critical social and collaboration skills, technology proficiency, and a love of learning. Specifically aligned with the Partnership for 21st Century Skills’ findings, an educated person in the 21st century is one who possesses:⁸

- Respect and appreciation for diversity.
- A solid foundation in the core academic skills, as outlined in the state curricular standards.
- The ability to think critically and creatively, be curious, and use a variety of strategies to solve problems with persistence.
- The ability to work both independently and cooperatively and adapt to new situations.
- The ability to navigate media and technology to obtain, synthesize and analyze a variety of information with a critical eye.
- The ability to communicate confidently, both orally and in writing, with people of all ages and backgrounds.
- Personal integrity, morality, self-motivation and self-esteem, and the skills and willingness to engage in the responsibilities of citizenship.

We know that all students, including students who learn differently or have identified learning challenges, can successfully learn at high levels. We believe all students have a right to high expectations and quality instruction that prepare them to enter and succeed in a rigorous preparatory high school.

HOW LEARNING BEST OCCURS

⁸ Partnership for 21st Century Learning. Resources for Educators. <http://www.p21.org/our-work/resources/for-educators#SkillsMaps>. Accessed on August 3, 2018.

“Tell me and I forget. Teach me and I remember. Involve me and I learn.”
--Benjamin Franklin

Based on the WISH Board’s experience operating WISH CS as well as our extensive research, we believe strongly that:

Learning occurs best when instruction is inclusive of all learning styles, including those students with moderate to severe special needs, based on the “natural proportions” theory.

A growing body of research studies affirms that inclusive education is an effective practice for most students. The concept of “natural proportions” holds that students with disabilities should not be taught separately from typical learners, but rather included in mainstream classes in more “natural proportions” consistent with the broader community population. This inclusion fosters acceptance of societal diversity that benefits not only the special education students’ learning, but also that of their peers without disabilities. It is well documented that inclusive education can yield positive outcomes for all of those involved, including the focus students, typical peers, the classroom teacher, and the school community at large.⁹ Outcomes for students with severe disabilities include: increased social participation and access to general education curriculum;¹⁰ learning and generalization of new social, sensory, motor, and communication behaviors;¹¹ and improvement of the overall quality of individualized education program (IEP) objectives.¹² Significant benefits of inclusion have also been reported for class members without disabilities including increased sensitivity, empathy, and acceptance of human differences as well as increased access to cooperative learning opportunities and assistive technology.¹³ In a study where academic and behavioral progress of students who were considered to have moderate intellectual disabilities were monitored, students in an

⁹ Downing, J, Spencers, Cavallaro, C. The Development of an Inclusive Charter Elementary School: Lessons Learned. *Research and Practice for Persons with Disabilities*. 2004;29(1):11-24. Hunt, P, Doering, K, Hirose-Hatae, A, Maier, J, Goetz, L. Across-Program Collaboration to Support Students with and without Disabilities in a General Education Classroom. *Research and Practice for Persons with Disabilities*. 2001;26(4):240-256. Soto, Muller, Hunt, & Goetz, 2001.

¹⁰ Hunt, P, Soto, G, Maier, J, Doering, K. Collaborative Teaming to Support Students at Risk and Students with Severe Disabilities in General Education Classrooms. *Exceptional Children*. 2003;69(3):315-332. Fryxell, D, Kennedy, C. Placement Along the Continuum of Services and its Impact on Students’ Social Relationship. *Research and Practice for Persons with Disabilities*. 1995;20(4):259-269. Hunt, P, Alwell, M, Farron-Davis, F, Goetz, L. Creating Socially Supportive Environments to Fully Include Students who Experience Multiple Disabilities. *Research and Practice for Persons with Disabilities*. 1996;21(2):53-71. Staub, D, Schwartz, I, Galluci, C, Peck, C. Four Portraits of Friendship at an Inclusive School. *Research and Practice for Persons with Disabilities*. 1994;19(4):314-325.

¹¹ Gee, K, Graham, N, Sailor, W, Goetz, L. Use of integrated, general education, and community settings as primary contexts for skill instruction for students with severe, multiple disabilities. *Behav Modif*. 1995;19(1):33-58. Hunt, P, Staub, D, Alwell, M, Goetz, L. Achievement by all Students within the Context of Cooperative Learning Groups. *Research and Practice for Persons with Disabilities*. 1994;19(4):290-301.

¹² Hunt, P, Farron-Davis, F. A Preliminary Investigation of IEP Quality and Content Associated with Placement in General Education versus Special Education Classes. *Research and Practice for Persons with Disabilities*. 1992;17(4):247-253. Hunt, P, Farron-Davis, F, Beckstead, S, Curtis, D, Goetz, L. Evaluating the Effects of Placement of Students with Severe Disabilities in General Education versus Special Classes. *Research and Practice for Persons with Disabilities*. 1994;19(3):200-214.

¹³ Giangreco, MF, Dennis, R, Cloninger, C, Edelman, S, Schattman, R. “I’ve counted Jon”: transformational experiences of teachers educating students with disabilities. *Except Child*. 1993;59(4):359-72. Peck, C, Donaldson, J, Pezzoli, M. Some Benefits Nonhandicapped Adolescents Perceive for Themselves from Their Social Relationships with Peers who Have Severe Handicaps. *Research and Practice for Persons with Disabilities*. 1990;15(4):241-249.

inclusive setting made more behavioral progress than those who were not in that environment and there was a sharp decrease in discipline referrals.¹⁴

Learning best occurs when students are expected to meet high standards for achievement and are supported in their learning with an individualized approach and low adult-student ratios. We reject the notion that “one size fits all” in the context of education. To help all students meet our high expectations, including those with disabilities and learning challenges, we clearly communicate our high expectations for their success and then provide appropriate, individualized support to achieve the stated goals, along with meaningful opportunities for students to demonstrate their accomplishments and successes.¹⁵ In a Tennessee longitudinal class-size study — Student Teacher-Achievement Ratio (STAR) project — results showed that those enrolled in small classes were more likely to: (1) Graduate on time — 72 percent of students, versus 66 percent from regular classes and 65 percent from classes with a paraprofessional; (2) Complete more advanced math and English courses; (3) Complete high school — 19 percent dropped out, versus 23 percent from regular classes and 26 percent from classes with a paraprofessional; and (4) Graduate with honors.¹⁶ Studies have shown “that at-risk students and students with learning disabilities who were failing classes could earn average or better grades on quizzes and tests if they had the support of trained adult tutors.”¹⁷

Learning best occurs when schools are small and have small class sizes. Research has shown that second only to socioeconomic status, school size is the most significant predictor of student success.¹⁸ Also, research strongly emphasizes the superiority of small schools as places where the learning environment is enhanced.¹⁹ The enhanced social relationships of small school environments affect student achievement by increasing trust and positive attitudes toward school among students and staff, while decreasing violence and conflict.²⁰ Small schools also tend to increase student participation across the board resulting in lower dropout rates and higher attendance rates.²¹

Learning occurs best when teachers are highly qualified, prepared and collaborate with one another regularly, including co-teaching classes.

Research supports the importance of effective teachers with a recent Rand study concluding

¹⁴ Saint-Laurent, L, Lessard, J. Comparison of three educational programs for students with moderate mental retardation integrated in regular schools: preliminary results. *Education and Training in Mental Retardation*. 1991;26:370-380. Krank, H, Moon, C, Render, G. Inclusion and Discipline Referrals. *Rural Educator*. 2002:13-17.

¹⁵ Resnick, L, Hall, M. Principles of Learning for Effort-based Education. Institute for Learning, University of Pittsburg. 2005.

¹⁶ Boyd-Zaharias, J. Project Star: The Story of the Tennessee Class-Size Study. *American Educator*. 1999:Summer:1-6.

¹⁷ [Hock](#), M, Pulvers, K, Deshler, D, Schumaker, J. The Effects of an After-School Tutoring Program on the Academic Performance of At-Risk Students and Students with LD. *Remedial and Special Education*. 2001;22(3):172-186.

¹⁸ Klonsky, M. 1998. *Small Schools: The Numbers Tell a Story*. Chicago, Ill.: University of Illinois at Chicago, Small Schools Workshop.

¹⁹ Raywid, M. Small Schools: A Reform That Works. *Educational Leadership*. 1998;55(4):34-39.

²⁰ Gladden, R. 1998. The small school movement: A Review of the literature. In M. Fine, M. & J. Somerville (Eds.) *Small schools big imaginations: A creative look at urban public schools*. Chicago: Cross City Campaign for Urban School Reform

²¹ Fine, M. 1998. *Small schools, big imaginations: A creative look at urban public schools*. Chicago, IL: Cross City Campaign for Urban School Reform.

“teachers matter more to student achievement than any other aspect of schooling.”²² In a report published in the Stanford Social Innovation Review, Professor Carrie Leana digs further to identify what makes a teacher effective and identifies their “social capital” as the key ingredient, defining social capital as “relationships among teachers” or their level of collaboration with one another.²³ In a study of New York City elementary school students, higher math gains were achieved when students had teachers who “reported frequent conversations that centered on math, and when there was a feeling of trust or closeness among teachers.”²⁴ Linda Darling Hammond and Gary Sykes of Stanford University also concluded from their research that “teacher conversations and collaborations” are “key to increasing student achievement.”

Learning occurs best when lessons are structured so that students are active and engaged participants in their own acquisition of learning and understand the relevance of what they are learning.

We believe “learning is an active, contextualized process of constructing knowledge rather than acquiring it” and that “learners continuously test [their] hypotheses through social negotiation...bring[ing] past experiences and cultural factors to a situation.”²⁵ Extensive research supports the effectiveness of active learning, “particularly in improving the achievement level of the lowest-performing students and minorities.”²⁶ Active learning can take on many forms, but the common thread is that students are not simply sitting listening to a teacher lecture. Instead, true mastery of content best occurs when students are given the means to explore, question, solve problems, reflect, make mistakes, try again and demonstrate their knowledge.²⁷ The more actively engaged students are in the learning process, the more effectively they will understand and retain concepts and skills that are delineated in the State Standards, and even more importantly, the better equipped they will be to handle the challenges of the future.

Learning best occurs when the content is meaningful to the daily experiences and realities of the students and integrated in the way disciplines mesh in the “real world.”²⁸ Through project-based learning and interdisciplinary instruction, students are better able to master creativity and critical higher order thinking as well as an inquisitive attitude, sensitivity to alternative points of view and to ethical issues, an enlarged perspective and more original and unconventional thinking.²⁹ We believe that learning best occurs when students are self-

²² RAND Corporation. Teachers Matter: Understanding Teachers’ Impact on Student Achievement. 2012. https://www.rand.org/pubs/corporate_pubs/CP693z1-2012-09.html.

²³ Leana, C. The Missing Link in School Reform. *Stanford Social Innovation Review*. 2011. www.ssireview.org/articles/entry/the_missing_link_in_school_reform/

²⁴ Ibid.

²⁵ Learning Theories. Constructivism. www.learning-theories.com/constructivism.html. Access on: August 4, 2018.

²⁶ National Drop Out Prevention Center. Active Learning. <http://dropoutprevention.org/effective-strategies/active-learning/>. Accessed on August 4, 2018.

²⁷ Freire, P, 1972. Pedagogy of the Oppressed. New York: Penguin Books.

²⁸ Ibid.

²⁹ Sill, D. Integrative Thinking, Synthesis and Creativity in Interdisciplinary Studies. *The Journal of General Education*. 2001;50(4):288-311.

motivated and inspired to investigate, test, research, create, invent, inquire and question via hands-on projects that have meaning and relevance for them across disciplines. We believe project-based learning capitalizes on students' natural curiosities and methods of exploring the world around them, reality, self-awareness and more.³⁰

At their best, projects can serve a number of purposes well. They engage students over a significant period of time, spurring them to produce drafts, revise their work, and reflect on it. They foster positive cooperativeness in which each student can make a distinctive contribution. They model the kind of useful work that is carried out after the completion of school in the wider community. They allow students to discover their areas of strength and to put the best foot forward; they engender a feeling of deep involvement or flow, substituting intrinsic for extrinsic motivation.³¹ Perhaps most important, they offer a proper venue in which to demonstrate the kinds of understandings that the student has (or has not) achieved in the course of the regular school curriculum.³²

Learning occurs best when the curriculum is rigorous and instruction is mastery-based, indicative of the high expectations teachers hold for all students. "During the last decade, research on successful programs for youth at risk of academic failure has clearly demonstrated that high expectations, with concomitant support, is a critical factor in decreasing the number of students who drop out of school and in increasing the number of youth who go on to college."³³ Dr. Lauren Resnick's Nine Principles of Learning, based on decades of learning research and widely implemented in highly effective schools, reject the assumption that aptitude determines what and how much students learn, and instead are based on the assumption that sustained and directed effort can yield high achievement for all students.³⁴

Learning occurs best when ample behavioral/social supports are embedded in the instructional program to ensure students of all ability levels have the assistance and resources necessary to be successful.

Research findings emphasize the importance of behavioral and social supports. Simonsen and colleagues³⁵ conducted a systematic review of the literature and identified the following practices as evidenced-based as an endorsement of their adoption: 1) maximize structure and predictability (including using a physical arrangement that minimizes distraction); 2) post, teach, review, monitor and reinforce expectations (and provide active supervision); 3) use a continuum of strategies to respond to appropriate behaviors (including specific and/or contingent praise, classwide group contingencies, behavioral contracting, and token economy strategies); and 4) use a continuum of strategies to respond to inappropriate behavior

³⁰ Freire, P. 1972. *Pedagogy of the Oppressed*. New York: Penguin Books.

³¹ Csikszentmihalyi, M. Flow: The Psychology of Optimal Experience. *Journal of Leisure Research*. 1990;24(1):93-94.

³² Gardner, H. *Multiple Intelligences: New Horizons*. Completely rev. and updated. New York: BasicBooks, 2006.

³³ Mehan, H, Hubbard, L, Lintz, A, Villanueva, I. 1994. *Tracking untracking: The consequences of placing low track students in high track classes*. Research Report No. 10. Santa Cruz, CA: National Center for Research on Cultural Diversity and Second Language Learning.

³⁴ Resnick, L, Hall, M. 2005. *Principles of Learning for Effort-based Education*. Institute for Learning, University of Pittsburg.

³⁵ Simonsen, B, Fairbanks, S, Briesch, A, Myers, D, Sugai, G. Evidence-based practices in classroom management: Considerations for research and practice. *Education and Treatment of Children*. 2008; 31:351-380.

(including error corrections, performance feedback, differential reinforcement, planned ignoring plus praise and/or instruction of classroom rules, response cost and timeout from reinforcement strategies).³⁶

Learning occurs best when technology and the arts are leveraged as important tools for engagement.

Research supports the effectiveness of technology in the classroom as an engagement and retention strategy. In a summary of research on the topic, Fouts concludes that the “students like learning with computers and their attitudes toward learning and school are positively affected by computer use” and that “students learn more quickly and with greater retention when learning with the aid of computers.”³⁷ He also specifies that technology use seems most effective for otherwise low achieving and at-risk use.³⁸

Similarly, “arts integration has been shown by several rigorous studies to increase student engagement and achievement among youth from both low and high socioeconomic backgrounds.”³⁹

Learning occurs best when families are involved in their children’s education and valued as key partners.

There is overwhelmingly evidence that “demonstrates that parent involvement in children's learning is positively related to achievement.”⁴⁰ Notably, “*A New Wave of Evidence*, a report from Southwest Educational Development Laboratory found that, regardless of family income or background, students with involved parents are more likely to: earn higher grades and test scores, and enroll in higher-level programs; be promoted, pass their classes, and earn credits; attend school regularly; have better social skills, show improved behavior, and adapt well to school; [and] graduate and go on to postsecondary education.”⁴¹

Learning occurs best when school administrators, teachers, and students alike analyze data regularly to monitor progress and adjust strategies accordingly. As the co-founders of New Leaders for New Schools wrote, “principals in the most rapidly improving schools almost always cite data-driven instruction as one of the most important practices contributing to their success.” This observation aligns with research that has shown that using data in instructional decisions can lead to improved student performance.⁴² By constantly “beginning with the end

³⁶ Safe & Civil Schools. Is CHAMPS Evidence Based? <http://www.safeandcivilschools.com/research/references/is-champs-evidence-based.pdf>. Accessed on August 4, 2013.

³⁷ Noeth, R, Volkov, B. Evaluating the Effectiveness of Technology in Our Schools. *ACT Policy Report*. 2004.

³⁸ Ibid.

³⁹ Catterall, J, Dumais, S, Hampden-Thompson, G. 2012. *The Arts and Achievement in At-Risk Youth: Findings from Four Longitudinal Studies*. Research Report 55: National Endowment for the Arts.

⁴⁰ Vijay, R. Parental Involvement and Academic Achievement among High School Students. *International Journal of Multidisciplinary Research Review*. 2016; 5(12).

⁴¹ Henderson, A, Mapp, K. 2002. *A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement*. National Center for Family and Community Connections with Schools.

⁴² Wayman, J. Involving Teachers in Data-Driven Decision Making: Using Computer Data Systems to Support Teacher Inquiry and Reflection. *Journal of Education for Students Placed in Risk*. 2005;10(3):295-308. Wayman, J, Cho, V, Johnston, M. 2007. *The data-informed district: A district-wide evaluation of data use in the Natrona County School District*. Austin, TX: Authors.

in mind" through both backwards planning and a constant reflection on data, we can ensure our curriculum is having the desired impact. Quite simply, "What gets measured gets done."⁴³

THE REQUIREMENTS OF CALIFORNIA EDUCATION CODE § 47605(B)(5)(A)(II)

WISH CS pursues the following school wide and subgroup outcome goals, based on the state priorities detailed in California Education Code § 52060(d). Student performance and achievement of school-wide, subgroup and individual student progress is measured by multiple and varied summative and formative assessments that are aligned to state and federal standards (including the new Common Core) and reflect proficiency measures required by the new California Assessment of Student Performance and Progress (CAASPP) as well as state priorities detailed in California Education Code § 52060(d).

The following chart details the school's annual goals, for all pupils pursuant to California Education Code § 52052, for each of the eight (8) state priorities identified in California Education Code § 52060(d), including specific annual actions the school will take to achieve each of the identified annual goals.

LCFF STATE PRIORITIES	
GOAL #1	
All students will receive quality instruction in State adopted learning standards from highly qualified teachers.	Related State Priorities:
	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6
	Local Priorities:
Specific Annual Actions to Achieve Goal	
<p>Priority 1 (Basic Services)</p> <p><i>Priority 1 Outcome 1 - Degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching.</i></p> <ul style="list-style-type: none"> - WISH CS will hire, supervise, evaluate and retain qualified teaching staff. - WISH CS will ensure verification of proper credentials and Department of Justice clearance prior to start of employment. - WISH will actively recruit qualified teachers reflecting student ethnic demographics - 100% of teachers will receive Professional Development on CCSS ELA/ELD Frameworks, Math & NGSS 	

Wohlstetter, P, Datnow, A, Park, V. Creating a system for data-driven decision-making: applying the principle-agent framework. *School Effectiveness and School Improvement*. 2008;19(3):239-259.

⁴³ Schmoker, M. 1996. *Results: The key to continuous school improvement*. Alexandria, VA: Association of Supervision and Curriculum Development.

Priority 1 Outcome 2 - Pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119.

- WISH CS will provide appropriate, standards-aligned (including CA CCSS and the academic content and performance standards) textbooks/curriculum materials.
- WISH CS will review alignment of instructional materials to standards.
- WISH CS will maintain an annual inventory of instructional materials and respective purchase of materials.
- WISH CS budget will be reviewed every year to ensure adequate budget for instructional materials is in place.

Priority 1 Outcome 3 - School facilities are maintained in good repair pursuant to Education Code section 17002(d).

- WISH CS facilities will be maintained and cleaned by custodial staff
- WISH CS will do annual and monthly facility inspections to screen for safety hazards.
- WISH CS will utilize Site Inspection Lists and provide daily general cleaning and spot checks by custodial staff

Priority 2 (Implementation of State Standards)

Priority 2 Outcome 1 - Implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners.

- 100% of teachers will receive Professional Development on CCSS ELA/ELD Frameworks, Math & NGSS.
- WISH will provide CCSS-aligned ELA and math instruction using integrated ELD instructional strategies to all students, including ELs.
- WISH will provide PD to teachers examining CAASPP/CAA, SBAC IAB, Illuminate Inpect assessments, and other state and internal assessment scores, into reports and regularly review progress to build on our data driven decision making.

Priority 7 (Course Access)

Priority 7 Outcome 1 - Pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

- WISH will ensure all academic areas will be available to all students, inclusive of all subgroups, and all grades.
- Instruction and curriculum will promote collaboration, creativity, communication and critical thinking through the use of project-based learning units
- WISH will provide 2:1 technology (Chromebook/iPads) to ensure access to web resources and curriculum tools.

Expected Annual Measurable Outcomes

Priority 1 Outcome 1: All teachers will be properly certified and assigned.

Metric/Method for Measuring: % of courses and Teachers at WISH CS will appropriately assigned and with appropriately credentialed personnel.

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	N/A	100%	100%	100%	100%	100%

Priority 1 Outcome 2: All WISH CS students (including all statistically significant subgroups) will have access to standards-aligned materials and technology.

Metric/Method for Measuring: % of WISH CS students who will have sufficient access to standards-aligned instructional materials.

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	N/A	100%	100%	100%	100%	100%

Priority 1 Outcome 3: WISH facilities will be maintained and cleaned through a contract with the custodial staff and include daily spot checks and Site Inspection Lists, pursuant to Education Code section 17002(d).

Metric/Method for Measuring: % of items on the Site Inspection Lists and daily spot checks that are in compliance/good standing						
APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	N/A	≥ 90%	≥ 90%	≥ 90%	≥ 90%	≥ 90%
Priority 2 Outcome 1: WISH CS will ensure the implementation of academic content and performance standards for all core subjects with 100% math and ELA Common Core Implementation.						
Metric/Method for Measuring: Purchased textbooks/curriculum; curriculum pacing and lesson plans; teacher observations.						
APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	N/A	100%	100%	100%	100%	100%
Priority 7 Outcome 1: All WISH CS students, including all significant subgroups, will have access to a broad course of student (English Language Arts, Math, Social Studies, Science, Health/PE, visual/performing arts) outlined in the charter petition. Instruction and curriculum will promote collaboration, creativity, communication and critical thinking through the use of project based learning units						
Metric/Method for Measuring: % of access to all available programs and services outlined in charter petition.						
APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	N/A	100%	100%	100%	100%	100%

LCFF STATE PRIORITIES	
GOAL #2	
Every WISH student will receive engaging, balanced instruction including hands-on, project-based activities and differentiated instruction.	<div>Related State Priorities:</div> <div style="display: flex; flex-wrap: wrap;"> <div style="margin-right: 10px;"><input type="checkbox"/> 1</div> <div style="margin-right: 10px;"><input checked="" type="checkbox"/> 4</div> <div style="margin-right: 10px;"><input type="checkbox"/> 7</div> <div style="margin-right: 10px;"><input type="checkbox"/> 2</div> <div style="margin-right: 10px;"><input type="checkbox"/> 5</div> <div style="margin-right: 10px;"><input checked="" type="checkbox"/> 8</div> <div style="margin-right: 10px;"><input type="checkbox"/> 3</div> <div style="margin-right: 10px;"><input type="checkbox"/> 6</div> </div> <div>Local Priorities:</div> <div style="margin-top: 5px;"><input type="checkbox"/>:</div> <div style="margin-top: 5px;"><input type="checkbox"/>:</div>
Specific Annual Actions to Achieve Goal	
Priority 4 (Pupil Achievement) <i>Priority 4 Outcome 1 – Performance on standardized tests and overall schoolwide assessments including the new California School Dashboard</i> <ul style="list-style-type: none"> - WISH will provide highly qualified instructional personnel and Resource Specialists to implement high-quality instruction with continuous monitoring by the Principal and central office personnel. - WISH will provide comprehensive professional development to support student achievement. - WISH will hold Data Meetings three times each year (summer pre-opening, January and March) to analyze CAASPP/CAA, Illuminate Inspect assessments, SBAC IAB, and other state and internal assessment scores at to review progress towards annual targets. 	

Priority 4 Outcome 2 – English Learners that become English proficient

- See above; plus: WISH CS will implement the LAUSD English Learner Master Plan.
- WISH CS will provide high qualified and experienced teachers with appropriate EL authorization who will continuously monitor instruction and achievement of ELs
- WISH CS will identify English Learners by proficiency level, ensure ELD instruction is aligned to the new standards, and monitor student progress in program implementation.
- WISH CS will provide professional development related to EL support, including ELPAC training and reclassification criteria.
- WISH CS will ensure re-classified ELs will continue to be supported via a multi-tiered system including support for struggling readers.

Priority 4 Outcome 3- English learner reclassification rate

- Same as Priority 4 Outcome 2 above, plus:
- WISH CS budget will be reviewed every year to ensure adequate budget for appropriate EL instructional materials is in place.
- WISH CS will add additional supports for our EL students through exam preparation, differentiation, teacher coaching, and additional tutoring to meet EL student instructional needs

Priority 8 (Other Pupil Outcomes)

Priority 8 Outcome 1 – WISH will offer all students, including all subgroups, a rigorous, high-quality curriculum that includes opportunities for hands-on/project-based learning and field studies

- WISH will provide professional development to teachers on integrating projects and hands-on learning across the curriculum.
- WISH will provide resources, time and materials for all students to engage in meaningful, hands-on/project-based learning and other “best practices” learning opportunities.

Expected Annual Measurable Outcomes

Priority 4 Outcome 1: WISH CS students, including all significant subgroups, will meet or exceed targets for growth once set by the State on the CAASPP (and the CAA for students with special needs) in the areas of ELA and Mathematics.

Metric/Method for Measuring: Scale scores and proficiency/growth targets for all students, including all numerically significant student subgroups, in ELA and Math on the CAASPP assessment system based on prior year data.

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	TBD with spring 2019 test scores	School-wide and all significant subgroups will meet or exceed targets for growth on the CAASPP in ELA and Math.	School-wide and all significant subgroups will meet or exceed targets for growth on the CAASPP in ELA and Math.	School-wide and all significant subgroups will meet or exceed targets for growth on the CAASPP	School-wide and all significant subgroups will meet or exceed targets for growth on the CAASPP in ELA and Math.	School-wide and all significant subgroups will meet or exceed targets for growth on the CAASPP in ELA and Math.

				in ELA and Math.		
Priority 4 Outcome 2: EL students will advance at least one level on the ELPAC each year. Metric/Method for Measuring: EL proficiency rates will meet or exceed the rates of LAUSD averages as demonstrated on ELPAC assessments						
APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)						
English Learners	Establish benchmark (2018-19) with ELPAC test implementation	Percentage of students who achieve one level of growth on the ELPAC each year will meet or exceed District rate.	Percentage of students who achieve one level of growth on the ELPAC each year will meet or exceed District rate.	Percentage of students who achieve one level of growth on the ELPAC each year will meet or exceed District rate.	Percentage of students who achieve one level of growth on the ELPAC each year will meet or exceed District rate.	Percentage of students who achieve one level of growth on the ELPAC each year will meet or exceed District rate.
Priority 4 Outcome 4: WISH will ensure EL reclassification rate will meet or exceed the District's reclassification rate. Metric/Method for Measuring: EL reclassification rates						
APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)						
English Learners	TBD with 2018-19 reclassification rate	Percentage of students reclassified each year will meet or exceed District rate.	Percentage of students reclassified each year will meet or exceed District rate.	Percentage of students reclassified each year will meet or exceed District rate.	Percentage of students reclassified each year will meet or exceed District rate.	Percentage of students reclassified each year will meet or exceed District rate.
Priority 8 Outcome 1: All WISH CS students will participate in a rigorous, high-quality curriculum that includes opportunities for hands-on/project-based learning and field studies Metric/Method for Measuring: % of access to hands-on/PBL and field studies; teacher PD logs; materials inventory lists and receipts; teacher lesson plans; classroom observations						
APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024

All Students (Schoolwide)	N/A	100%	100%	100%	100%	100%
---------------------------	-----	------	------	------	------	------

LCFF STATE PRIORITIES

GOAL # 3

As a parent-founded school, WISH CS will actively promote and encourage parent engagement in school life.

WISH CS will engage parents and partners through education, communication and collaboration as a means to ensure student success. Parents, staff members, and students will be satisfied with the support, the quality, and the characteristics of the school

Related State Priorities:

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

Local Priorities:

- ☐:
- ☐:

Specific Annual Actions to Achieve Goal

Priority 3 (Parental Involvement)

Priority 3 Outcome 1 –Efforts to seek parent input in decision making.

- WISH CS will engage parents in a series of relevant and interesting workshops related to their child's success along with monthly "Coffee with the Principal" events
- WISH CS will maintain school website and utilize the Parentsquare online platform to facilitate two-way home/school communication.
- WISH CS will communicate with parents via weekly and monthly updates via email and text; teachers send weekly messages to parents via Parentsquare.
- WISH CS will conduct annual parent surveys to seek parent feedback on the success of our program and areas for improvement.
- The WISH CS Family Association will facilitate parent engagement and volunteerism in school life.

Priority 5 (Pupil Engagement)

Priority 5 Outcome 1 – School attendance rates and Chronic absenteeism

- WISH CS parent outreach and communications will continue to stress the importance of attendance and arriving at school on time each day
- WISH CS's Administrative Coordinator will help improve attendance and decrease habitual truants through home calls, meetings with students and families, home visits, and positive reinforcement incentives.

Priority 6 (School Climate)

Priority 6 Outcome 1 - pupil suspension rates

- WISH CS will provide training and support for restorative justice practices and positive discipline
- WISH CS will establish classroom management procedures, foster positive relationships, and implement a School wide focus on mindfulness and school intentions known as WISH Mountain Lion PRIDE (positivity, responsibility, integrity, diversity, and empathy)
-

Priority 6 Outcome 2 – pupil expulsion rates

- WISH CS will provide training and support for restorative justice practices and positive discipline

- WISH CS will establish classroom management procedures, foster positive relationships, and implement a School wide focus on mindfulness and school intentions known as WISH Mountain Lion PRIDE (positivity, responsibility, integrity, diversity, and empathy)

Priority 6 Outcome 3 – other local measures including surveys of parents and teachers on the sense of safety and school connectedness

- As noted above, WISH CS will continue to implement annual surveys to assess stakeholder satisfaction

Expected Annual Measurable Outcomes

Priority 3 Outcome 1: WISH CS will increase the number of parents who attend at least 2 events each year (specific goal to be set annually in LCAP) and continue to maintain strong attendance at parent-teacher conferences.

Metric/Method for Measuring: # of parents attending 2+ events annually

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	TBD with 2018-19 parent participation rates	Increase parent participation rate in school events annually (target estimated at 2-3% annually); continue to maintain high parent-teacher conference attendance (≥90%)	Increase parent participation rate in school events annually (target estimated at 2-3% annually); continue to maintain high parent-teacher conference attendance (≥90%)	Increase parent participation rate in school events annually (target estimated at 2-3% annually); continue to maintain high parent-teacher conference attendance (≥90%)	Increase parent participation rate in school events annually (target estimated at 2-3% annually); continue to maintain high parent-teacher conference attendance (≥90%)	Increase parent participation rate in school events annually (target estimated at 2-3% annually); continue to maintain high parent-teacher conference attendance (≥90%)

Priority 3 Outcome 2: WISH CS School Site Council will continue to meet bi-monthly during the school year to advise the Principal on school policies and issues.

Metric/Method for Measuring: analysis of attendance, Sign In sheets, consistent membership.

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	N/A	100%	100%	100%	100%	100%

Priority 5 Outcome 1: WISH CS will continue to maintain a high attendance rate and low rate of students who are chronically absent

Metric/Method for Measuring: Attendance and chronic absenteeism rates						
APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	<i>TBD with 2018-19 rates</i>	<i>Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)</i>	<i>Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)</i>	<i>Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)</i>	<i>Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)</i>	<i>Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)</i>
Priority 6 Outcome 1: WISH CS will maintain a low suspension rate that is $\leq 1\%$.						
Metric/Method for Measuring: % of student suspensions						
APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	TBD with 2018-19 rate	$\leq 1\%$	$\leq 1\%$	$\leq 1\%$	$\leq 1\%$	$\leq 1\%$
Priority 6 Outcome 2 WISH CS will maintain a low expulsion rate that is $\leq 0.5\%$.						
Metric/Method for Measuring: % of student expulsions						
APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	<i>TBD with 2018-19 rate</i>	$\leq 0.5\%$	$\leq 0.5\%$	$\leq 0.5\%$	$\leq 0.5\%$	$\leq 0.5\%$
Priority 6 Outcome 3: WISH CS will have high parent and staff participation rates in the school experience survey and high approval rating on school experience surveys of students, parents, and staff.						
Metric/Method for Measuring: % of participation in school climate survey and survey results						
APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024

All Students (Schoolwide)	TBD with 2018-19 survey results	Maintain high stakeholder approval ratings as needed on annual surveys (>90%)	Maintain high stakeholder approval ratings as needed on annual surveys (>90%)	Maintain high stakeholder approval ratings as needed on annual surveys (>90%)	Maintain high stakeholder approval ratings as needed on annual surveys (>90%)	Maintain high stakeholder approval ratings as needed on annual surveys (>90%)
---------------------------	---------------------------------	---	---	---	---	---

WISH Community School Enables All Students to Become Self-Motivated, Competent, Lifelong Learners

F.

*“Education is not the filling of a pail, but the lighting of a fire.”
--W.B. Yeats*

At WISH Community School, our goal is not simply to ensure our students are successful academically while attending our school, but more importantly our goal is to “light a fire” in our students and help them become self-motivated, competent, lifelong learners.

- Self-motivated learners: Extensive research has shown that motivation hinges on three conditions: autonomy, mastery, and a sense of purpose.⁴⁴ Through our student-centered (autonomy) instruction that is mastery-based and constructivist by design (mastery), our students understand the relevance of what they are learning (purpose) to become ***self-motivated*** learners.
- Competent learners: Our instructional model emphasizes rigor and high expectations for our students, while providing ample embedded student supports to ensure our students become ***competent*** learners to meet those expectations.
- Life-long Learners: Our teachers at WISH Community School serve as models for our students of ***life-long*** learners, since they demonstrate a desire to continuously improve their skills and knowledge through collaboration and professional development.

Students at WISH Community School will matriculate from our school prepared for success as self-motivated, competent, lifelong learners.

⁴⁴ Pink, 2010.

VI. INSTRUCTIONAL DESIGN

CURRICULAR AND INSTRUCTIONAL DESIGN OF THE EDUCATIONAL PROGRAM: KEY EDUCATIONAL THEORIES AND RESEARCH

Our education program is anchored by the California content and performance standards, including the California Common Core State Standards (CA CCSS), Next Generation Science Standards (NGSS), and content area frameworks for instructional design, such as the California History-Social Science Framework released in 2016 (hereafter referred to as State Standards). Our innovative educational program provides diverse learners with a rigorous standards-based college preparatory program to prepare them to succeed in high school, college and the real-world.

As presented in the chart below, our instructional framework and teaching methodologies, created in partnership with the Loyola Marymount University School of Education, are rooted in our core tenets of how learning occurs best and designed to meet the needs of our targeted student population.

Core Tenets	Instructional Strategies
Small Class Size	<i>Small Class Sizes and Low Adult: Student Ratios</i> All classes have at least 20 students. K-3 classrooms have approximately 22 students. Grades 4 and 5, have approximately 25 children and grades 6, 7 and 8 have approximately 30 students. We place approximately 2-3 students with special needs in each class, 1-2 of whom we anticipate will have moderate-severe disabilities. There are generally two adults per classroom, at a minimum, and at times more. As part of our inclusion model, our certified teachers, supervised student teachers from LMU (both SpEd and single-subject/multi-subject), and paraprofessionals all work together in the same classroom sharing teaching responsibility for a group of students. Additional special education support personnel are also present throughout the classrooms. Our small class sizes help facilitate personalized instruction and a strong sense of community.
Co-teaching and Collaboration	WISH Community School does its best to ensure all teachers are high quality and mission driven as a result of our rigorous hiring process (detailed in Element 5). Our hiring process includes careful measures to certify that prospective employees have a clear understanding of our unique inclusion model and are committed to working in a highly collaborative environment. <i>Co-teaching and Collaboration</i> Special education teachers function as teaching partners for planning, instruction and assessment in general education classrooms. Each special education teacher has a caseload of approximately 10 - 17 students, with a

Core Tenets	Instructional Strategies
	<p>wide range of abilities, who are included in 4 or more classrooms. These special educators are responsible for instruction in the general classroom environment, using a co-teaching model with general education teachers. Other specialists, such as a Speech and Language Therapist, are assigned as appropriate to the students' needs and deliver services in the classrooms. Specialists demonstrate strategies and provide direct in-class service so that classroom staff can implement interventions throughout the instructional program. Student teachers and other LMU students are placed in classes to observe, participate and learn.</p> <p>Additional support staff are utilized due to the diverse special needs of the population of students WISH CS serves. The trans-disciplinary team includes a Speech and Language pathologist, an Occupational Therapist, an Adapted Physical Education teacher, and a Physical Therapist to meet the needs of the students with disabilities. Finally, as a training and demonstration site, the school utilizes art, drama, and music teachers to develop an enriched and stimulating curriculum for all students. This co-teaching or teaming structure allows our educators to collaborate in a direct way where they can observe their peers' strategies in action and constantly improve their own. Co-teachers serve as role models to students by demonstrating healthy adult interactions.⁴⁵ Also, students can receive more individualized attention because teachers can divide the whole class into smaller parts. With the "push in" supports of various special needs resource teachers and paraprofessionals, learning time is maximized because students are not leaving the classroom for extra help. Instead, the model allows their needs to be met within the classroom setting.</p> <p><i>Collaboration/ Common Prep Time Built into the Schedule</i></p> <p>In light of our program's key focus on collaboration, teachers' schedules are created to ensure ample time for co-planning and sharing insights and strategies.</p> <ul style="list-style-type: none"> • <u>Structured Grade-Level Collaboration and Co-Planning</u> – Once a week, grade level teachers have common prep time scheduled to collaborate and co-plan lessons. This enables them to develop interdisciplinary units and discuss any student specific concerns or suggestions. • <u>Daily Debriefing</u> – At the end of each day, teacher teams (teachers, paraprofessionals, and other support personnel such as speech or

⁴⁵Hawbaker, B, Balong, M, Bock, S, Buckwalter, S. Building a strong base of support for all students through co-planning. *Teaching Exceptional Children*. 2001;33(4), 24-30. Scruggs,T, Mastroperi, M, McDuffie, K. Co-Teaching in Inclusive Classrooms: A Metasynthesis of Qualitative Research. *Exceptional Children*. 2007;73(4):392-416.

Core Tenets	Instructional Strategies
	<p>occupational therapists) sharing a group of students hold daily debriefing meetings where each practitioner identifies a success, challenge and action for serving students better the next day. Debriefing develops shared responsibility and accountability between practitioners, while also providing a forum to discuss ways to refine instructional strategies to better meet the needs of students.</p>
<p>Teacher Growth and Development Cycle and Teacher Observation and Feedback Cycle</p>	<p><i>Extensive Professional Development</i></p> <p>Our teachers and support staff at WISH Community School benefit from extensive professional development opportunities. Specifically, they engage in:</p> <ul style="list-style-type: none"> • <u>Summer Training</u>: All teachers participate in 5-10 days of summer professional development facilitated by our university partner, LMU. New teachers receive additional summer training days for orientation. • <u>Professional Learning Communities</u>: At the beginning of each year, our administration oversees the formation and ongoing development of Professional Learning Communities (PLCs). Through these PLCs, our teachers become “experts” in educational topics such as EL instruction, Universally Designed Instruction, constructivism, etc. Teachers have the option to investigate topics of their own interest as well, so long as the topics have significant relevance towards increasing student achievement. • <u>Weekly Professional Development</u>: Each week students are released early on Thursdays to allow the faculty time to participate in professional development. The exact focus of these professional development sessions are determined based on school leaders’ observations of teaching practice and student achievement data, data and feedback from our university research partners, as well as an annual Professional Development Surveys that are administered to teachers. The facilitators for the professional development sessions vary depending on the topic; sometimes LMU faculty will lead the sessions, others are led by in-house teachers, and others by outside experts. • <u>Pupil-Free PD/Data Days</u>: Two in-service days throughout the school year are held for teachers to intensively review student achievement benchmark results, collaborate across grade levels and subject areas, and receive additional professional development training from LMU faculty. • <u>Coaching</u>: WISH CS Principals and LMU faculty offers coaching and mentoring to teachers through regularly observing classes and

Core Tenets	Instructional Strategies
	<p>providing coaching support on a four-week cycle to help teachers develop their instructional practice. In addition, principals meet with teachers to discuss student data, needed instructional shifts, and next steps for student achievement.</p>
University Partnerships	<p><i>University Partnership to Conduct Research and Feedback for Improving Practices</i></p> <p>LMU provides invaluable analysis and feedback on our practices through their research and observations. This research helps our school to continuously improve and also benefits the broader education community through the documentation of our best practices and lessons learned.</p>
Constructivist Approach to Learning	<p><i>Constructivist Approach to Learning by providing meaningful and engaging learning experiences through a Project-Based Learning Approach, Universal Design for Learning, Differentiated Instruction and a variety of modalities that provide access and understanding.</i></p> <p>At WISH CS, students acquire knowledge through a variety of instructional practices. When teachers approach learning with a Project Based Learning lens, students are able to learn by doing and experience learning through a hands-on, engaging project-based learning model that emphasizes critical thinking and problem-solving abilities crucial in today’s global workforce. Our students debate, create, build, express, refine and demonstrate their learning in active ways throughout the day, working both collaboratively and individually. Students also express themselves via myriad arts offerings, clubs and intramural sports.</p> <p>This type of active engaged learning has been shown to be successful across gender, ethnicity and economic groups. And it is well-established that a constructivist/project-based approach to learning increases student engagement, particularly among at-risk or “different” learners. By embracing projects and hands-on learning as a core part of our school, our middle school students are able to make real connections between subjects and deepen their understanding of standards-based skills and content. More importantly, students are able to develop and apply problem-solving, critical and creative thinking, communication, collaboration, and other crucial skills in a variety of contexts, helping them gain confidence in their own abilities and the possibilities for their own futures, motivating them to persist in their education.</p> <p><i>Interdisciplinary Lessons</i></p> <p>An important part of active learning and constructivism is ensuring students see the relevance of what is being taught. Interdisciplinary lessons allow</p>

Core Tenets	Instructional Strategies
	<p>WISH Community School to make connections between content areas. For example, an interdisciplinary lesson between language arts and mathematics may be where students examine kinds of questions and question patterns by collecting and analyzing data characterizing question usage in their own classroom. Is it true that students ask very few Who, What, Why, Where, (WH) questions? How often do teachers ask Yes-No questions? Who asks more questions—students or teachers? Do all questions reverse the subject and verb? How can you be sure a person has asked a question? Do more boys or girls answer/ask questions? In this example, students would further the curriculum for language arts by studying questions including their formation, kinds and usage. At the same time, they would further the math curriculum in the area of data analysis as they go about collecting and analyzing data, using math to gain a deeper understanding of questions.</p> <p><i>Universal Design for Learning and Differentiated Instruction</i> All of our teachers are trained in and deploy a range of strategies to engage learners of all types. These include the use of GATE strategies, EL strategies, cooperative learning and project-based learning. GATE plans, 504 plans, and IEPs are reviewed regularly to ensure instructional delivery meets students’ needs. Teachers expect to teach a heterogeneous group of students that will learn best when given Multiple Means of Representation, Multiple Means of Action and Expression, and Multiple Means of Engagement.</p> <p><i>Block Scheduling</i> Classes at WISH Community School are taught using co-teaching and for grades 6-8 a block schedule is used, which facilitates opportunities for deeper learning through hands-on projects and investigations that are challenging to complete in shorter class periods due to time constraints.</p>
High Expectations and Embedded Student Supports	<p><i>High Expectations</i> Dr. Lauren Resnick’s Nine Principles of Learning, based on decades of learning research and widely implemented in highly effective schools, are designed to foster learning-oriented goals in ways that promote effort:</p> <ul style="list-style-type: none"> • Organizing for Effort: An effort-based school replaces the assumption that aptitude determines what and how much students learn with the assumption that sustained and directed effort can yield high achievement for all students. Everything is organized to evoke and support this effort, to send the message that effort is expected and that tough problems yield to sustained work. . . . All students are taught a rigorous curriculum, matched to the

Core Tenets	Instructional Strategies
	<p>standards, along with as much time and expert instruction as they need to meet or exceed expectations.</p> <ul style="list-style-type: none"> Clear Expectations: If we expect all students to achieve at high levels, then we need to define explicitly what we expect students to learn. These expectations need to be communicated clearly in ways that get them "into the heads" of school professionals, parents, and the community and, above all, students themselves. Fair and Credible Evaluations: If we expect students to put forth sustained effort over time, we need to use assessments that students find fair and that parents, community, and employers find credible . . . and provide credible evaluations of what individual students know and can do. Recognition of Accomplishment: If we expect students to put forth and sustain high levels of effort, we need to motivate them by regularly recognizing their accomplishments. Clear recognition of authentic accomplishment is a hallmark of an effort-based school. . . . Recognition of accomplishment can be tied to opportunity to participate in events that matter to students and their families. . . . Academic Rigor in a Thinking Curriculum: Thinking and problem solving will be the "new basics" of the 21st century. But the common idea that we can teach thinking without a solid foundation of knowledge must be abandoned. So must the idea that we can teach knowledge without engaging students in thinking. Knowledge and thinking are intimately joined. This implies a curriculum organized around major concepts that students are expected to know deeply. Teaching must engage students in active reasoning about these concepts. In every subject, at every grade level, instruction and learning must include commitment to a knowledge core, high thinking demand, and active use of knowledge. Accountable Talk®: Talking with others about ideas and work is fundamental to learning. But not all talk sustains learning. . . . Accountable Talk seriously responds to and further develops what others in the group have said. It puts forth and demands knowledge that is accurate and relevant to the issue under discussion. Accountable Talk uses evidence appropriate to the discipline (e.g., proofs in mathematics, data from investigations in science, textual details in literature, documentary sources in history) and follows established norms of good reasoning... Socializing Intelligence: Intelligence is much more than an innate ability to think quickly and stockpile bits of knowledge. Intelligence is a set of problem-solving and reasoning capabilities along with the

Core Tenets	Instructional Strategies
Social Emotional Supports: Schoolwide Positive Behavior Support	<p>habits of mind that lead one to use those capabilities regularly. . . . Intelligent habits of mind are learned through the daily expectations placed on the learner. By calling on students to use the skills of intelligent thinking—and by holding them responsible for doing so—educators can "teach" intelligence. This is what teachers normally do with students they expect much from; it should be standard practice with all students.</p> <ul style="list-style-type: none"> Self-management of Learning: If students are going to be responsible for the quality of their thinking and learning, they need to develop—and regularly use—an array of self-monitoring and self-management strategies. These metacognitive skills include noticing when one doesn't understand something and taking steps to remedy the situation, as well as formulating questions and inquiries that let one explore deep levels of meaning. Students also manage their own learning by evaluating the feedback they get from others; bringing their background knowledge to bear on new learning; anticipating learning difficulties and apportioning their time accordingly; and judging their progress toward a learning goal. These are strategies that good learners use spontaneously, and all students can learn through appropriate instruction and socialization. Learning environments should be designed to model and encourage the regular use of self-management strategies. Learning as Apprenticeship: For many centuries, most people learned by working alongside an expert who modeled skilled practice and guided novices. This kind of apprenticeship allowed learners to acquire complex interdisciplinary knowledge, practical abilities, and appropriate forms of social behavior. Much of the power of apprenticeship learning can be brought into schooling by organizing learning environments so that complex thinking is modeled and analyzed, and by providing mentoring and coaching as students undertake extended projects and develop presentations of finished work, both in and beyond the classroom. <p><i>Positive Behavioral Supports for Psycho/ Emotional Development</i> Our school encourages positive academic and social behavior in several ways:</p> <ul style="list-style-type: none"> <u>CHAMPS:</u> WISH Community School has adopted the CHAMPS program, a nationally recognized Positive Behavior Support program that trains teachers on conflict resolution strategies and how to interact with students in a positive way that rewards and encourages good behavior.

Core Tenets	Instructional Strategies
	<ul style="list-style-type: none"> • <u>RULER:</u> RULER creates schools that are true safe harbors for our children. It does this by developing emotional intelligence in students from preschool to high school and in all adults involved in their education: school administrators, teachers, and support staff. Parents also participate in training so that they can reinforce the emotional skills that students learn at school. The RULER approach gives a unique depth and consistency to social and emotional learning that empowers school leaders and teachers to create a genuinely safe space for students to learn and grow. • <u>Advisory</u> – All students participate in advisory each day, providing students with a dedicated adult champion available to support their socio-emotional needs. <p><i>Academic Interventions and Supports</i></p> <ul style="list-style-type: none"> • <u>English Lab/Intervention</u> An in school “English Lab” is organized with the support of WISH CS teachers, administrators and LMU faculty to provide research-based interventions to students identified as being “at risk” in reading and writing skill development through class screenings and assessments. Teachers and student teachers support students daily during each of four 8-week reading lab sessions during the school year to provide targeted intervention to students. During or immediately after a student’s participation in the program, teachers and families meet to ensure that, if needed, strategies learned in the lab are also implemented in class and practiced for homework. • <u>Math Lab/Intervention</u> An in school “Math Lab” is organized with the support of WISH CS teachers, administrators, and LMU faculty to provide research-based interventions to students identified as being “at risk” in math skill development through class screenings and assessments. Teachers and student teachers support students daily during each of four 8-week reading lab sessions during the school year to provide targeted intervention to students. During or immediately after a student’s participation in the program, teachers and families meet to ensure that, if needed, strategies learned in the lab are also implemented in class and practiced for homework. • <u>Specialist/Resource Teacher Supports</u> All students, not only those with IEPs, benefit from the special education support staff (speech therapists, behavior specialists, occupational therapists, paraprofessionals) who work side-by-side in the inclusion model described earlier. These support services are

Core Tenets	Instructional Strategies
	<p>embedded in the regular classroom structure and benefit both those with and without IEPs.</p> <ul style="list-style-type: none"> • <u>Mentor Program</u> – LMU/ SOE provides mentors for our at-risk students to help them further develop their academic skills as well as to inspire them as role models that college is attainable and to keep working hard. <p><i>College Counseling</i> We have a strong college-going culture; beginning in 7th grade students begin to go on yearly college visits. Through advisory and parent education evenings, students and families learn about college readiness (e.g. the UC/CSU “A-G” requirements), financial aid, and more. Students needing extra help as identified by teacher recommendation, student and parent surveys, internal data, and the school counselor are provided with appropriate interventions, including tutoring, mentoring, and support classes, as needed. LMU counseling interns support the specialty staff in providing guidance to the students beginning in 7th grade.</p>
All Students Growing and Thriving: Social Justice Through Inclusivity	<p>At WISH CS we embrace, support, and welcome all learners and we value diversity of ability level, gender, religion, race, family, ethnicity and so forth. We believe that when children are raised in heterogeneous groups in socially just classroom environments from the outset they learn to value all kinds of people and in turn will become adults that create community spaces and work places that embrace and welcome diversity. WISH CS is committed to providing personalized learning supports for each individual student and teachers understand and come with a mindset that it is their responsibility to reach and teach all children.</p>
Technology and Arts Integration	<p><i>Blended Learning and One-to-One Device Ratio</i> WISH Community School implements a one-to-one device ratio using Chromebooks. These devices support our active learning approach and facilitate interdisciplinary projects. Not only does technology use make lessons more engaging for students, but interactive, standards-based online curriculum such as Achieve 3000, ST Math, MobyMax, APEX Learning and a variety of formative and summative assessment tools enable our faculty and school leaders to access real-time data on individual, sub-group, whole class and grade level mastery of specific skills and concepts. Students use computers to communicate synchronously and asynchronously to collaborate on projects, do research, and connect with people across the globe. A web-based student management system, Illuminate, enables families to check their child’s progress 24/7. Blended learning is an education program in which a student learns at least in part through online delivery of content and instruction with some element of student control over time, place, path or pace. Core subjects will utilize blended learning</p>

Core Tenets	Instructional Strategies
	<p>experiences to augment the curriculum using programs like MobyMax, Achieve 3000, and GoMath. For example, if students are working on a project involving running a business, online tutorials for creating a spreadsheet or managing a profit and loss sheet are viewed by the students. In addition, if the teacher is working with a small group of students on a specific project in math and some students have finished their portion of the project then the students can go online to one of our pre-determined curricular sites and practice math fluency on a specific skill.</p> <p><i>Engaging Creative Electives</i> Our school offers a range of creative standards-based electives for our students to appeal to their interests in the arts. Core teachers teach these classes and receive support from specialists in the community. In grades 6-8, these electives include art, yoga and music. In TK-5, these courses include Technology, Music, Art, Horticulture, and Library.</p>
Parent Partnerships	<p>Family involvement is a critical component of our model's success. We strongly believe that cultivation of each individual voice within the community leads to inclusion of and respect for differences and multiple perspectives. In regard to their own student(s), parents/guardians are seen as the best experts on their own children, and the school honors parents' priorities, concerns, and goals for their children. Teachers are experts on the educational experiences in their classrooms and they are responsible for providing personalized, meaningful and engaging curriculum. Parents at all times are valued members of the educational team, contributing expertise and knowledge about their individual children's characteristics, motivators, learning styles, needs and preferences. Ongoing communication with the family, as well as a respectful and collaborative approach, helps to assure meaningful participation by families. In addition to communications regarding student GATE plans, 504 plans, team meetings, and IEPs for those with identified or suspected disabilities (see below for additional information), all families engage in active and ongoing communication with their children's teachers and school staff. Student-led conferences with parents and teachers are held at least twice annually (more often as needed), and include goal setting for the upcoming term. Our online platform allows parents to review homework assignments, see their students' grades and assessment scores, and engage in communications directly with their child's teachers. (For families without computer access at home, we ensure both access and training/support for them to participate fully in home-school communications, providing off-line communications as needed.) Parents are also invited to observe in their student's classrooms where appropriate to help our instructional staff discuss any issues or concerns.</p>

Core Tenets	Instructional Strategies
	<p>Families also participate in school life in a variety of ways:</p> <ul style="list-style-type: none"> Elected Board Representatives: As detailed more fully in <i>Element 4: Governance</i>, WISH Community School has two parent representatives on the WISH, Inc. Board of Directors (one elementary school and one middle school parent). The parent representatives are appointed to the Board based upon the recommendation and advice of the parent leadership team of the WCA (see below). Parents are always welcome and encouraged to attend all Board meetings and comment during public comment periods. WISH Community School Community Association: The WCA supports teachers, administrators, students, the WISH Board of directors and WISH as an organization. The WCA provides assistance and support to enrich the school community via fundraising and planning events. The WCA leadership team meets monthly with the Principal and a teacher liaison present in an advisory capacity at all meetings and the WCA meets with the larger community one time per month. Parent Volunteers: All parents are encouraged (but not required) to volunteer eight hours per year to the school, with a wide range of activities offered, including helping in the school office or with the lunch program, helping teachers prepare (making copies, etc.), leading enrichment activities (e.g., gardening, art, technology lessons), planning school events and participating in campus leadership (Committees, Board). A student's admission and enrollment is not impacted for families that cannot volunteer. Parent Meetings and Workshops: Starting with an annual Orientation for new families to discuss the goals, mission, educational approach and policies/procedures at the school, parent meetings/workshops are held at least monthly for staff to communicate with parents about the school and educate parents about such things as: digital citizenship, understanding individual internal student and CAASPP data, college informational night, a Math night and much more. Family Handbook and Home-School Agreement: All students and their parents/guardians are given a Family Handbook and asked to sign a Home-School Agreement, detailing school policies and procedures (uniforms, attendance, homework completion, disciplinary policies, etc.).

Core Tenets	Instructional Strategies
DATA DRIVEN INSTRUCTION	<p><i>Use of Illuminate</i></p> <p>Teachers are trained to use Illuminate to create a variety of reports on student achievement, including disaggregated data by content strand, student subgroup, grade-level and classroom. The staff is trained to interpret data and engages in critical analysis of the data to determine how the school can address performance deficiencies or negative data trends. This data analysis is tied to professional development on standards-based instruction so that teachers enhance their understanding of tailoring instructional methodologies to support the learning of all students.</p> <p><i>Diagnostic and Progress Assessments</i></p> <p>At least monthly, the Principal facilitates data conferences to engage teachers in conversations, reflection, and planning based on student achievement data. To support this process, the school systematically collects and analyzes student data on key demographic, behavioral, and proficiency indicators. We collect data through the implementation of a robust set of diagnostic and benchmark assessments that complement the state standardized test data (CAASPP, ELPAC, etc.) and provide continuous information about student progress towards standards. The school implements diagnostic assessments such as Illuminate Inspect assessments and CAASSP IABs. These formalized diagnostic assessments provide data at least three times per year that informs student grouping, lexile levels, math placement, intervention and enrichment needs, and pre- and re-teaching needs. In addition, a variety of formative and summative assessment tools (online curriculum data, end-of-unit curriculum tests, informal checks, observation/dialogue, standards-based quiz/test, open-ended prompts, performance tasks and presentations) enable our faculty to develop and refine their instructional strategies and provide targeted support to ensure that each and every student is meeting the defined criteria for academic success.</p> <p>Furthermore, quarterly assessments aligned to the Common Core standards provide ongoing data about students' real-time mastery of grade level standards. Formative diagnostics are part of our daily teaching practice. Teachers and students collaborate to set measurable goals that personalize individual achievements for students of varying abilities. Data-driven conversations also focus on teacher-generated grades to ensure that grading policies are fair, equitable, and focused on student proficiency (as opposed to behavior, homework completion or compliance).</p>

CURRICULUM AND INSTRUCTION

The WISH Community School curriculum is guided by state and national standards. The guiding principles from the Curriculum Frameworks for California Public Schools: Kindergarten through Grade Twelve and the Common Core State Standards/Next Generation Science Standards (CA CCCSS and NGSS) are incorporated by each of the core content areas. Teachers stay connected to national professional organizations through their publications and conferences to remain current in their content and methodology.

The outcomes for the aforementioned academic areas are described on the following pages and organized by expected outcomes in the areas of: Life-long Learning Skills, Academic Skills, Social Interpersonal Skills, and Life Skills. Consistent with WISH CS's emphasis on preparing students to be conscientious, responsible citizens, these areas of focus help to describe how students, after progressing through the curriculum, become well-rounded individuals.

In each core academic area, students are expected to achieve outcomes appropriate to their development, age and grade level. For example, some students with significant developmental delays might be expected to achieve some outcomes that are typically expected for chronologically younger students. Other students, who have more specific disabilities such as learning disabilities or orthopedic impairments, are expected to achieve outcomes that are consistent with their chronological age peers in most areas, but may need alternative goals or special adaptations in some curriculum areas. Still other students, who are gifted and talented, may achieve outcomes that are generally expected of older students. Thus, although outcomes are described for each grade level, these are adjusted according to students' individual abilities and developmental levels.

The WISH Community School ensures that all students receive instruction in each of the four core content areas (language arts, mathematics, science, and social studies), with all courses aligned to State Standards. One class period each day is used for enrichment courses that are provided in a "wheel" format, in which students take different enrichment courses each semester. Enrichment courses include Art, Music, Drama, Spanish, Health & Fitness, Algebra Readiness (6th – 8th) Science Enrichment, and more. Specific Enrichment choices are determined by the strengths, abilities, and affinities of the faculty and student interest. EL students also receive designated ELD instruction as detailed below.

The table below shows core content offerings and enrichment courses for grades TK-8.

Subject	TK-5
ELA	All Grade levels
Math	All Grade Levels
Social Studies	All Grade Levels
Science	All Grade Levels
STEM- PLTW Launch	All Grade levels

ELD	Integrated ELD in all courses, and designated ELD in Intensive Workshop Time- All grade levels
Physical Education	All Grade Levels
Intensive Workshop Time	All Grade Levels
Enrichment	Music, Art, Technology, Horticulture- All grade levels

Subject Area	6 th Grade	7 th Grade	8 th Grade
ELA	Language Arts	Language Arts	Language Arts
Math	Math 6	Math 7/ Pre-Algebra	Algebra
Social Studies	Ancient History	Medieval History	American History
Science	Integrated Science 6	Integrated Science (with Life Science focus)	Integrated Science (with Physical Science focus)
STEM	STEM- PLTW Units	STEM- PLTW Units	STEM- PLTW Units
ELD	Integrated ELD in all courses, and designated ELD in Advisory and/or as an elective period	Integrated ELD in all courses, and designated ELD in Advisory and/or as an elective period	Integrated ELD in all courses, and designated ELD in Advisory and/or as an elective period
Language other than English ⁴⁶	Spanish A	Spanish B	Spanish C
Enrichment/Electives	Art -Fine Arts -Survival Arts -Theatre Arts PE -Yoga -Sports Conditioning -Physical Education Music -Digital Composition	Art -Fine Arts -Survival Arts -Theatre Arts PE -Yoga -Sports Conditioning -Physical Education Music -Digital Composition -Choir -Strings	Art -Fine Arts -Survival Arts -Theatre Arts PE -Yoga -Sports Conditioning -Physical Education Music -Digital Composition -Choir -Strings

⁴⁶ Represents the level of Spanish we anticipate most students will be in for each grade, but students will be placed into whichever Spanish class most suits their proficiency level.

Subject Area	6 th Grade	7 th Grade	8 th Grade
	-Choir -Strings WEB- Where Everyone Belongs Leadership Intervention Reading Intervention Math	WEB- Where Everyone Belongs Leadership Intervention Reading Intervention Math	WEB- Where Everyone Belongs Leadership Intervention Reading Intervention Math

Key Features And Components Of The School 's Educational Program By Subject Area

A. ENGLISH LANGUAGE ARTS/ENGLISH LANGUAGE DEVELOPMENT

The California Common Core State Standards (CA CCSS)-aligned Language Arts curriculum is a strong literature-based program that includes a balance of oral and written language, focusing on reading, writing, listening and speaking. The California ELA-ELD Frameworks are used to design standards-based lessons in ELA/ELD and across subjects. Reading and Writing curriculum is based on the Reader's and Writer's Workshop Model. Reading instruction is meaning -based and encompasses systematic and explicit instruction of emergent literacy skills including direct instruction in phonemic awareness, phonics, vocabulary fluency, and comprehension. Heavy emphasis is placed on critical thinking skills to interpret, evaluate and appreciate texts. Students with language and other special needs are given ample opportunities to participate in communicative and interactive learning activities, which enhance their language acquisition, social, interpersonal, and academic skills in a language and print rich environment.

The WISH CS Language Arts program provides integration of literacy instruction across all areas of the core curriculum, incorporating multicultural literature and multimedia, building upon an abundance of life experiences and the reservoir of knowledge students of diverse backgrounds bring to school. Other effective program elements include differentiated instruction and a school-wide enrichment model to meet the needs of all learners. Additionally, all students are encouraged to read, write and share their work daily through various practices. Such practices might include daily sustained silent reading, readers' and

writers' circles and workshops, literature circles, semi-annual authors' fairs, on-going literacy clubs by interest groups, and after school library access. Finally, the language arts program is presented via a spiraled curriculum, offering students the opportunity to go both deep and broad over the course of their years in the WISH CS.

The ultimate language arts program goal for TK-8 is to ensure access to high-quality instruction for all students so they may develop as competent English language users who can:

- Communicate effectively with a wide variety of audiences and for different purposes;
- Acquire and access new information;
- Respond to the needs and demands of society and the workplace that require literate behavior;
- Attain academic, social, personal and economic fulfillment;
- Develop a lifelong interest in reading and writing for pleasure.

TK-5 Language Arts Program Outcomes

Life-Long Learning Skills

Students develop skills which enable them to pursue their own path of learning throughout their adult lives including:

- A sense of confidence about their ability to acquire and access information to attain academic, social, personal and economic fulfillment;
- A sense of pride in their ability to respond to the needs and demands of society and the workplace; and
- A habit of lifelong reading and writing for pleasure.

Academic Skills

Students demonstrate appropriate developmental or age/grade level mastery of English Language Arts in all four modes of literacy (listening, speaking, reading and writing).

Listening and Speaking

- Oral language development integrated with reading and writing;
- Practice interactive, communicative skills in various homogeneous and heterogeneous cooperative groups; and
- Use a variety of listening (efferent, aesthetic, discriminative, critical and therapeutic) and speaking (efferent, aesthetic and dramatic) strategies for different purposes.

Reading

- Demonstrate balanced skills development in meaningful contexts, phonemic awareness, phonics, decoding, word-attack skills, vocabulary, comprehension, grammar, spelling, mechanics and critical thinking;
- Use context clues to decode and understand unknown words;
- Make, confirm and revise simple predictions about texts;
- Read a wide variety of literature, including multicultural and multimedia literature;

- Read aloud familiar stories, poems, and passages with fluency and expression;
- Recognize the elements of story, understand a variety of familiar literary passages and texts, and understand complex elements of plot development;
- Interpret a variety of informational texts, use various parts of a book to locate information and understand structural patterns in informational texts;
- Understand, summarize and recount information;
- Relate new information to prior knowledge and stories to personal experience; use new information to draw conclusions;
- Establish and adjust purposes for reading and monitor personal reading strategies;
- Understand author's purpose and ways in which language is used in literary works, e.g., personification, alliteration, imagery; and
- Use personal interest and need, knowledge of authors and genres, and text difficulty to select personal reading materials.

Writing

- Make personal and meaningful connections to writing;
- Integrate writing with listening, speaking and reading;
- Understand and practice writing as a process, i.e. prewriting, drafting, revising, conferring, editing, and publishing;
- Build writing fluency through multiple approaches to writing, e.g. shared writing, buddy writing, partner writing, cross-age and cross-grade writing, group writing, independent writing;
- Use grammatical and mechanical conventions in written composition;
- Understand and use writing conventions, stylistic and rhetorical aspects of writing;
- information gathering for research purposes;
- Share writing in a wide variety of genres, e.g. picture books, stories, poems, information pieces, personal experience narratives, responses to literature;
- Evaluate their own and others' writing;
- Write expository compositions, narrative accounts, autobiographical incidents, persuasive compositions, business letters and letters of request, and technical texts; and
- Write across the curriculum and for different audiences.

Social Interpersonal Skills

Students demonstrate the ability to:

- Appreciate, understand and respect all people through in-depth study of multicultural literature; and
- Express themselves clearly to others, both orally and in writing.

Life Skills

Students develop skills necessary for a healthy adult life, including:

- Effective oral and written communication skills to enhance social and interpersonal skills;

- The ability to critically analyze a large number of environmental literacy's, especially as they relate to the world around them; and
- Participate in lifelong learning through literacy.

6-8 Language Arts Program Focus and Outcomes

The 6-8 Language Arts program is aligned fully with the new California Common Core standards. The Common Core's "College and Career Readiness Anchor Standards" dictate the broad goals for what all students should be able to do prior to graduating high school to be ready for higher education and a range of career options, while the 6-8th grade standards inform more specific grade level expectations.

Our 6th through 8th grade ELA programs include increasingly complex reading materials. As the students develop stronger skills, they assume more independence in their work assignments. By 8th grade, our students will have developed more sophisticated persuasive, expository, and narrative writing skills. They are also able to verbally present information, clearly leveraging similar strategies of using evidence to support claims when appropriate. We teach them to analyze what they read and to cite strong and detailed textual evidence to support their positions. They are able to elevate the quality of their persuasive, expository and narrative writing to the high school level. In collaborative discussions and class presentations our students learn to verbally present information clearly using precise evidence to support claims when appropriate.

The 6-8 Language Arts curriculum is a strong literature-based program that includes a balance of oral and written language. Reading instruction is meaning-based and encompasses systematic and explicit instruction of emergent literacy skills including attention to the four cueing systems, spelling and vocabulary development, a wide range of comprehension strategies and critical thinking skills to interpret, evaluate and appreciate texts. Students with language and other special needs are also given ample opportunities to participate in communicative and interactive learning activities, which enhance their language acquisition, social, interpersonal and academic skills in a language and print-rich environment.

The strengths of the Language Arts program lie in the integration of the literacy instruction across all areas of the core curriculum, incorporating multicultural literature and multimedia, building upon an abundance of life experiences and the reservoir of knowledge students of diverse backgrounds bring to school. While the ELA Common Core standards are grouped into discrete categories for identification and assessment purposes, they are taught in a highly integrated manner consistent with our constructivist approach and interdisciplinary model. For example, our history teachers and ELA teachers co-plan interdisciplinary units where the 8th grade students may be reading the book *Harriet Tubman: Conductor on the Underground Railroad*⁴⁷ in ELA class to reinforce the 8th grade history standards on the Civil War. Meanwhile,

⁴⁷ Petry, A. (1971). *Harriet Tubman, conductor on the underground railroad*. New York, N.Y: Pocket Books.

the 8th grade history teacher may require student journal entries written from the perspective of a soldier in the Civil War to reinforce ELA standards for writing.

Classes are designed to provide students with exposure to a variety of texts from the classics to contemporary literature to non-fiction that represents the voices of diversity within the community. We also provide differentiated instruction to meet the needs of all students. Additionally, all students are encouraged to read, write and share their work daily through various practices. Such practices might include daily sustained silent reading, readers' and writers' circles and workshops, literature circles, semi-annual authors' fairs, on-going literacy clubs by interest groups, and during and after school library access. Finally, the language arts program is presented via a spiraled curriculum, offering students the opportunity to go both deep and broad over the course of their years in 6th and 8th grades.

The ultimate language arts program goal is to ensure access to high-quality instruction for all students so they may develop as competent English language users who can:

- Communicate effectively with a wide variety of audiences and for different purposes;
- Acquire and access new information;
- Respond to the needs and demands of society and the workplace that require literate behavior;
- Attain academic, social, personal and economic fulfillment; and
- Develop a lifelong interest in reading and writing for pleasure.

English Language Development: Across all grades, TK-8, we provide both integrated and designated ELD for our EL students to help them develop English Language proficiency and be reclassified as quickly as possible. All English Learners receive designated intensive daily English Language Development instruction during a flexible period in the schedule that is reserved for enrichments/electives/Intensive Workshop Time (IWT). Integrated ELD instruction is provided throughout all class time, relying on both Guided Language Acquisition Design (GLAD) and Specially Designed Academic Instruction in English (SDAIE) strategies. All faculty receive intensive training during professional development on these strategies, which are beneficial to all learners, not just those developing English proficiency. Students are also able to receive before and after school support as needed.

Adolescent ELs' unique needs include a focus on expedited language, literacy, and content learning. Beyond oral language proficiency these students are faced with accessing complex content with an expectation that they are reading to learn. Since these students are taking core English while also learning English they are often expected to do double the work of native speakers. Depth and breadth of vocabulary is essential for adolescent ELs and vocabulary and comprehension strategies must be taught explicitly for all subject areas in order for access and growth to occur. (See below for more details about our ELD program in the section on English Learners.)

MATHEMATICS

The California CCSS-aligned mathematics curriculum is problem-based, offering all students the opportunity to learn mathematical concepts and procedures with understanding. It draws on six major mathematical content strands: number sense, algebra, geometry, measurement, data analysis and probability, and mathematical reasoning. Students engage in problem solving that requires them to draw on knowledge of a wide variety of mathematical topics. At times, they solve problems by approaching them from different mathematical perspectives, and at other times by representing the mathematics in different ways. They have ready access to and learn to use a variety of tools effectively, including manipulatives and technology, as they explore, conjecture, analyze and refine solutions to problems based on evidence. Students become skilled at analyzing their findings and the findings of others, and at communicating their understandings in both written and oral language. Finally, they appreciate the value of integrating mathematics with other areas of the curriculum as they grow in their understanding of how math can be used as a tool to help them organize and better understand many different types of information.

TK-5 Math Program Outcomes

Life-Long Learning Skills

Students develop skills which enable them to pursue their own path of learning throughout their adult lives including:

- A sense of confidence about their ability to understand and apply mathematics in their everyday lives; and
- The ability to pursue a career that requires the regular use of mathematics and/or continued development of higher mathematical skills and understanding.

Academic Skills

Students demonstrate appropriate developmental or age/grade level mastery of mathematics in six major content strands: number, algebra, geometry, measurement, data analysis and probability, and mathematical reasoning.

- Number Sense: Understand numbers, ways of representing numbers, relationships among numbers, and number systems; understand meanings of operations and how they relate to one another; compute fluently and make reasonable estimates.
- Algebra: Understand patterns, relations, and functions; represent and analyze mathematical situations and structures using algebraic symbols; use mathematical models to represent and understand quantitative relationships; analyze change in various contexts.
- Geometry: Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships; specify locations and describe spatial relationships using coordinate geometry and other representational systems; apply transformations and use symmetry to analyze mathematical situations; use visualization, spatial reasoning and geometric modeling to solve problems.

- **Measurement:** Understand measurable attributes of objects and the units, systems and processes of measurement; apply appropriate techniques, tools and formulas to determine measurements.
- **Data Analysis and Probability:** Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them; select and use appropriate statistical methods to analyze data; develop and evaluate inferences and predictions that are based on data; understand and apply basic concepts of probability.
- **Mathematical Reasoning:** Through problem solving, students are able to build new mathematical knowledge; solve problems that arise in mathematics and in other contexts; make decisions about how to approach problems; apply and adapt a variety of appropriate strategies to solve problems; solve problems that arise in mathematics and in other contexts; and monitor and reflect on the process of mathematical problem solving.

Social Interpersonal Skills

Students demonstrate:

- Their ability to participate effectively in group problem solving such that they recognize the value of different approaches to finding solutions to problems;
- An understanding of the benefits of long-term group work when engaged in mathematical investigations; and
- Their ability to communicate effectively their solutions to each other, both orally and in writing.

Life Skills

Students develop skills necessary to contribute to a healthy adult life including:

- Problem solving, communication skills and management of time and resources as they apply what they learn in mathematics to learning across disciplines; and
- How to use mathematics to help interpret the world around them.

6-8 Math Program Focus and Outcomes

Our math program is entirely aligned with the new Common Core standards. The mathematics curriculum is problem-based, offering all students the opportunity to learn mathematical concepts and procedures with understanding. Students engage in problem solving that requires them to draw on knowledge of a wide variety of mathematical topics. At times, they solve problems by approaching them from different mathematical perspectives, and at other times by representing the mathematics in different ways. They have ready access to and learn to use a variety of tools effectively, including manipulatives and technology, as they explore, conjecture, analyze and refine solutions to problems based on evidence. Students become skilled at analyzing their findings and the findings of others, and at communicating their understandings in both written and oral language. Finally, they appreciate the value of integrating mathematics with other areas of the curriculum as they grow in their understanding of how math can be used as a tool to help them organize and better understand many different types of information.

In Grade 6, instructional time focuses on four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.

In Grade 7, instructional time focuses on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.⁴⁸

All students that demonstrate high ability have the option of participating in the honors pathway for mathematics.

In 8th grade, Algebra I equips students with the confidence and skill set in math that will prepare them for success in high school. The specific topics our 8th grade math course emphasize: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; and (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity and congruence, and understanding and applying the Pythagorean Theorem.⁴⁹

Our teaching of the math standards permeates the general curriculum rather than being confined to one math period per day, an approach that is consistent with our constructivist and interdisciplinary model. Too often students struggle to see the relevance of math to their daily lives, so we view it as our responsibility to make as many relevant connections as possible for students. For example, our science and math teachers co-plan interdisciplinary units that may involve students' creating a diagram of the planets in science class where they apply the math standards of scale and proportion. Similarly, in math class the students may solve word problems applying science standards when determining the density of an object by multiplying mass by volume.

SOCIAL STUDIES

The social studies curriculum is based on core knowledge in history and social sciences. In addition, the curriculum also requires students to develop the critical thinking skills that

⁴⁸ All four 7th-grade focus areas are taken directly from the Common Core website:
<http://www.corestandards.org/Math/Content/6/introduction>.

⁴⁹ All three 8th-grade emphasis areas taken directly from the Common Core website:
<http://www.corestandards.org/Math/Content/6/introduction>.

historians and social scientists employ to study the past and its relationship to the present. Students learn to distinguish the important from the unimportant, to recognize vital connections between the present and the past, to recognize the likelihood of the impact of the past and present on the future, and to appreciate universal historical themes and dilemmas.

TK-5 Social Studies Program Outcomes

Life-Long Learning Skills

Students develop skills which enable them to pursue their own path of learning throughout their adult lives including:

- A sense of confidence about their ability to understand and apply in their everyday lives;
- Opening their minds and hearts to a larger, more expansive understanding of how the social world comes together and how the pieces fit together;
- Experiencing connections among and between people, including how to interact with one another, with the natural world around them, how they have done so in the past, and how they might do so in the future;
- Understanding concepts, themes and “big ideas” (such as revolution, democracy, citizenship) and the powerful and compelling questions they provoke;
- Participating in a genuine classroom learning community;
- Developing the ability to be goal-minded and reflective; and
- Appreciating opportunities to participate in service learning.

Academic Skills

Students demonstrate appropriate developmental or age/grade level mastery of history/social science in three broad categories:

- Knowledge and Cultural Understanding: Students develop age appropriate, standards-based historical, ethical, cultural, geographic, economic, and sociopolitical literacy;
- Democratic Understanding and Civic Values: Students gain academic skills and knowledge related to national identity, civic values, rights, and responsibilities, and constitutional heritage.
- Skills Attainment and Social Participation: Students develop skills and expertise in participation, critical thinking and basic study skills.

Social Interpersonal Skills

Students demonstrate their ability to participate in a genuine classroom community characterized by:

- Active involvement in classroom conversations;
- Classroom activities and rules driven by big ideas; and
- Respect for and commitment to inquiry, ideas and people, and argument and evidence.

Life Skills

Students demonstrate skills necessary to contribute to a healthy adult life, including:

- Taking the notion of “citizenship” and “community” seriously by acting responsibly as a citizen in one’s community, state, country and world;

- The ability to think and act independently, e.g., “go against the majority” to stand up for one’s beliefs; and
- Understanding that everyone has both rights and responsibilities.

6-8 Social Studies Program Focus and Outcomes

The social studies curriculum is based on core knowledge in history and social sciences and State Standards. In addition to acquiring core knowledge in history and social science, the curriculum also requires students to develop the critical thinking skills that historians and social scientists employ to study the past and its relationship to the present. Teachers utilize literature from around the world, non-fiction, primary and Internet resources to develop students’ critical understanding of history and their own identity. Instruction is aligned to guiding questions and projects, providing opportunities for students to explore and celebrate community, diversity and multiculturalism. Students apply what they’ve learned in presentations, projects, simulations and productions. Students learn to distinguish the important from the unimportant, to recognize vital connections between the present and the past, to recognize the likelihood of the impact of the past and present on the future, and to appreciate universal historical themes and dilemmas.

In 6th grade, the course begins with a short review of geography and how to read maps correctly. The rest of the class focuses on ancient civilizations, their cultures, and their histories. The students first learn about the very first civilizations such as the Sumerians and the Babylonians. Next the students learn about ancient Egypt, including the old, middle, and new kingdoms. They will then learn about ancient Israelites, including the lost tribes of Israel. The students then learn about ancient Greece and its impact on architecture, athletics, and medicine. Ancient India will be discussed next along with the idea of caste as a cornerstone of a civilization. The students will also learn about ancient China and the various dynasties and their impact. Ancient Africa is also studied, particularly the great cities of Timbuktu and Zimbabwe. Finally, the students will learn about ancient Rome. They will learn about the daily life of Romans, the culture of the time, and the fall of Rome.

In 7th grade, students focus on medieval history and the development of civilizations including economies, the spread of knowledge and ideas, and the influence of belief systems in medieval and early modern history. Students study the Enlightenment and concepts of reason and authority, political power and the natural rights of human beings and the divine right of kings, experimentalism in science, the dogma of belief and the rise of democratic ideas.

In 8th grade, the focus is on American history including an in-depth study of the Constitution and our democratic system. Students study the origins and development of American democracy, politics, society and economy, including regional differences and the Civil War, the Industrial Revolution and America’s role in World War I.

As with other areas of our interdisciplinary curriculum, learning is tied to “real world” present day scenarios and issues, and integrated into other core subjects. All historical learning is

continuously tied to present day scenarios, including political issues, economic issues and societal/community issues that impact our students and their families today. Student learn to debate, compare and contrast issues that concerned our nation's founders and the impact their decisions have on life in the U.S. today, such as the role of federal regulation versus state's rights. Students are prepared to discuss current issues with confidence in their awareness of the underlying connections throughout history.

SCIENCE

The science curriculum is based on the scientific process of inquiry and is organized around the following unifying themes: systems, order and organization; evidence, models and explanation; constancy, change and measurement; evolution and equilibrium; and form and function. Specific content is united by these themes includes physical science, life science and earth systems science. Students engage in science as they learn to observe, question, develop hypotheses, experiment, analyze data they collect, relate them to their questions and hypotheses, and communicate results to each other. The methods of doing science include use of the tools of science (e.g., hands-on materials, technology) as well as varied approaches of study (e.g., model building, investigations). Students come to understand how the union of science, mathematics and technology informs the scientific endeavor, allowing it to be successful. Finally, science is integrated with other subject areas, showing the importance of science as a field for furthering our understanding of our existence, our history and our future.

TK-5 Science Program Outcomes

Life-Long Learning Skills

Students develop skills which enable them to pursue th[e]ir own path of learning throughout their adult lives including:

- A sense of curiosity about the world and its place in the universe;
- Scientific literacy, such that they are able to participate by responding to, discussing and evaluating the role of science in shaping our world;
- The ability to pursue a career which requires the regular use of science and/or continued development of higher scientific skills and understanding; and
- An understanding of science as a creative endeavor that is on-going and ever expanding.

Academic Skills

Students demonstrate appropriate developmental or age/grade level mastery of science in the three major areas: physical science, life science and earth systems science:

- Physical Science: Properties of objects and materials, position and motion of objects, light, heat, energy and matter; magnetism; objects in the sky; electricity; elements, molecules and compounds.
- Life Science: Characteristics of organisms; life cycles of organisms; organisms and their environments including food chains/webs and ecosystems; respiration, digestion, waste disposal, and transport of materials systems within a variety of organisms.

- Earth Systems Science: Properties of earth materials including rocks, minerals and other natural resources; solar system; waves, wind, water and ice; and other changes in the earth and sky.
- Investigation and Experimentation: Asking and developing meaningful questions; making predictions based on observed patterns; conducting investigations independently or by following written or verbal directions; measuring items with appropriate tools; comparing and classify objects based on physical attributes; describing the relative location of objects; documenting the thing being described using pictures, numbers, written statements and graphs.

Social Interpersonal Skills

Students demonstrate:

- Intelligent participation in a community of science learners, whereby they show their ability to speak the language of science, present and demonstrate their findings, openly receive new ideas, and respect the work of others; and
- Their ability to work productively as a member of an investigative team studying scientific phenomena, understanding the necessity and benefits of long term research.

Life Skills

Students develop skills necessary to contribute to a healthy adult life including:

- Problem solving, communication skills and management of time and resources as they apply what they learn in science to learning across disciplines;
- Understanding the ongoing nature of science; e.g., the more we learn about the world, the more we realize how much there is yet to discover about it discovered;
- The ability to recognize and interpret the limitations and contributions of science as it relates to the human condition; and
- An understanding of the importance of human action in maintaining and promoting a balanced, healthy ecosystem.

6-8 Science Program Focus and Outcomes

The science program has been designed to address the new California standards, which align with the national Next Generation Science Standards (www.nextgenscience.org). Our approach to teaching science mirrors our approach to teaching all subjects, providing hands-on interdisciplinary learning that connects to prior knowledge. Our students often perform science investigations in groups and across content areas. We agree with current thought leaders in the science community that “learning about science and engineering involves integration of the knowledge of scientific explanations (i.e., content knowledge) and the practices needed to engage scientific inquiry and engineering design.”⁵⁰

⁵⁰ (2011) *A Framework for K-12 Science Education: Practices, crosscutting concepts, and core ideas*. (p. 11). Washington, DC: The National Academies Press.

Consistent with the Next Generation Science Standards, our students will not take science classes broken into discrete traditional subjects like “life science” or “earth science.” The science curriculum is based on the scientific process of inquiry, and will be organized around the following unifying themes: systems, order and organization; evidence, models and explanation; constancy, change and measurement; evolution and equilibrium; and form and function. Specific content is united by these themes and includes physical science, life science, and earth systems science. Students will learn more than just scientific facts because they couple their knowledge of disciplinary core ideas with actual scientific practice.

The sixth-grade science course assists students in becoming life-long learners who grow in their understanding of the world. The nature of science includes the concepts that scientific explanations are based on logical thinking; are subject to rules of evidence; are consistent with observational, inferential, and experimental evidence; are open to rational critique; and are subject to refinement and change with the addition of new scientific evidence. The nature of science includes the concept that science can provide explanations about nature, can predict potential consequences of actions, but cannot be used to answer all questions. The concept of change is explored through the study of transformations of energy and matter. The standards present an integrated focus on the role of the sun’s energy on the Earth’s systems, water in the environment, air and atmosphere, and basic chemistry concepts. A more detailed understanding of the solar system and space exploration becomes a focus of instruction. Natural resource management and its relation to public policy and cost/benefit tradeoffs are introduced.

In 7th grade, students build on the life science concepts of cells and organisms, demonstrating understanding of photosynthesis in plants and the digestive system in organisms. They are able to provide a scientific explanation for how geoscience processes have affected the Earth’s surfaces over time. They are able to identify natural hazards and also to understand in greater specificity the impact humans have on our planet. They learn the characteristics of solids, gases and liquids as well as understand the scientific meaning of “heat.” Students also develop a model for iterative testing to achieve an optimal design.

Our 8th grade students acquire an understanding of natural selection and make connections to newer technologies that have affected the inheritance of desired traits in organisms. They develop models for depicting key dynamics and characteristics of a solar system, including demonstrating the effects of gravity. Students are able to apply Newton’s Third Law to an engineering design solution regarding the collision of two objects. Among other hands-on activities, they develop a model for illustrating the how waves are reflected, transferred or absorbed.

As in other subjects, our science teachers frequently co-plan with other content area teachers to develop interdisciplinary units. For example, our 8th grade science, math and ELA teachers may co-create a lesson where students read newspaper articles in English class about genetically modified food and proposed legislation to better inform consumers about the food they are eating. Meanwhile, the science teacher may integrate ELA standards into the science

lesson by asking students to write a research paper on the pros and cons of the technological advances pertaining to farming and genetically modified crops. At the same time, the math teacher may provide students data about how many vegetables, broken down by type (broccoli, tomatoes, etc.), at a local grocery store were labeled as 100% organic and ask the students to calculate the data to indicate what fraction of available vegetables seemed to have no risk of being genetically modified, assuming they were labeled correctly.

Throughout the science curriculum, students engage in science as they learn to observe, question, develop hypotheses, experiment, analyze data they collect, relate them to their questions and hypotheses, and communicate results to each other. The methods of doing science include use of the tools of science (e.g., hands-on materials, technology) as well as varied approaches of study (e.g., model building, investigations). Students come to understand how the union of science, mathematics and technology informs the scientific endeavor, allowing it to be successful. Finally, science is integrated with other subject areas, showing the importance of science as a field for furthering our understanding of our existence, our history and our future.

VISUAL AND PERFORMING ARTS

E.

WISH CS music instruction is based on five components of music: artistic perception, creative expression, historical and cultural context, aesthetic valuing, and connections, relations and applications. Music-learning experiences lead to clearly defined skills and knowledge, but at the same time offer the joy and personal satisfaction that are inherent in music. The presence and use of music in the classroom reinforces and recognizes that all children have musical potential, bringing their own unique interests and abilities to the music-learning environment. All children benefit from music instruction and, through music and activities that are adapted for individual differences, take away that bit of knowledge and skill that he or she is uniquely capable of understanding and developing.

All children have many opportunities to respond to music and grow musically in an environment where music is a part of the regular school program. Music instruction provides the basis for later music appreciation and participation both in school and as an adult. Classroom music instruction functions as a part of the total educational program in the school; teachers integrate appropriate content to reinforce continuity in student learning.

Curricular planning reflects the use of multiple experiences in every lesson. Students are involved in the activities of moving, singing, listening and playing instruments, through which they experience the essential strands of music: rhythm, melody, harmony, form and expressive elements.

TK-5 Music Program Outcomes

Life-Long Learning Skills

Students develop skills that enable them to pursue their own path of learning throughout their

adult lives including:

- The ability to understand and appreciate music in both formal (concerts, recitals) and informal (home and community) settings;
- The ability to share the love and knowledge of music with people and cultures throughout the world;
- The ability to participate in musical performance groups with a sense of joy, self-confidence and personal satisfaction inherent in music; and
- An appreciation of different kinds of music and musical expression.

Academic Skills

Students demonstrate appropriate developmental, or age/grade level mastery of:

- Music literature, including traditional children's songs, folk songs, western music and music from a variety of cultures, styles, and periods;
- Listening, analyzing, and describing music;
- Developing knowledge and skills necessary to understand and perform music from all parts of the world;
- Learning about music in relation to history and culture;
- Describing, analyzing, interpreting and deriving meaning from musical works to include making critical judgments about musical experiences and performances;
- Applying knowledge learned in music to other subject areas; and
- Developing problem solving techniques and management of time and resources.

Social Interpersonal Skills

Students demonstrate the ability to:

- Share their musical accomplishments through demonstrations and programs for the school and community;
- Work with others in musical ensembles which provides a unique mix of group identity and personal accomplishment;
- Evaluate and critique their own musical accomplishments and those of their peers; and
- Work cooperatively to compose different musical expressions.

Life Skills

Students develop skills necessary to contribute to a healthy adult life including:

- Skills in communication, cooperation and problem solving that help them to work effectively with others in individual and group settings;
- Skills of self-expression and creativity that continue to enrich their lives and help them experience the world through an artistic perspective; and
- Skills of management of time and resources as they apply what they have learned through music to other art forms, subject areas and careers.

TK- 5 Visual/Creative Arts Program Focus

The Visual/Creative Arts curriculum emphasizes the following within the visual arts: artistic

perception; creative expression; historical and cultural context; aesthetic valuing; and connections, relations and applications. Students learn how to identify and use elements and principles of design using the language of the visual arts (i.e. value, line, contrast, balance). Based on personal experiences, children create original artwork using various arts media and technical processes. Students explore the role of visual/creative arts in human history, across a variety of cultures and time periods including the different historical art movements (i.e. impressionism, surrealism, abstraction). The students learn to make critical judgments about various art works and experiences, making determinations of quality based on analysis, interpretation and derivation of meaning. Through co-planning between the art teacher and the general and special education grade level teams, grade level curriculum is integrated into arts instruction. The students learn through integration of visual/creative arts and core subject area instruction. Finally, the students come to learn, value, and enjoy the time that is necessary for the creative process to come to fruition.

TK-5 Visual/Creative Arts Program Outcomes

Life-Long Learning Skills

Students develop skills which enable them to pursue their unique path of learning throughout their adult lives including:

- A sense of pleasure and pride resulting from being productive and working hard and not giving up when engaged in the visual/creative arts; and
- Use of their visual/creative arts knowledge and skills to understand, interpret and enrich their lives in both formal (e.g. museums, films, architecture) and informal settings (e.g., home, natural environments).

Academic Skills

Students demonstrate appropriate developmental or age/grade level mastery of visual/creative arts including:

- Understanding of the following visual/creative arts principles and elements through analysis and application: design, structure, composition, line, value, shape, form, color, contrast, texture, space, pattern, movement and emphasis;
- Using the above principles and elements of art, the students gain proficiency in critiquing the quality of art works and art experiences;
- Through multiple opportunities to create original art, becoming comfortable with visual/creative arts expression by demonstrating ability to use various media (e.g. clay, paints, chalk, paper, photography, pencils) as well as art implements (e.g. scissors, paint brushes, sketchbooks, and sculpting and carving tools);
- Describing various art works of a similar theme from different time periods, including familiar objects from today and long ago; and
- Identifying and discussing how art is or was used in events and celebrations in various cultures.

Social Interpersonal Skills

Students demonstrate:

- Competence in providing peers with knowledgeable visual/creative arts critiques of their original art work;
- Competence in receiving peer critiques of their original art work, such that they can gain deeper insight into and improve upon their work; and
- The ability to collaborate on the design and development of various creative art works.

Life Skills Students develop skills necessary to contribute to a healthy adult life including:

- Problem solving, communication skills and management of time and resources as they apply what they learn in visual/creative arts to learning across disciplines; and
- The ability to create their own unique products through which they can experience mastering the materials and skills of the world.

6-8 Music Program Focus and Outcomes

Music instruction is a comprehensive and sequential program based on five components of music: artistic perception, creative expression, historical and cultural context, aesthetic valuing, and connections, relations and applications. Music-learning experiences lead to clearly defined skills and knowledge, but at the same time offer the joy and personal satisfaction that are inherent in music. The presence and use of music in the classroom reinforces and recognizes that all children have musical potential, bringing their own unique interests and abilities to the music-learning environment. All children benefit from music instruction and through music and activities that are adapted for individual differences, take away that bit of knowledge and skill that he or she is uniquely capable of understanding and developing. Students are involved in the activities of moving, singing, listening, and playing instruments, through which they experience the essential strands of music: rhythm, melody, harmony, form and expressive elements.

6-8 Visual/Creative Arts Program Outcomes

The Visual/Creative Arts curriculum emphasizes the following within the visual arts: artistic perception; creative expression; historical and cultural context; aesthetic valuing; and connections, relations, and applications. Students learn how to identify and use elements and principles of design using the language of the visual arts (i.e. value, line, contrast, balance). Based on personal experiences, students create original artwork using various arts media and technical processes. Students will explore the role of visual/creative arts in human history, across a variety of cultures and time periods including the different historical art movements (i.e. impressionism, surrealism, abstraction). The students will learn to make critical judgments about various art works and experiences, making determinations of quality based on analysis, interpretation and derivation of meaning. Through co-planning between the art teacher and the general and special education grade level teams, grade level curriculum will be integrated into arts instruction. The students learn through integration of visual/creative arts and core subject area instruction. Finally, the students come to learn, value and enjoy the time that is necessary for the creative process to come to fruition.

PHYSICAL EDUCATION AND HEALTH

The physical education program emphasizes a curricular focus on movement skills and is driven by the need to create a strong foundation for developing a physically educated student in order to develop a person who has the knowledge and control over how the body moves. The focus on movement skills develop a strong and broad foundation in student mastery of these skill areas at the kindergarten and elementary levels. The physical education curriculum emphasizes a variety of cognitive, affective, and motor teaching and learning strategies focusing on teaching students how to move. Physical education, therefore, is closely connected to and supports the other disciplines.

The physical education program does not consist merely of games and sports. The physical education program focuses on the appropriate developmental mastery of skills that help students achieve the following goals:

- Knowledge of movement skills
- Enhanced self-image and personal development
- Positive social development

Physical education impacts students' physical, mental, emotional and social well-being. Thus, students who are physically educated are more likely to become adults who live healthy lifestyles because they have mastered the necessary movement skills to participate confidently in many different forms of activity, value physical fitness, and understand that both are intimately related to health and well-being. Opportunities for success in movement activities, both individually and in groups, are provided in order to create confident, physically educated students. Experiencing success during movement activities enhances a positive self-image. A positive self-image enables students to feel good about moving, which in turn motivates them to maintain healthy habits and regular physical activity. All students have the potential to become physically educated; therefore, attention is focused on the uniqueness and abilities of each student.

TK-5 Physical Education Program Outcomes

Life-Long Learning Skills

Students develop skills which enable them to pursue their own path of learning throughout their adult lives including:

- Proficiency in movement skills that enables them to enjoy the benefits of a variety of physical activities;
- Understanding why they are learning skills in physical education and how these skills are benefiting them;
- A commitment to lifelong health and physical well-being; and
- An appreciation of athletic events.

Academic Skills

Students demonstrate appropriate development or age/grade level mastery of physical

education in the following areas:

- Three movement skill areas: locomotor, manipulative, and stability skills;
- Four physical fitness areas: cardio-respiratory endurance, muscular strength, muscular endurance, and flexibility;
- Three movement concept areas: space awareness, force and relationships;
- Fundamental skills modified, via movement concepts, into more specialized patterns, upon which students can build increasing complexity;
- Locomotion: movements that transport the body through space from one place to another (e.g., running, skipping, hopping);
- Manipulative: fine motor manual movements and gross motor skills that involve the control of objects primarily with the hands and feet (e.g., throwing, collecting, catching); and
- Non-locomotion: maintaining balance while moving body parts with minimal or no movement of the base of support (e.g., bending, twisting).

Social/Interpersonal Skills

Students develop and maintain a positive self-image and strive to become the best that they can be through planned physical activities. Experiences in physical education can play a powerful role in influencing a student's self-image, which in turn, influences how that student will feel about continuing (or avoiding) participation in physical activity. Students demonstrate:

- The ability to appraise their skills and talents realistically;
- The ability to make a personal commitment to a plan for improving skills;
- Taking appropriate risk to achieve goals;
- Discovery and appreciation of their own uniqueness; and
- Appropriate social behaviors by working independently and with others during planned physical activity.

Life Skills

Students develop skills necessary for a healthy adult life including:

- Acceptance of personal responsibility for lifelong health;
- Respect for and promotion of regular physical activity in their life and the lives of others;
- An understanding of the impact that regular physical activity has on quality of life; and
- The appreciation and practice of good sportsmanship.

6-8 Physical Education Program Focus and Outcomes

WISH CS offers physical education/health electives. Our physical education and health programs reflect our commitment to educating the whole child. The physical education curriculum emphasizes a variety of cognitive, affective and motor teaching and learning strategies focusing on teaching students how to move. The physical education program teaches movement skills with State standards incorporated into every lesson. Physical education impacts students' physical, mental, emotional and social well-being. Students who are physically educated are more likely to become adults who live healthy life-styles because they

have mastered the necessary movement skills to participate confidently in many different forms of activity, value physical fitness, and understand that both are intimately related to health and well-being. The key to developing physically educated students is to provide opportunities for success in movement activities, both individually and in groups. Experiencing success during movement activities enhances a positive self-image. A positive self-image enables students to feel good about moving, which in turn motivates them to maintain healthy habits and regular physical activity. All students have the potential to become physically educated; therefore, attention is on the uniqueness and abilities of each student.

A strong foundation for developing a physically educated student is to develop a person who has the knowledge and control over how the body moves. Both traditional and nontraditional activities are provided to students with the foundation to become competent and confident movers for a lifetime of physical activity. Physical education is closely connected to and support the other disciplines, particularly our health classes.

The health curriculum compliments the physical education curriculum similarly preparing students for leading healthy lives and aligning to the State Standards. Our health curriculum covers the following topics: 1) nutrition and physical activity; 2) growth, development and sexual health; 3) injury prevention and safety; 4) alcohol, tobacco, and other drugs; 5) mental, emotional, and social health; and 6) personal and community health. Health standards are taught and reinforced in other content areas consistent with our interdisciplinary model.

G. **TECHNOLOGY AND MEDIA ARTS**

The technology curriculum is integrated throughout the content areas so that students develop technological skills to enhance their learning activities. The technology program covers the following five major National Technology Education Standards and Performance Indicators laid out by the International Society for Technology in Education:

- Creativity
- Communication and Collaboration
- Research and Information Fluency
- Digital Citizenship
- Technology Operations and Concepts

TK-5 Technology Program Outcomes

Life-long Learning Skills

Students develop skills which enable them to pursue their own path of learning throughout their adult lives including:

- Positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits and productivity;
- Develop cultural understanding and global awareness by engaging with learners of other cultures; and

- Evaluation and selection of new information resources and technological innovations based on the appropriateness for specific tasks.

Academic Skills

Students demonstrate appropriate developmental or age/grade level mastery of technology in the following areas:

- A sound understanding of the nature and operation of technology systems;
- The use of technology tools to enhance learning, increase productivity, and promote creativity;
- The use of productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works;
- The use of technology to locate, evaluate and collect information from a variety of sources; and
- The use of technology tools to process data and report results.

Social Interpersonal Skills

Students demonstrate:

- An understanding of the ethical, cultural and societal issues related to technology;
- Responsible use of technology systems, information and software;
- An ability to use telecommunications to collaborate, publish, and interact with peers, experts and other audiences;
- Interact, collaborate and publish with peers, experts or others employing a variety of digital environments and media; and
- The ability to use a variety of media and formats to communicate information and ideas effectively to multiple audiences.

Life Skills

Students develop skills necessary to contribute to a healthy adult life including:

- The proficient use of technology for multiple purposes;
- The ability to use technology resources for solving problems and making informed decisions; and
- The ability to employ technology in the development of strategies for solving problems in the real world.

6-8 Technology Program Focus and Outcomes

The technology curriculum is integrated throughout the content areas so that students develop technological skills to enhance their learning activities. This programmatic component covers the following six major content areas:

- Basic operations and concepts
- Social, ethical, and human issues such as copyright and Fair Use issues
- Technology productivity tools, including using formulas in Excel/spreadsheets, advanced searching, proper keyboarding, etc.

- Technology communication tools including word processing, PowerPoint, PhotoShop, graphs and charts and more
- Technology research tools
- Technology problem-solving and decision-making tools such as evaluating the quality or accuracy of information, critical thinking and analysis

FOREIGN LANGUAGE

Our school is designed to prepare students for the 21st century, and we know that equipping students with proficiency in a language other than English is critical in our multi-cultural Los Angeles community and our increasingly interconnected world. All students at WISH Community School take Spanish starting in 6th grade.

Students in grade 6 receive high quality Spanish instruction based on *¡Bienvenidos ala clase de español!* California World Language Standards and the California Framework for Foreign Language K-12 form the basis of the standards-aligned instruction. This sixth grade Spanish course introduces students to the basics of the language and culture. Instruction focuses on comprehensible written and spoken Spanish by developing listening, speaking, reading and writing skills. Students also are exposed to the geography and cultures of the Spanish-speaking world, which is increasingly important to the global community.

For grades 7 and 8, the foreign language curriculum incorporates the California World Language Standards and the California Framework for Foreign Language K-12. Unlike the standards for other content areas, the California World Language Standards are not broken down by grade level nor based on any specific foreign language. These standards were created recognizing the varying levels of student proficiency and the multiple points of entry and exit from California's public school language programs, and consequently provide benchmarks for progress at the various stages of performance:

- **Stage I (Formulaic):** Learners understand and produce signs, words and phrases.
- **Stage II (Created):** Learners understand and produce sentences and strings of sentences.
- **Stage III (Planned):** Learners understand and produce paragraphs and strings of paragraphs.
- **Stage IV (Extended):** Learners understand and produce cohesive texts composed of multiple paragraphs.

The Language Learning Continuum also includes Stage V (Tailored), which represents highly advanced performance typically achieved through university level study.⁵¹

The length of time required for students to advance from one stage to the next is not specified in the California Framework for Foreign Language K-12 due to the understanding that student's

⁵¹ (2010) *World Language Content Standards for California Public Schools Kindergarten through Grade Twelve*. Sacramento, CA: California Department of Education.

progression could vary widely depending on such factors as a student's native language and their proficiency level in that native language, as well as whether the student already speaks more than one language and thus may have an easier experience acquiring a new language than a student who is only monolingual.⁵²

The standards are separated into five main classifications that are taught in an integrated manner as part of the Language Learning Continuum:

- **Content:** Language users address a wide variety of topics that are age and stage appropriate. As students develop their ability to communicate in the target language and culture, they are able to more fully address topics that increase in complexity from stage to stage on the Language Learning Continuum.
- **Communication:** Real-world communication occurs in a variety of ways. It may be interpersonal in which culturally appropriate listening, reading, viewing, speaking, signing and writing occur as a shared activity among language users. It may be interpretive in which language users listen, view and read using knowledge of cultural products, practices and perspectives. It may be presentational in which speaking, signing and writing occur in culturally appropriate ways.
- **Cultures:** Culturally appropriate language use requires the understanding of the relationship between the products a culture produces, the practices that the culture manifests, and the perspectives that underlie them. Students must acquire the ability to interact appropriately with target culture bearers to communicate successfully. This category allows students to make connections and comparisons between languages and cultures.
- **Structures:** The World Language Content Standards use the term structures to capture the multiple components of grammar that learners must control to successfully communicate in linguistically and culturally appropriate ways. Students need to acquire orthography, the writing systems in languages that have them; phonology, the sound systems of language or parameters in ASL; morphology, the rules for word formation; syntax, the principles of sentence structure; semantics, language-based meaning systems; and pragmatics, meaning systems connected to language use.
- **Settings:** Language users need to carry out tasks in a variety of situations representative of those they will experience in the target culture. The success of learner communication is determined by the requirements of the situation in which the

⁵² Native Spanish speakers will be expected to take Spanish literacy courses to develop their reading and writing proficiency at grade level in their native language.

language is used. Understanding social linguistic norms will assist learners in communicating effectively in real-world encounters.⁵³

Our teachers impart in our students an understanding and appreciation for the various Spanish speaking cultures across the world as well. As with our EL instruction, all Spanish class instruction incorporates sheltered instruction strategies. These strategies include scaffolding, connecting to prior knowledge, cooperative grouping, and providing visual cues. We also apply Specially Designed Academic Instruction in English (SDAIE) strategies that make connections between foreign language acquisition and other content areas. Differentiated instruction helps ensure all students are able to access the lessons and experience success mastering a new language.

SOCIAL BEHAVIORAL SKILLS

As students at WISH CS are learning to understand their roles as social beings, the instructional program presents positive behavioral support for them at their developmental levels. Social skills instruction is embedded in all areas of the curriculum, with the goal of helping students to: understand themselves as members of a community; develop respect for others; appreciate diversity in all its forms within the community; express their ideas with assurance; and solve problems with others through positive, honest and direct interaction with them.

To help establish a sense of community, there are regular occasions for students to share their work with each other and with the community at large. For example, in the visual arts, there are frequent, regular opportunities for students to exhibit their work and to receive critical feedback. In language arts, students share their writing through readings, a library of student authors, and oral presentations of their work.

At WISH CS, each student's learning journey begins from his or her individual starting point, including the student's existing knowledge, ability level, socio-economic background and cultural heritage.

Social/behavioral skills instruction is a part of each child's educational program from Transitional Kindergarten through 8th grade. Social/behavioral skills lessons are meaning based. This means that lessons are designed based on the social need of each grade level. The needs are assessed through teacher observation, paraprofessional observation/feedback, and student reports. The skills that students learn are cumulative, with students acquiring not only more skills, but also a greater understanding and awareness of how these skills apply to their daily lives. Most importantly, social skills instruction is embedded into all aspects of the curriculum.

⁵³ (2010) *World Language Content Standards for California Public Schools Kindergarten through Grade Twelve*. Sacramento, CA: California Department of Education.

Life-Long Learning Skills

Students develop skills that enable them to pursue their own path of learning throughout their adult lives including:

- A sense of fellowship with others that facilitates interacting with others;
- An on-going appreciation of the diversity of the human race;
- A respect for self and others that leads to responsible citizenship; and
- A recognition of one's own gifts and learning styles that allow for further growth.

Social/Interpersonal Skills and Life Skills

Students demonstrate appropriate developmental or age/grade level knowledge in the following areas:

- Recognizing and expressing feelings
- It is acceptable to have strong feeling about things
- Learning how to express feelings in a healthy manner
- Assuming responsibility for how we feel
- Interpreting others' feelings and knowing what to do
- Class and school as a family
- Teaching students to look out for each other
- Sharing, turn-taking, cooperative skills
- Building compassion and caring for all people
- Generalizing skills from home to school to the community
- Acceptance, appreciation and celebration of diversity
- Recognizing our similarities and differences
- Accepting racial differences, religious differences, cultural differences and ability differences
- Recognizing and valuing one's own uniqueness/gifts
- Acceptance of self
- Understanding discrimination and how to avoid it
- Helping everyone to belong (cultivating membership)
- Learning about respect for others
- Dealing with conflict
- Being able to analyze how conflict develops
- Taking another's perspectives
- Avoiding conflict
- Assuming responsibility for one's own behavior
- Making good choices
- Resolving conflict: comparing negative to positive ways of doing so
- Creating positive and peaceful places to be
- Creating class and school rules

Social/behavioral skills instruction is part of each child's educational program. The curriculum addresses prevention and early intervention as the keys to creating safe, caring and responsive

schools. The entire school community teaches and supports positive behaviors that demonstrate respect, cooperation, responsibility and compassion.

Social/behavioral instruction also includes teaching the school rules to ensure all teachers and students are on the same page with clear expectations. The following is emphasized:

- Review of rules with explicit examples of the meaning of each rule
- The difference between behavior that conforms to the school rules and that which does not
- School-wide positive reinforcement program

For grades 6-8, the advisory program is a notable opportunity to develop and support students' positive social behavior skills. Advisory meets each day and benefits from an even smaller student-teacher ratio than the other academic and elective classes. Advisory class is an opportunity for students to develop closer relationships with peers in a safe, small group setting. The time in Advisory is spent addressing socio-emotional issues, as well as providing academic skill-building customized to individual student needs.

Research has shown that the high level of personalization that an advisory program creates can result in higher student engagement in classes and other “positive outcomes—such as increased attendance—that correlate with improved academic outcomes.”⁵⁴ Advisory has been correlated to reduced drop-out rates, with one report stating that “with family and student background variables, regions, and grade organization statistically controlled, Principals in schools with well-implemented group advisory programs report that they have stronger guidance programs overall and lower expected drop-out rates.”⁵⁵

Advisory teachers also help to convey accurate information about the college preparation and application process to 6th-8th grade students and families so they are fully informed about the exciting opportunities ahead.

INNOVATIVE CURRICULAR COMPONENTS OF THE EDUCATIONAL PROGRAM

In order to ensure depth of understanding among curricular areas, standards based curriculum and evidence based teaching strategies are utilized. State adopted textbooks paired with teacher created materials ensure that both the science of each content area is addressed, as well as the art of refining instruction to match the breadth of instructional needs in the classroom. Teaching strategies are driven by learning profiles paired with authentic assessments and chosen based on their record of effectiveness as indicated by research.

One of the guiding principles behind effective instruction at WISH CS is that the coursework furthers the curricular goals of all the areas of the curriculum. This is to say, the overlap occurs at deep levels of crossover, avoiding trivial comparisons or connections among different parts of

⁵⁴ Makkonen, Reino. Advisory Program Research and Evaluation. *Advisories in Essential Schools*. 2004;4.

⁵⁵ MacIver, D, Epstein, J. Middle grades research: Not yet mature, but no longer a child. *Elementary School Journal*. 1993; 93:519-533.

the curriculum. It considers the wholeness of ideas, acknowledging where curricular areas do not easily converge as well as those where they do.

An example of integration of curricular goals might be between language arts and mathematics, where students examine kinds of questions and question patterns by collecting and analyzing data characterizing question usage in their own classroom. Is it true that students ask very few Who, What, Why, Where, (WH)-questions? How often do teachers ask Yes-No questions? Who asks more questions—students or teachers? Do all questions reverse the subject and verb? How can you be sure a person has asked a question? Do more boys or girls answer/ask questions? In this example, students would further the curriculum for language arts by studying questions—their formation, kinds, and usage. At the same time, they would further the math curriculum in the area of data analysis as they go about collecting and analyzing data, using math to gain a deeper understanding of questions.

INTERVENTION AND ENRICHMENT PROGRAMS

WISH CS works in collaboration with Loyola Marymount University/School of Education (LMU/SOE) to serve as a lab school and has served as a demonstration program site for inclusive practices for district and university staff from the LAUSD Division of Special Education, Los Angeles Arch Diocese, Orange County Unified School District, Chapman University, Pepperdine University, California State University, Dominguez Hills, St. Mary's, as well as, Universities in Japan, Denmark, Sweden, and Northern Ireland.

The benefits of this educational setting, and a university alliance like the one that has helped CHIME Charter succeed, are several: a) LMU/SOE and WISH can collaborate to demonstrate best practices for teaching and learning, b) the nearby WISH campus can function as a laboratory school for LMU's nationally recognized School of Education; c) WISH can establish an inclusive learning environment, where LMU/SOE educators and students can track program development, perform research to inform best practices, and satisfy fieldwork requirements; and d) when appropriate, LMU/SOE can provide leadership and feedback to WISH teachers and staff.

In addition to these general benefits, the LMU/SOE alliance bolsters WISH's ability to meet the needs of all students, and students who are highly gifted and those who have disabilities. WISH's staff receive training directly from LMU/SOE faculty about current research and development in areas such as curricular modifications and adaptation, school-wide positive behavior support, and the multicultural aspects of special education. In the classroom, the WISH model is designed for general and special education teachers to receive support from paraeducators and from DIS providers. The LMU/SOE partnership offers another layer, with LMU student teachers placed in every class to provide additional instructional support for children with and without disabilities.

Specific Interventions that students use at WISH CS are listed below in VIII Instructional Methods and Strategies.

VII. TEXTBOOKS AND CURRICULUM

All of WISH Community School's courses have been designed in alignment with the California State standards (www.cde.ca.gov/be/st/ss) and frameworks. Given the importance we place on collaboration, we have our teacher teams work together to develop detailed pacing plans for our courses using the key principles of backwards planning and Understanding By Design.⁵⁶ Therefore, the teachers start with the goal of having their students master all of the Common Core and State Standards and then plan backwards to determine the most appropriate sequencing of instruction.

WISH CS uses materials aligned with State Standards to support the curriculum. Teachers in each content area may work with the Principal to gain approval for the use of alternative materials than those listed in this charter petition.

Subjects	Curriculum & Texts	Reasons
Language Arts	Readers' and Writers' Workshop- Lucy Calkins Units of Study (TK-8) Achieve 3000 (6-8)	<p>The <i>Reading and Writing Project's</i> approach to instruction recognizes that "one size fits all" does not match the realities of the classrooms and schools in which they work. When you walk into a workshop classroom at any given moment, you'll see instruction that is designed to help teachers address each child's individual learning, explicitly teach strategies students will use not only the day they are taught, but whenever they need them, support small-group work and conferring, with multiple opportunities for personalizing instruction, tap into the power of a learning community as a way to bring all learners along, build choice and assessment-based learning into the very design of the curriculum, help students work with engagement so that teachers are able to coach individuals and lead small groups. The routines and structures of reading and writing workshop are kept simple and predictable so that the teacher can focus on the complex work of teaching in a responsive manner to accelerate achievement for all learners.</p> <p><i>Achieve 3000</i> is an online platform that differentiates instruction and provides engaging, nonfiction content that supports core curriculum, Response to Intervention, English language learning, special education and other instructional models. Featuring comprehensive English and Spanish language support and extra scaffolding for struggling readers, the program is aligned with the Common Core State Standards for English language arts as well as state standards for literacy and the content areas.</p>
English Language Development	Pearson Language Central K-5 (ELD) 2013 Understanding by Design (UbD) (K-8)	<p><i>Language Central</i> organizes instruction around unit and weekly concepts to create a familiar structure for student learning. Concepts and vocabulary are frontloaded by activating prior knowledge while building background. Students make connections between learning and real-life experiences, while being encouraged to take risks in English in a safe learning environment.</p> <p>Grant Wiggins's <i>Understanding by Design (UbD)</i> is integrated throughout the program with Big Questions and backward design. UbD is the centerpiece of Language Central's content equity. These self-leveling questions invite all children in the learning community to the table of social cognition. Once this affective filter is lowered for children, they become motivated to participate and contribute their personal experiences and ideas.</p>
Mathematics	Pearson EnVision (K-5) Go Math! Houghton	<p><i>Pearson's EnVision</i> math curriculum is Common Core-aligned and has the flexibility of print, digital, or blended instruction, and provides the focus, coherence, and rigor of the Common Core State Standards.</p>

⁵⁶ Wiggins, G & McTighe, J. (2001) *Understanding by Design*. Prentice Hall.

	<p>Mifflin Harcourt (6-8)</p> <p>ST MATH (TK-2)</p>	<p><i>HMH GO Math!</i>® uniquely provides both elements: a strong curriculum aligned to current expectations, and a design that robustly supports teachers’ research-informed instructional practices. Research-Informed Instructional Practices A coherent and rigorous curriculum is one of two critical components of a mathematics program that helps ensure the success of all students. The second critical component is an instructional approach based on research-informed instructional practices. The overarching message in NCTM’s publication Principles to Actions: Ensuring Mathematical Success for All is that “effective teaching is the nonnegotiable core that ensures all students learn mathematics at high levels” (NCTM, 2014, p. 4). NCTM offers eight research informed instructional strategies to support effective teaching and learning of mathematics. HMH GO Math! embeds those eight instructional strategies in the curriculum.</p> <p><i>ST Math</i> starts by teaching the foundational concepts visually, then connects the ideas to the symbols and language. With visual learning, students are better equipped to tackle unfamiliar math problems, recognize patterns and build conceptual understanding. Without language barriers, the problem is accessible to all students, regardless of skill level or language background.</p>
Science	<p>PLTW Launch and Engage TK-8</p> <p>Mystery Science</p> <p>Glencoe/McGraw Hill: Integrated Science I,II,III and Focus on Earth Science, Life Science, and Physical Science (6-8)</p>	<p><i>PLTW</i> is a complete, modular, research-based K-8 science curriculum for teaching science in interesting and engaging ways grounded in the Next Generation Science Standards. Based on cognitive research about how children think and learn, PLTW uses an active learning teaching approach. Students assume the role of scientists by making observations, asking questions, making predictions, collaborating and communicating with peers, and conducting experiments to test ideas and verify results. PLTW excites students and motivates them for more advanced study in science, technology, engineering, and math.</p> <p><i>Mystery Science</i> emphasizes that every scientific conclusion began as a mystery. Someone wondered something about the world, and they set out to investigate it. When we present scientific facts without also helping children to ponder the initial questions, it's like jumping to the last page of a mystery novel. You skip the setup and the investigation, leaving you with a conclusion that's detached and meaningless. Children are deprived of the excitement of wonder, the suspense of investigation, and the thrill of discovery. And worse, children learn to believe things because they're told; this is the very opposite of what it means to think scientifically. The ability to think scientifically is fundamental to any career or subject a child chooses to pursue as an adult. It's the ability to look at a question or problem, systematically investigate and collect evidence, and come to an independent conclusion.</p> <p><i>Glencoe Science</i> meets students where they are through engaging features and thought-provoking questions that encourage them to relate the science concepts to the world around them. The inquiry-based “5E” lesson cycle provides active, hands-on explorations of the concepts. Students have text books and an interactive digital text, providing today’s digital natives with the resources they need in whatever format they want to use. Effective questioning strategies are the foundation of sound science instruction. From page keeley sciecen progresm, which inform instruction, to insightful, scaffolded guiding questions and visual literacy strategizes, Glencoe Science provides students with a strong foundation.</p>
History- Social Science	<p>TCI Social Studies (K-8)</p> <p>Glencoe/McGraw Hill: Discovering Our Past: Medieval and Early Modern Times (7-8)</p> <p>Glencoe/McGraw Hill: Discovering Our Past: The American Journey to World War I (7-8)</p>	<p><i>TCI</i> takes social studies online and straight to the students' imaginations with its interactive, engaging, and collaborative curriculum. This comprehensive social studies curriculum for grades K-12 is aligned CA-CCSS.</p> <p>Social studies provide students with the information they need to understand the world around them and make informed decisions. With the right mix of print materials and dynamic digital resources, Glencoe McGraw/Hill Social Studies has everything to help you meet the needs of every learner for a seamless educational experience. Glencoe/McGraw Hill materials are aligned to the standards, engages students with interactive resources and compelling stories, provides rigorous, differentiated instruction for every learning style facilitates targeted learning to drive toward success.</p>

Physical Education, Health	Harcourt Health and Fitness (K-5) Holt McDougal texts for Health (6-8)	The <i>Harcourt Health and Fitness</i> curriculum provides a framework in which the student can develop through movement physically, emotionally, socially, and mentally. This physical education program builds a foundation for appropriate instructional practices that promote and maintain the attainment of movement skills, physical fitness, and health. With content that correlates to National Health Standards, the <i>Holt McDougal Health</i> gets middle school students involved in health with cross-disciplinary features that make health issues relevant, activities that motivate students, and content that makes students think as it draws them in.
Spanish	Rosetta Stone (6-8) Prentice Hall <i>Realidades</i> , Levels 1 (6-8)	<i>Rosetta Stone</i> language-learning solutions teach students and staff to communicate with people in diverse communities; enhance classroom learning by allowing teachers to personalize instruction; and leveraging technology reshapes the way students learn by enabling teachers to focus class time on personal student instruction. Prentice Hall <i>Realidades</i> provides complete support for teaching the heritage learner, the novice or expert language speakers and the enthusiastic middle schooler. Expanded language development activities support each chapter section.
Math- Intervention	TouchMath (TK-8)	This powerful teaching strategy supplements any textbook series and complements the manipulative approach. Because of this technique's effectiveness, <i>TouchMath</i> has become the most accepted and widely used basic math supplement in general classrooms, special education, Chapter 1 programs, and home learning environments, throughout the United States and in many foreign countries.
Language Arts- Intervention	Achieve 3000 (grades TK-8)	<i>Achieve 3000</i> is an online platform that differentiates instruction and provides engaging, nonfiction content that supports core curriculum, Response to Intervention, English language learning, special education and other instructional models. Featuring comprehensive English and Spanish language support and extra scaffolding for struggling readers, the program is aligned with the Common Core State Standards for English language arts as well as state standards for literacy and the content areas.
Credit Recovery	Apex Learning (grades 6-8)	<i>Apex Learning</i> Comprehensive Courses integrate 17 activity types into lessons, bringing ideas to life. Students progress through lessons by interacting with each concept as they are prompted to observe, inquire, create, connect and confirm. Instructive feedback is immediately provided as students apply their understanding, creating a continuous interplay with the subject matter that keeps students attentive and motivated.
Positive Behavior	CHAMPS: A Proactive and Positive Approach to Classroom Management BEST Behavior: Building Positive Behavior Support in Schools, Sopris West Publishing	CHAMPS assists classroom teachers in designing (or fine tuning) a proactive and positive classroom management plan that teaches students to use responsible behavior. This effective, research-based system suggests methods for clearly communicating expectations for every classroom activity and transition time so educators spend less time disciplining, more time teaching, and know how to motivate students to do their best. This resource follows the positive behavioral support (PBS) approach developed at the University of Oregon and the national research center on Positive Behavioral Interventions and Supports (PBIS). <i>Best Behavior</i> addresses schoolwide, classroom, and individual student interventions, as well as family collaboration. It is one of the few programs that offers support for <i>all</i> students in a school. Intervention techniques are based on more than 30 years of rigorous research in school discipline from the fields of education, psychology and criminology.
Enrichment	Depth and Complexity	Each of these eleven tools listed above are considered essential elements one needs to master a subject. For example, chemists need to understand the language of a chemist, the different points of view of in chemistry, the rules that govern chemistry, the ethical decisions chemists face, etc. Likewise, a master of chess would be an expert in the language of chess, the patterns of chess games, the rules to follow, and the way the game has changed over time. When students think using these tools, they learn to approach subjects from the point of view of an expert. In doing so, they understand concepts in a deeper and more complex way.
Social Skills	Second Step	The award-winning <i>Second Step</i> violence prevention program integrates academics with social and emotional learning. Kids from preschool through Grade 8 learn and practice vital social skills, such as empathy, emotion management, problem solving, and cooperation. These essential life skills help students in the classroom, on the playground, and at home.

Playground	Systematic Supervision for Elementary Schools, Iris Media	A complete professional development program that gives administrators materials they need to train playground/supervisory staff in effective active supervision techniques. <i>Systematic Supervision</i> helps reduce negative behavior and increase positive behavior on the playground and make playground supervisors' jobs easier and more rewarding.
	Peaceful Playgrounds	<i>Peaceful Playgrounds</i> is a comprehensive program that provides colorful arrangements of games kids love to play. The five core components of the peaceful playgrounds program include: Consistent Set of Rules, Solutions to Conflicts, Game Markings, Equipment Availability, and Consistent expectations.

All of our materials are selected based on rigor, alignment with the State Standards, and opportunities for scaffolding to meet the needs of all learners. Teachers carefully supplement the core textbooks with additional materials and strategies to support our EL and special needs students as described below.

VIII. INSTRUCTIONAL METHODS AND STRATEGIES

Following is a description of the instructional methods and strategies employed at WISH CS, in addition to the Instructional Design concepts detailed above.

Universal Design for Learning, MTSS and Differentiated Instruction

All of our teachers are trained in and deploy a range of strategies to engage learners of all types. These include GATE strategies, EL strategies, cooperative learning, and project-based learning. IEPs are reviewed regularly to ensure instructional delivery meets student's needs.

Co-Teaching and Collaboration

General and special education teachers function as teaching partners for planning, instruction and assessment in general education classrooms. Each special education teacher has a caseload of approximately 20 students, with a wide range of abilities, who are included in 6 or more classrooms. These special educators are responsible for instruction in the general classroom environment, using a co-teaching model with general education teachers. Other specialists, such as a Speech and Language Therapist, are assigned as appropriate to the students' needs, and deliver services in the classrooms. Specialists demonstrate strategies and provide direct in-class service so that classroom staff can implement interventions throughout the instructional program. Student teachers and other LMU students are placed in classes to observe, participate, and learn.

Additional support staff is needed due to the diverse special needs of the population of students. The trans-disciplinary team includes a Speech and Language pathologist, an Occupational Therapist, and a Physical Therapist to meet the needs of the students with disabilities. Finally, as a training and demonstration site, the school utilizes technology, art, drama, and music teachers to develop an enriched and stimulating curriculum for all students. This co-teaching or teaming structure allows our educators to collaborate in a direct way where they can observe their peers' strategies in action and constantly improve their own. Co-teachers serve as role models to students by demonstrating healthy adult interactions.³⁰ Also,

students can receive more individualized attention because teachers can divide the whole class into smaller parts. With the “push in” supports of various special needs resource teachers and paraprofessionals, learning time is maximized because students are not leaving the classroom for extra help, but instead the model allows their needs to be met within the classroom setting.

University Partnership to Conduct Research, Disseminate Best Practices, and Feedback for Improving Practices

Both LMU/ SOE and the University of Kansas SWIFT Center provide invaluable analysis and feedback on our practices through their research and observations. This research helps our school to continuously improve and also benefits the broader education community through the documentation of our best practices and lessons learned.

Constructivist/Project-Based Approach/Personalized Learning Platforms

At WISH CS students acquire knowledge by doing and experiencing learning through a hands-on, engaging project-based learning model that emphasizes critical thinking and problem-solving abilities crucial in today’s global workforce. Our students debate, create, build, express, refine and demonstrate their learning in active ways throughout the day, working both collaboratively and individually. Students also express themselves via a myriad arts offerings, clubs and intramural sports.

This type of active engaged learning has been shown to be successful across gender, ethnicity, and economic groups. And it is well-established that a constructivist/project-based approach to learning increases student engagement, particularly among at-risk or “different” learners. By embracing projects and hands-on learning as a core part of our school, our middle school students are able to make real connections between subjects and deepen their understanding of standards-based skills and content. More importantly, students are able to develop and apply problem-solving, critical and creative thinking, communication, collaboration, and other crucial skills in a variety of contexts, helping them gain confidence in their own abilities and the possibilities for their own futures, motivating them to persist in their education.

Interdisciplinary Lessons

An important part of active learning and constructivism is ensuring students see the relevance of what is being taught. Interdisciplinary lessons allow WISH CS to make connections between content areas. For example, an interdisciplinary lesson between language arts and mathematics may be where students examine kinds of questions and question patterns by collecting and analyzing data characterizing question usage in their own classroom. Is it true that students ask very few Who, What, Why, Where, (WH)-questions? How often do teachers ask Yes-No questions? Who asks more questions—students or teachers? Do all questions reverse the subject and verb? How can you be sure a person has asked a question? Do more boys or girls answer/ask questions? In this example, students would further the curriculum for language arts by studying questions—their formation, kinds, and usage. At the same time, they would further the math curriculum in the area of data analysis as they go about collecting and analyzing data, using math to gain a deeper

understanding of questions.

Positive Behavioral Supports for Psycho/ Emotional Development

Our school encourages positive academic and social behavior in several ways:

- CHAMPS – WISH CS has adopted the CHAMPS program, a nationally recognized Positive Behavior Support program that trains teachers on conflict resolution strategies and how to interact with students in a positive way that rewards and encourages good behavior.
- Advisory – All students participate in advisory each day, providing students with a dedicated adult champion available to support their socio- emotional needs.

Academic Interventions and Supports

English Lab/ Intervention

An in-school “English Lab” given support of WISH CS teachers and LMU faculty provides research-based interventions to students identified as being “at risk” in reading and writing skill development through class screenings and assessments. Teachers and student teachers work together each day during each of four 8-week reading lab sessions during the school year to provide targeted intervention. During or immediately after a student’s participation in the program, teachers and families meet to ensure that, if needed, strategies learned in the lab are also implemented in class and practiced for homework.

Math Lab/ Intervention

An in-school “Math Lab” given support of WISH teachers and LMU faculty provides research-based interventions to students identified as being “at risk” in math skill development through class screenings and assessments. Teachers and student teachers work together each day during each of four 8-week math lab sessions during the school year to provide targeted intervention. During or immediately after a student’s participation in the program, teachers and families meet to ensure that, if needed, strategies learned in the lab are also implemented in class and practiced for homework.

Specialist/ Special Education Teacher Supports

All students, not only those with IEPs, benefit from the special education support staff (speech therapists, physical therapists, occupational therapists, paraprofessionals) that work side by side in the inclusion model described earlier. Their support services are embedded in the regular classroom structure and benefit both those with and without IEPs.

Mentor Program – LMU/ SOE provides mentors for our at-risk students in grades 6-8 to help them further develop their academic skills as well as to inspire them as role models that college is attainable and to keep working hard. LMU mentors meet with students during advisory, lunch, or afterschool during GOAL homework club.

College Counseling

We have a strong college-going culture. Every student in grades 7 and 8 goes on yearly college visits. Through advisory and parent education, students and families learn about college

readiness (e.g. the UC/CSU “A-G” requirements), financial aid, and more. Students needing extra help are identified and provided with appropriate interventions, including tutoring, mentoring, and support classes, as needed. LMU counseling interns support the specialty staff in providing guidance to the students beginning in 7th grade.

Blended Learning and One-to-One Device Ratio

WISH CS has implemented increased technology access for students at all grades to support our active learning approach and facilitate interdisciplinary projects, as well as prepare students for online CAASPP testing by providing each student with a Chromebook. Not only does our technology use make lessons more engaging for students, but interactive, standards-based online curriculum such as Achieve 3000, MobyMax, ST Math, APEX Learning and a variety of formative and summative assessment tools will enable our faculty and school leaders to access real-time data on individual, sub-group, whole class and grade level mastery of specific skills and concepts. Students use computers to communicate synchronously and asynchronously to collaborate on projects, do research, and connect with people across the globe. A web-based student management system enables families to check their child’s progress 24/7. Blended learning is an education program in which a student learns at least in part through online delivery of content and instruction with some element of student control over time, place, path or pace. Core subjects will utilize blended learning experiences to augment the curriculum using programs like IXL. For example, if students are working on a project involving running a business, online tutorials for creating a spreadsheet or managing a profit and loss sheet will be viewed by the students. In addition, if the teacher is working with a small group of students on a specific project in math and some students have finished their portion of the project then the students can go online to one of our pre-determined curricular sites and practice math fluency on a specific skill.

Engaging Creative Enrichments

Our school offers a range of creative standards-based enrichments on a rotating basis to appeal to students’ interests. Core teachers teach these classes, with support from specialists in the community. Enrichments include dramatic arts, broadcast journalism, horticulture, culinary arts, fitness, dance, and Project Lead the Way foundation courses.

IX. EVIDENCE THAT THE PROPOSED MODEL WILL BE SUCCESSFUL WITH OUR TARGETED STUDENT POPULATION

We are confident that our model will continue to be successful with our targeted student population based on the outcomes reported in the previous sections and also because of the success of WISH CS’s predecessor and inspiration, CHIME Schwarzenegger Community School (CHIME). Furthermore, our core tenets, key strategies and curriculum sources used are all research-based and have been proven effective with our targeted student population.

A large body of research supports this model of inclusive education and the desire to end marginalization of students, whether based on their disabilities or race, ethnicity, sexuality,

native language, etc. Teacher's College at Columbia University describes their secondary inclusive program as being "steeped in the philosophy of John Dewey and framed by a progressive tradition" and their website explains that:

Inclusive Education emphasizes student-centered practices and the social construction of knowledge and conceives of teaching as a complex professional activity necessarily embedded in particular moral, political, historical, economic, and cultural contexts. Inclusive education is not just about students with labeled disabilities, but rather is fundamentally about all students and more significantly, about the cultural practices of schooling. Consequently, the full spectrum of challenges of contemporary schooling must be attended to in order to generate transformative action.⁵⁷

Our university partner, LMU/ SOE, similarly recognizes the importance of an inclusion model and continues to build the body of research supporting the model and its implementation through the university's research conducted at WISH Community School.

HOW THE SCHOOL'S INSTRUCTIONAL METHODOLOGIES AND CURRICULUM WILL ENSURE STUDENT MASTERY OF THE CALIFORNIA CCSS

All of WISH CS's courses have been designed in alignment with the California state standards (www.cde.ca.gov/be/st/ss) and the Common Core state standards (www.corestandards.org). Our faculty receive training and support in ensuring our students receive individualized support and instructional strategies as they work to master the content standards.

X. HOW THE INSTRUCTIONAL PROGRAM WILL SUPPORT STUDENT DEVELOPMENT OF TECHNOLOGY-RELATED SKILLS AND STUDENT USE OF TECHNOLOGY

In every classroom all students have their own laptops used during core and elective instruction. After a 10-15 minute lesson, all students rotate through three small centers. One center is with the teacher, giving the instructor an opportunity to extend or remediate the curriculum, the second center is a real-world application center where students have an opportunity to practice the skill in context through a project or game, and the third center is a blended learning program tied to the common core state standards and the core subject being studied. In addition, all students receive high-quality technology instruction from a certified instructor using our co-teaching model at least one time per week. This instruction is comprised of computer foundations and computer science. Since the instruction is provided using our co-teaching model the skills of the general education teacher increase alongside the students furthering his or her capacity to integrate technology into the curriculum. All students will also have an iPad and the teachers will use Pearson Digital Math and English Language Arts curriculum to augment what they are doing.

⁵⁷Teachers College Columbia University. A Legacy of Innovation in Education, Psychology and Health. www.tc.columbia.edu/abouttc/a-legacy-of-innovators/. Accessed on August 6, 2018.

Students will utilize technology and develop skills in four core areas: 1) Word Processing; 2) Spreadsheets and Databases; 3) Multimedia; 4) Desktop Publishing; 5) Digital Citizenship; and 6) Computer Science skills including coding

XI. TRANSITIONAL KINDERGARTEN

WISH CS welcomes students whose fifth birthday falls between September 1st and December 1st into our Transitional Kindergarten (TK) program, which is conducted in combined classrooms with our Kindergarten students. The TK curriculum includes the California Preschool Learning Foundations (Foundations) developed by the California Department of Education, (Senate Bill (SB) 858 (Chapter 32, Statutes of 2014) as well as the same curriculum as our Kindergarten program. Curriculum pacing and instructional delivery is monitored through the use of data to ensure TK students are able to master content before moving on in an age-appropriate way. Throughout our TK/K classrooms – particularly in recognition of the fact that most of our students have not attended high-quality preschools before enrolling at WISH CS – we incorporate a variety of early childhood development practices regarding language development, fine and gross motor development, and a foundational background in mathematics, science and social studies.

Teachers assigned to a TK classroom after July 1, 2015, must have been issued at least one credential by the Commission on Teacher Credentialing (CTC), and shall, by August 1, 2020, have one of the following:

- At least 24 units in early childhood education, or childhood development, or both; or
- As determined by the LEA [Charter School] employing the teacher, professional experience in a classroom setting with preschool age children that is comparable to the 24 units of education described above; or
- A child development permit issued by the CTC.

Since opening our first school, we have had a Transitional Kindergarten program at WISH. The program is comprised of approximately 20 students. Students receive high quality instruction through our personalized inclusive model to have a positive first experience with school and the Kindergarten standards.


XII. INSTRUCTIONAL TIME AT WISH COMMUNITY SCHOOL

ACADEMIC CALENDAR AND SCHEDULES

As described previously, essential to the educational program of WISH Community School is an integrated curriculum, in which several curriculum areas are address in a single activity or instructional period. The blocks schedule format allows for more integrated instruction and increased collaboration between faculty and classes. For example, during a citizenship unit students practice skills in different content standard areas. They read, learn new vocabulary and write about concepts related to citizenship. They take part in an active learning experience

that involves voting or polling, thus learning new concepts and skills related to computation, ratios and graphing. In this manner, students learn to see the connections between different areas of knowledge and learn to apply new skills and concepts in meaningful contexts.

Academic Calendar for 2019-20

<div><div><div>WISH</div><div>COMMUNITY SCHOOL</div><div>A K-8 CHARTER SCHOOL</div></div></div> <div>WISH CHARTER COMMUNITY SCHOOL</div> <div>2019 - 2020 School Calendar - DRAFT, NOT BOARD APPROVED</div>																																																															
	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	Total Days																																
July 2019	1	2	3	July 4th	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	14																															
August				Prof. Dev.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	15																												
September	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	16																															
October		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	17																														
November					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	18																												
December		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	19																														
January 2020						1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	20																											
February							1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	21																										
March								1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	22																									
April									1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	23																								
May										1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	24																							
June											1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	25																						
July 2020												1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	26																				
Annual Project																																Total Days of Instruction	180																														
Short Day School Out at 12:30										Minimum Day, 1-5 Out at 1:45, 6-8 out at 2:00 (Thursdays)										Academic Semester Ends																																											
SPECIAL EVENTS																																HOLIDAYS AND PUPIL-FREE DAYS																															
Professional Development: Aug 1 - 9, 2019										No School: August 30, 2019										Pupil Free Day: January 6, 2020																																											
Family Mixer: August 9, 2019										Labor Day: September 2, 2019										Martin L. King Day: January 20, 2020																																											
Back to School nights: September 27 & 28, 2019										No School: September 30, 2019										No School: February 14, 2020																																											
Parent Conferences: October 21-25, 2019										No School: October 9, 2019										President's Day: February 17, 2020																																											
Parent Conferences: January 13-17, 2020										Veteran's Day: November 11, 2019										Memorial Day: May 25, 2020																																											
Student-Led Conferences: May 26-29, 2020										Fall Break: November 25 - 29, 2019																																																					
Academic Semester 1: Aug 12 - Jan 13, 2020										Q1 Aug 12 - Oct 17, 2019 Back to School										Q3 Jan 14 - Mar 19, 2020 Service Learning																																											
Academic Semester 2: Jan 14 - June 5, 2020										Q2 Oct 18 - Jan 13, 2020 International Fair										Q4 March 20 - June 5, 2020 Annual Project																																											
Winter Break: Dec 23, 2019 - Jan 3, 2020										Spring Break: March 30 - April 10, 2020										Summer Break: Starts June 7, 2020																																											
Extended School Year (ESY)																																																															

DRAFT - NOT BOARD APPROVED

Sample Bell Schedules

***All Staff Collaborate every morning beginning at 7:30 and continue until school begins. In addition, we have debriefing daily for twenty minutes at the end of the school day.**

Transitional Kindergarten & Kindergarten Sample Regular Daily Schedule

Time	Event	Instructional Minutes
------	-------	-----------------------

8:30-9:15	Reader's Workshop/ Integrated ELD	45
9:15-9:45	Physical Education	30
10:15-10:35	Snack	
10:35-11:05	Social	30
11:05-11:35	IWT/Designated ELD	30
11:35-12:15	Lunch	
12:20-12:50	Special- Technology, Horticulture, Library, Music,	30
12:50-1:30	Math/ Integrated ELD	40
1:30-2:00	Writer's Workshop/ Integrated ELD	30

1st and 2nd Grade
Sample Regular Daily Schedule

Time	Event	Instructional Minutes
8:30-9:15	Physical Education	45
9:00-9:45	Readers' Workshop/ Int. ELD	45
9:45-10:05	Recess	
10:05-10:50	Shared Reading/ Int. ELD	45
10:50-11:35	IWT- Designated ELD	45
11:35-12:15	Lunch	
12:15-1:05	Special- Technology, Horticulture, Library, Music, Art	50
1:05-1:55	Math/ Int. ELD	50
1:55-2:25	Writer's Workshop/ Int. ELD	30
2:25-2:55	Social Studies/Science/ Int.	30

3rd, 4th, and 5th Grade
Sample Regular Daily Schedule

Time	Event	Instructional Minutes
8:30-9:15	Writer's Workshop/ Int. ELD	45
9:15-10:05	Reader's Workshop/ Int. ELD	50
10:05-10:25	Nutrition	
10:25-10:55	Physical Education	40
10:55-11:50	Math/ Int. ELD	55
11:50-12:35	Science/Social Studies/ Int.	45
12:35-1:15	Lunch	
1:15-2:05	IWT/ Designated ELD	50
2:05-3:00	Specials: Technology, Music, Art, Horticulture, Library	55

6th-8th Grade
Sample Regular Daily Schedule

90 minute blocks, 30 min. advisory, 50 minute elective

	Monday	Tuesday	Wednesday	Friday
	<i>Teacher/ Staff Planning or Team Meetings with Families</i> 7:30-8:15	<i>Teacher/ Staff Planning or Team Meetings with Families</i> 7:30-8:15	<i>Teacher/ Staff Planning or Team Meetings with Families</i> 7:30-8:15	<i>Teacher/ Staff Planning or Team Meetings with Families</i> 7:30-8:15
1	P 1 8:15 -10:00	P 1 8:15 -10:00	P 1 8:15-10:00	P 1 8:15 -10:00
2/3	P 2 10:05-11:35	P 3 10:05-11:35	P 2 10:05-11:35	P 3 10:05-11:35
	Advisory 11:40-12:10	Advisory 11:40-12:10	Advisory 11:40-12:10	Advisory 11:40-12:10
	Lunch 12:15-12:55	Lunch 12:15-12:55	Lunch 12:15-12:55	Lunch 12:15-12:55
4	P 4 1:00-2:10	P 4 1:00-2:10	P 4 1:00-2:10	P 4 1:00-2:10
5/6	P 5 2:15-3:16	P 6 2:15-3:16	P 5 2:15-3:16	P 6 2:15-3:16
	<i>Teacher Debriefing and Collaboration</i> 3:30-4:30	<i>Teacher Debriefing and Collaboration</i> 3:30-4:30	<i>Teacher Debriefing and Collaboration</i> 3:30-4:30	<i>Teacher Debriefing and Collaboration</i> 3:30-4:30

1st and 2nd Grade

Sample Thursday Early Dismissal Daily Schedule⁵⁸

Time	Event	Instructional Minutes
8:30-9:15	Writer's Workshop/ Int. ELD	45
9:00-9:45	Readers' Workshop/ Int. ELD	45
9:45-10:05	Recess	
10:05-10:50	Social Studies/Science/ Int.	45
10:50-11:35	IWT/ Des. ELD	45
11:35-12:15	Lunch	
12:15-1:05	Specials- Technology, Horticulture, Library, Music,	50
1:05-2:00	Math/ Int. ELD	55

3rd-5th Grade

Sample Thursday Early Dismissal Daily Schedule

Time	Event	Instructional Minutes
8:30-9:15	Writer's Workshop/ Int. ELD	45
9:15-10:05	Reader's Workshop/ Int. ELD	50

⁵⁸ Note that TK/K are released at 2:00 each day and thus do not have a different schedule for Early Dismissal.

10:05-10:25	Nutrition	
10:25-11:15	Math/ Int. ELD	50
11:15-12:00	Science/Social Studies/ Int.	45
12:00-12:35	IWT/ Des. ELD	50
12:35-1:15	Lunch	
1:15-2:00	Specials: Technology, Music, Art, Horticulture,	45

6th- 8th Grade

Sample Thursday Early Dismissal Daily Schedule

Thursday: <i>50 min. classes, 50 min. advisory</i>	
Staff Mtg	7:45-8:15
1	8:15 – 9:20
2	9:25 - 10:15
3	10:20 - 11:10
Advisory	11:15 – 12:05
Lunch	12:10 - 12:40
4	12:45 – 1:35
5/6	1:40 – 2:00
	<i>Teacher Professional Development</i> 2:30-4:30

WISH COMMUNITY SCHOOL WILL EXCEED THE MINIMUM 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 Req'd
TK	Y	163	255	0	n/a	3	185	14	195	180	36000	44850	8850
K	Y	163	255	0	n/a	3	185	14	195	180	36000	44850	8850
1	Y	131	325	32	255	3	200	14	210	180	50400	54275	3875
2	Y	131	325	32	255	3	200	14	210	180	50400	54275	3875
3	Y	131	335	32	255	3	210	14	220	180	50400	55755	5355
4	Y	131	335	32	255	3	210	14	220	180	54000	55755	1755
5	Y	131	335	32	255	3	210	14	220	180	54000	55755	1755
6	Y	131	350	32	283	3	220	14	240	180	54000	58926	4926
7	Y	131	350	32	283	3	220	14	240	180	54000	58926	4926
8	Y	131	350	32	283	3	220	14	240	180	54000	58926	4926
9	N	0	0	0	0	0	0	0	0	0	64800	0	
10	N	0	0	0	0	0	0	0	0	0	64800	0	
11	N	0	0	0	0	0	0	0	0	0	64800	0	
12	N	0	0	0	0	0	0	0	0	0	64800	0	

WISH Community School also offers:

After-School Program: Every afternoon (Monday through Friday) from dismissal time until 6:00 p.m. The afternoon activities consist of supervised activities with a heavy focus on learning and homework help. Students identified as SED or who receive FRLP attend for free or at a discounted rate.

Enrichment Program: Operates every afternoon (Monday through Friday) from dismissal time until 6:00 p.m. The afternoon's activities consist of arts, sports, and curriculum clubs. Students identified as SED or who receive FRLP attend for free or at a discounted rate.

Summer School: Four weeks during the summer break. (Students with disabilities who require ESY will receive intervention in accordance with IDEIA and their Individualized Education Programs regardless of whether the summer school program is available to all students. This extended program will provide integrated curricular instruction in reading, writing, and math skills, as well as extracurricular activities designed by the staff.) Currently only students with disabilities attend and there is no charge for this program.

XIII. TEACHER AND STAFF RECRUITMENT PROGRAM

WISH Community School recognizes that it takes an extraordinarily talented and committed team to deliver its instructional model. Core to the leadership of the school is a guiding

commitment to full inclusion. Accordingly, at the outset, the Principal provides mentoring and support for the Designated Instruction and Services Team (part-time speech therapist, physical therapist, etc. for Special Education services and support). Principals and teachers work together to hire new team members.

Teachers are recruited who have experience working collaboratively with other teachers, professionals and paraprofessionals in the classroom setting. Scheduled weekly debriefing with teachers, professionals and paraprofessionals facilitate the collaborative process. All faculty and staff receive ongoing guidance on best practices through WISH's Executive Director, principals, and our university affiliation with Loyola Marymount University, School of Education.

RECRUITING QUALIFIED TEACHERS

WISH Community School attracts and recruits teachers qualified to uphold the school philosophy and deliver the instructional program through a variety of internal and external search methods. Internally, we prepare in advance so that we can communicate the school's needs and help potential candidates identify themselves as good matches. WISH Community School builds clarity and high standards in relationships with staff members whom we ultimately hire. The school begins to build team spirit by including its school's mission with recruiting materials and by emphasizing common goals that people in each role are expected to help meet. (See *Element 5: Employee Qualifications*, for details about the hiring process.)

Strategy 1: Write a Performance Description for Each Staff Role

WISH Community School will articulate the major work areas (classroom teaching, staff team work, parent relations, etc.), goals, and behavioral expectations/competencies for each role. We will be as concrete as possible and will include any "extracurricular" duties (e.g., committee assignment, student groups/sports team supervision) generally expected of the position. Each staff goal will support our school's mission. Role descriptions will be created with input from multiple stakeholders.

Strategy 2: Identify Required and Desired Qualifications and Characteristics

Using the role description, WISH Community School will identify specific qualifications and characteristics that support each goal. This will help us ensure that the qualifications we choose serve a real performance purpose. Categories WISH Community School will review to determine qualifications and characteristics will include: (a) subject matter knowledge, (b) instructional and assessment practices, (c) classroom management skills, (d) knowledge of child development, (e) awareness of typical issues facing the school's student body, (f) behavioral competencies (such as teamwork and cooperation, goal-setting overcoming obstacles, and interpersonal influence skills), and the (g) ability to serve a diverse group of students with varying ability levels.

Strategy 3: Identify Potential Sources of Staff

Using existing personal, professional, and community networks, WISH CS will create recruiting sources. This will occur through our affiliation with LMU/SOE and through advertising in large

educational databases, such as, Edjoin. Staff will attend or send materials to conferences (e.g., Association for Supervision and Curriculum Development (ASCD); American Educational Research Association (AERA), The Association for Persons with Severe Handicaps (TASH) that have candidates that seek the jobs we offer. We also will contact the career placement offices for both undergraduate and graduate programs of the surrounding universities, most notably its university affiliate, LMU/SOE. Additionally, WISH Community School will work with other schools to participate in or host a job fair, advertise in teacher magazines, hold an open house at our school, and participate in websites that host school staff positions that are available. As we develop, WISH Community School will encourage paraprofessionals to get the necessary credential and to apply for teaching positions.

In order to have staff reflect the student population, WISH Community School will seek to hire a diverse staff. We will contact non-premier colleges and universities that serve a diverse population of students, advertise in publications that reflect the culture of the people it would like to hire, and attend events at local churches and community centers.

Strategy 4: Promote WISH Community School

WISH CS will seek the best candidates by presenting the school so that the most highly qualified and best-matched candidates will want to accept positions. Candidates will "get a feel" for the school so that they also may decide if they share WISH CS's philosophy of education. Some recruiting methods WISH CS will use to communicate and promote the purpose of the school include: (a) giving all applicants a copy of the mission and/or other relevant materials, (b) leading all candidates on a tour of the school, (c) offering candidates achievement, demographic, and other relevant information about the school, (d) distributing (with permission) the contact information of current teachers and parents who would be willing to answer finalist candidate questions, and by (e) allowing finalists to observe classes.

Strategy 5: Work Closely with University Faculty

In order to find effective teachers for WISH Community School, we will take an active role in working closely with Loyola Marymount's School of Education to produce strong teacher preparation programs, to utilize our school as a training and learning institution, and to generate interest from graduates who are highly qualified teachers.

XIV. PROFESSIONAL DEVELOPMENT

Following is a list of professional development topics that are covered every year, including the first year of the new charter term (2019-20), but not limited to:

- The charter petition, school mission/vision and values
- Instruction, Student Outcomes and Assessment
- Co-Teaching models for classroom instruction, planning and debriefing
- Illuminate data system
- Reader's and Writer's Workshop
- Depth and complexity icons

- Universal design
- Meeting the needs of English Learners
- CA Common Core/NGSS and state frameworks instruction and standards
- Schoolwide positive behavior support and classroom level implementation
- Inclusive philosophy
- Emergency and safety procedures/policies
- School administrative policies and procedures (attendance, requests for expenses, etc.)
- Neurodevelopment and individual learner differences
- Cultural understanding
- Mindset
- Conflict resolution
- Multi-Tiered Systems of Support
- Project based learning

The school's instructional model and scheduling also incorporates significant time for faculty planning and collaboration. This takes place in the form of co-planning time in the morning, which is used for general and special education faculty to collaborate or for faculty to engage in co-planning for integrated instruction (as described below). Each faculty member in grades TK-8 has one planning period for personal instructional planning. In addition, at the end of each regular school day, time is set aside for teams of teachers and paraprofessionals to debrief the classes and discuss successes, concerns and opportunities for improvement for the next day. After the debriefing, all faculty members remain on campus until at least 4:30 pm to collaborate with one another and work on lesson-planning, much of which will be interdisciplinary in nature.

All teachers also participate in 6-10 days of teacher summer training and 2 in-service days throughout the year, along with weekly professional development for two hours and 30 minutes each Tuesday. Our professional development system offers growth opportunities for all staff members and educators. All members of WISH Community School faculty and staff receive on-site training and support throughout the year and are given opportunities to attend national and regional conferences.

Explanation of Themes

- *WISH Community School Petition Review* At the beginning of each academic year, the WISH Community School staff will revisit the charter petition and the school's mission statement. This allows for alignment of the school vision with the day-to-day operations of the school as well as creates a collaborative working and learning environment where all stakeholders understand and support the school's model.
- *Collaboration and Co-Teaching* Collaboration and co-teaching are cornerstones of WISH Community School's model for inclusion and instruction for all students. Teachers receive 6 hours of professional development focused on models for co-teaching, collaborative planning, and debriefing. In addition, teachers make site visits to inclusive

collaborative model schools and observe co-planning and co-teaching time. Further professional development will delve into strengthening joint planning for active instruction and conflict resolution. Additionally, teachers engage in monthly mentor meetings within their collaborative grade level teams provided by site administrators. Teachers expand their understanding of collaboration to include training on collaborative practices with families and strategies to support families to encourage literacy development at home.

- **Positive Behavior Support** School Wide Positive Behavior Support (SWPBS) is a researched based approach to understanding, preventing, and managing student behavior. It is most effective for all students when implemented at the school-wide, classroom and individual levels. SWPBS is not only effective management strategies but also an orientation or mindset toward viewing behavior. Staff will need ongoing professional development and mentoring to scaffold their understanding and use of positive behavior support. All school staff will receive training in SWPBS systems for supporting all students and will work collaboratively to develop school rules and common expectations for student behavior. Teachers will receive training on implementation of PBS on a classroom level. This occurs prior to the school year with two follow up sessions in November and March. Teachers receive more intensive development on the use of PBS strategies at the classroom level using the STOIC and the CHAMPs model of behavior management. This occurs prior to the start of the school year with two follow up sessions in November and March. Staff also delve into enhancing and improving preventative strategies for behavior management on during student's lunch and transition times. Training will be provided to all staff on how to implement conflict resolution.
- **Instruction** Each year teachers will receive intensive training on Common Core Standards, Universal Design for Learning techniques, project-based learning, and evidence based interventions to support all teachers in providing academic support to children with and without disabilities. In addition teachers also receive professional development in providing second language instruction for English Learners (EL). Teachers are also trained to use Illuminate to create a variety of reports on student achievement, including disaggregated data by content strand, student subgroup, grade-level and classroom. The staff are trained to interpret data, and engage in critical analysis of the data to determine how the school can address performance deficiencies or negative data trends. This data analysis is tied to professional development on standards-based instruction so that teachers can enhance their understanding of tailoring instructional methodologies to support the learning of all students.
- **Pedagogy** Pedagogy support focuses on evidence based practices, multi-tiered systems of support, meaningful and engaging constructivist experiences, the inclusive philosophy of WISH Community School, neurodevelopment, and its influence on individual learner differences, cultural understandings, and how to promote culturally responsive teaching. The pedagogy themes are designed to develop a school culture that is

consistent with the mission and vision of WISH Community School and to provide teacher training that enhances skill development in addressing the needs of individual learners. Further training will focus on constructivist assessment for all students as well as teacher/student mindsets and their influence on the educational experience. The goal of developing a school culture consistent with the mission and vision of WISH Community School will transcend professional development each year and be adjusted to meet the needs of the current teaching staff.

The instruction and pedagogy themes are designated to further teachers' skills within a constructivist inclusive model for instruction. Given that teachers' skill sets are not yet known, these pieces are yet to be solidified. Our teachers will work collaboratively to identify areas of need within these themes based on individual professional development goals and annual faculty needs assessment data.

XV. WISH COMMUNITY SCHOOL'S PLAN TO MEET THE NEEDS OF SPECIFIC STUDENTS

As detailed throughout this petition, essential to WISH Community School is the ongoing support for an inclusive learning community where all students, their parents and the school's staff appreciate and value diversity. WISH Community School is specifically designed at its core to help all students succeed, including those who learn differently or have specific challenges and special needs. Intensive differentiation, scaffolding and extra help support students to keep pace with class work, and targeted academic interventions address individual learner needs. All teachers participate in extensive professional development to address the needs of students with identified disabilities. Our co-teaching model, which consists of education specialists and designated instructional support providers working with the general education teachers to implement interventions and strategies throughout each student's program, and the implementation of the multi-tiered systems of support ensures that students with special needs receive the academic and behavioral instruction that they need on a daily basis to meet and/or exceed grade level standards and graduate from high school. The WISH CS's Multi-Tiered Systems of Support include clear Tier 1, Tier 2, and Tier 3 strategies to address academic and behavioral needs of all students. An example of strategies used in each tier include, but are not limited to the following.

Tier 1 Strategies

- Reflective, caring, and connected co-teaching and collaboration
- Frequent and clear communication with parents
- Clear rules and expectations posted
- Systematic supervision on the playground
- Teaching of rules and expectations
- School-wide Owl Sticker reinforcement mechanism
- Ruler Program
- High quality, evidenced based, curricular supports in all areas
- Monthly awards assemblies

- Social skills lessons tailored to grade level needs
- Posting and teaching of problem-solving process language (i.e. Solving Circles) around the campus
- Intensive Workshop Time

Tier 2 Strategies

Tier 2 structures are put in place on an as-needed basis to address the needs of smaller groups of students who require more support and intervention in making academic gains and in complying with school-wide rules and procedures. The following strategies include, but are not limited to:

- Targeted social skills instruction by our school counselor to specific classes of students
- Lunch time social skills group meetings for students whose parents opted-in
- Implementation of a red/yellow card system for a highly competitive group of students playing soccer and basketball
- A daily kindness inventory completed by 4th and 5th grade students using Google forms following every recess and lunch period
- Frequent check-ins with parents
- Behavior contracts
- Point charts
- Small group instruction

General education teachers, in coordination with their special education partners, take data on student behavior and academic achievement while implementing their classroom-based interventions. Again, should the data indicate an improvement in behavior then steps will be taken to maintain the supports all the while making a plan to fade them. Should the behavior continue to be disruptive to the student or classmates then a behavior or academic assessment may be initiated.

Tier 3 Strategies

- Functional behavior assessment
- 1:1 targeted instruction using evidence-based interventions
- Mirroring folders
- Behavior data tracking using scatterplots, frequency, or time sampling data depending on what is the best match for the behavior of concern
- Check in, Check out system with teachers and parents

Paraprofessionals and teachers are trained and supported in implementing the behavior and academic interventions and data is collected throughout the intervention implementation. Decisions regarding fading support or changes to the intervention plan are made only after review of the data.

To the extent necessary to meet each student's needs, WISH CS utilizes learning centers to provide designated instruction and services to students. Learning centers can provide

individualized educational experiences, depending upon the individual needs of the students and their respective grade levels. At WISH CS, learning centers act as an additional resource for the daily work taking place in the classroom at that given time. The multi-tiered system of support is implemented using a co-teaching framework in which special and general education teachers are partners in planning, teaching, progress monitoring and assessing students. The special education teacher in effect moves between four to six classrooms providing service to students within their general education classrooms in a natural, pre-planned way. Embedded supports and related services, such as intervention specialists, speech and language therapists, and occupational therapists work closely with teachers within the learning environment, providing strategies and direct supports for to address each individual's learning needs. Students are not pulled out of classroom to receive interventions or therapies. Tier 2 and Tier 3 interventions are implemented within the general education classrooms core instructional periods or during intensive workshop time within the classroom. Paraprofessional support is provided to meet the needs of students who are not able to independently and/or safely navigate the campus. These paraprofessionals also provide customized support, under the direction of credentialed teachers and according to the requirements of each student's IEP, throughout the day, and are valuable members of the team.

WISH Community School is founded on the core belief that each student can meet the California content standards and works accordingly with students to achieve these standards. In addition to students who arrive at our school with IEPs and other identified needs, WISH CS identifies students who are performing below grade level through the results CAASPP assessments, benchmark assessments, classroom assessments, and/or classroom assessments and observations. Instructional staff monitors the progress of students with special needs (EL, SpEd, low-achieving, etc.) throughout the year to ensure that students are on track for meeting growth goals.

A.

STUDENT SUPPORT AND PROGRESS TEAM (SSPT)

The school implements a "student support and progress team" (SSPT) model to strategize ways to meet student needs within the regular instructional setting. Students who are not demonstrating success in academic classes are referred to the SSPT process. Such teams typically consist of the student's teacher(s), a school administrator, the student's parent/guardian (if possible), and others. The team implements strategies within the general education setting and then monitors students' progress as new strategies are tried. If the student is still not demonstrating success after all feasible strategies have been exhausted, and if the student's difficulty appears like it could be caused by a disability eligible for special education services, the student will be referred for formal assessment.

Students' learning programs are updated as needed to address their specific needs including instructional differentiation needed to help the student make the most progress. Depending on identified needs, students receive one or more of the following interventions:

- Instructional activities and/or materials modified to accommodate the student's specific academic needs
- Supplemental lab time to close skills gaps and to help students stay on pace
- Additional help with understanding content during the school day from teachers, support staff, peers, and/or volunteer tutors
- Supplemental instruction, including extra help and/or targeted academic interventions to raise skills to grade level.

No student is excluded from the admissions process or excluded from attending WISH Community School due to his/her English language fluency, academic achievement, IEP or suspected disability, or any other factor. WISH Community School is committed to serving all students who wish to attend our school and will actively seek out and recruit students with special needs to apply for admission and enroll their child. The ways by which our school intends to meet the special needs of our diverse student population are detailed below.

ENGLISH LEARNERS

To^B address the significant academic needs of EL students, all of the major components of WISH CS's instructional program have been carefully designed to promote the academic and social success of EL students. WISH CS adopts the LAUSD English Learner Master Plan. Several key features of effective programs for English learners were identified during a study of 75 exemplary schools that successfully provide academic programs to English Learners in California (www.sharingsuccess.org). Many of those features have been incorporated within the program at WISH CS, such as:

- **Inclusion** – The program for English Learners are an integral part of the school, neither conceptually nor physically separated from the rest of the school.
- **Enrichment** – English Learners are provided with a rich intellectual diet, not a remedial curriculum. The instructional approach for all students emphasizes critical thinking, hands-on learning, relevance, and connection across the disciplines.
- **Coordination** – A premium is placed on coordination and collaboration both horizontally and vertically across grade levels. Weekly schedules are designed to provide common planning time for teachers.
- **Internal Impetus** – WISH CS teachers and school leaders are the driving force and key players in designing and implementing innovative curricular and instructional approaches.

Process for Identifying ELs

WISH CS adheres to all applicable state and federal laws and regulations with respect to serving students who are English Learners. In order to identify students who are English Learners in a timely fashion and to provide appropriate instructional support and services, all parents are required to complete a *Home Language Survey* upon enrollment at the school. Cal. Education Code § 52164.1. Students whose primary language is not English are assessed using the English Language Proficiency for California (ELPAC) assessment aligned to the CA ELD Standards if he or

she has not previously been identified as an English learner by a California public school or if there is no record of prior ELPAC test results. The ELPAC assessment takes place within 30 days of the start of the school year or within two (2) weeks after the date of the student's first enrollment at WISH.

The English language proficiency of all currently enrolled English Learners is assessed in accordance with the test contractor's directions and California Education Code guidelines. Students with disabilities are permitted to take the test with the accommodations listed in the Education Code if they are specified in the student's IEP or Section 504 plan. An alternate assessment for English language proficiency is administered to students who are unable to participate in the ELPAC, according to the guidelines set forth in the student's IEP. The school notifies parents of the school's responsibility to conduct ELPAC testing and informs parents of ELPAC assessment results within 30 calendar days following receipt of results from the test contractor.

Students are monitored in conjunction with the ELPAC General Performance Level Descriptors (PLDs):

Level	Description
4	English learners at this level have well developed oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the "Bridging" proficiency level as described in the 2012 California English Language Development Standards, Kindergarten Through Grade 12 (CA ELD Standards).
3	English learners at this level have moderately developed oral (listening and speaking) and written (reading and writing) skills. They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. They need light-to-minimal linguistic support to engage in familiar social and academic contexts; they need moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the "Expanding" proficiency level through the lower range of the "Bridging" proficiency level as described in the CA ELD Standards.

2	English learners at this level have somewhat developed oral (listening and speaking) and written (reading and writing) skills. They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas. They need moderate-to-light linguistic support to engage in familiar social and academic contexts; they need substantial-to-moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the low- to mid-range of the “Expanding” proficiency level as described in the CA ELD Standards.
1	English learners at this level have minimally developed oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the “Emerging” proficiency level as described in the CA ELD Standards.

(<https://www.cde.ca.gov/ta/tg/ep/elpacgpld.asp>)

Parents are notified of their child’s ELPAC scores each year, as well as when a student is being considered for Reclassification and again when they are officially reclassified. WISH CS uses annual ELPAC and other standardized test data (e.g., CAASPPs), teacher observations, and optional parent input to identify English Learners determine their English Language Development levels, and reclassify EL students as English proficient when appropriate. Annual Assessments for students already identified as EL are administered each year.

Educational Program for English Language Acquisition

In addition to the major program design features at WISH CS that support students who are ELs, teachers employ the following specific strategies in their classrooms. Notably, these strategies are beneficial for all students, not just English Learners. As an integral component of WISH Community School’s English Language Development Program (ELDP), all English learners receive designated intensive daily English Language Development instruction during a flexible period in the schedule that is reserved for enrichments/electives/IWT. Integrated ELD instruction is provided throughout all class time, relying on both Guided Language Acquisition Design (GLAD) and Specially Designed Academic Instruction in English (SDAIE) strategies. All faculty receive intensive training during professional development on these strategies, which are beneficial to all learners, not just those developing English proficiency. WISH CS uses the evidence based common core curriculum with ELD standards and supports to address the ELD needs of our students. Students are also able to receive before and after school support as needed.

Adolescent ELs require different types of high quality educational experiences and interventions. Their unique needs include a focus on expedited language, literacy, and content

learning. Beyond oral language proficiency these students are faced with accessing complex content with an expectation that they are reading to learn. Since these students are taking core English while also learning English they are often expected to do double the work of native speakers. Depth and breadth of vocabulary is essential for adolescent ELs and vocabulary and comprehension strategies must be taught explicitly for all subject areas in order for access and growth to occur.

In the school's model of ELD instruction, students receive extensive exposures to literature through teachers reading aloud, daily silent and free voluntary reading time, weekly reading and writing circles and workshops, and direct literacy instruction via the mainstream Common Core English language arts curriculum. To assist with content reading and writing, extensive language and academic support are provided. SDAIE strategies are used to provide equal access to core content for the second language learners, and to increase comprehensible input and maximize learners' academic success. Substantive cooperative learning activities are incorporated to provide optimum opportunities for meaningful interaction, and to productively use newly acquired vocabulary and language. Both heterogeneous and homogeneous grouping strategies are employed to scaffold and enhance language and academic learning. Students also participate in language study in both English Language Development specific courses and in Core English classes using a wide variety of contexts ranging from informal classroom conversations to teacher-directed instruction in language forms and structures. Moreover, students engage in fun and creative language learning activities, which include chanting, echo recitation, dramatization, reading aloud and readers' theatre.

Observation scales and forms developed by teachers are partnered with a student work portfolio showcase process to develop a better understanding of the student's skills and abilities. Taking a natural approach to second language acquisition presumes that a second language is acquired (rather than learned through explicit instruction) when given comprehensible input. As a result, communicative and interactive approaches to language acquisition are employed frequently throughout the instructional day to foster development of oral and written proficiency in English. At the same time, the program promotes a belief in accepting, affirming, and accommodating the home language and culture of all students.

HOW THE PROGRAM WILL MEET THE NEW STATE ELD STANDARDS AND USE THE RESULTS OF THE ELPAC TO SUPPORT AND ACCELERATE STUDENT PROGRESS

WISH CS bases its English Learner support program on the new California ELD Standards. The California English Language Development Test, aligned to the 1999 ELD Standards, have been replaced by the English Language Proficiency Assessments for California, system in 2018, which is aligned to the 2012 revised CA ELD Standards.

As guided by the CA ELD Standards, WISH CS teachers provide instruction grounded in the best available research on supporting ELs in an English Immersion environment. Students are expected to advance at least one ELPAC Proficiency Level Descriptor annually as measured by the ELPAC. Our EL Coordinator with support from the Testing Coordinator partners with the

classroom teachers to include ELD goals on students' learning plans. Additionally, our EL Coordinator assesses student progress towards attainment of the standards using standards-based portfolios.

PROVIDE PROFICIENCY LEVELS WITH MEANINGFUL ACCESS FOR ENGLISH LEARNERS, INCLUDING INSTRUCTIONAL STRATEGIES AND INTERVENTION

The instructional program for English learners at WISH CS is planned according to students' assessed level of literacy (reading and writing) in both English and their primary language and according to their proficiency (listening, speaking, reading, and writing) in English. Students begin English language arts instruction with literacy instruction augmented by concurrent daily, formal linguistic instruction in English Language Development.

As mentioned, students who are English Learners are also served within the classroom through daily English language development lessons on an individual and small group basis. During these focused sessions students are grouped homogeneously according to their ELD level. Activities occur both within the classroom (during reading instruction time for example) and in "pull out" sessions as needed (where students work with a teacher/specialist while the rest of the class is with another instructor, or during assigned after-school tutoring). Teachers implement the Benchmark curriculum as the foundation of the ELD program.

Key academic vocabulary and concepts are introduced utilizing the strategies described above and using a SDAIE approach. To ensure that the teaching faculty is able to work successfully with EL students, classroom teachers at WISH CS are required to possess a Cross-cultural Language and Academic Development (CLAD) certificate or equivalent as a condition of employment.

Support for ELs who are learning to read in TK/K and first grade is particularly important. Early intervention is the key to proficiency later on. To address this critical issue, Kindergarten teachers utilize the following strategies in their classrooms:

- Students have multiple opportunities through prior activities in phonemic awareness to hear, distinguish and produce sounds being introduced. Phonological differences between English and the students' primary language are identified and students will be provided additional exposure to and practice with the difficult sounds.
- Students are provided with additional systematic guidance and practice (e.g., Achieve 3000 and MobyMax) if they are unable to match all consonant and short-vowel sounds to appropriate letters through fishing, matching, jumping, and squirting games that allow students to build automaticity with repeated practice that includes objects and pictures.
- Teachers provide brief practice sessions for English Learners who are having difficulty in learning letter-sound correspondences. Students participate in additional review

and practice of particularly difficult letter sounds.

- Teachers ensure that students have had previous instruction or experiences (or both) with the words included in the instruction and that they understand their meaning by writing core vocabulary words for the lesson on the vocabulary section of the board and by introducing the words at the beginning of the lesson through mini games and group discussion (e.g. role plays, drawing pictures on index cards, showing image from internet and pairing with vocabulary word).
- Teachers encourage English Learners to take home age-appropriate materials (e.g., flashcards, decodable text, handouts) related to the teaching objective.

PROCESS FOR ANNUAL EVALUATION OF THE SCHOOL'S ENGLISH LEARNER PROGRAM

The WISH Board and school leaders annually evaluate the effectiveness of the program through analysis of student achievement on the ELPAC, CAASPPs, benchmark tests and teacher feedback. In response to the results achieved on these assessments and feedback, WISH CS identifies program areas of needed improvement. These areas are addressed through professional development both whole school and by grade-level and through one-to-one teacher coaching. As needed, curricular resources used may be revised to best meet student needs. Additionally, individual student needs are identified through the analysis of these assessments and are addressed through targeted interventions such as support and practice ordering pictures in a sequence, practice with structured academic talk with prepared sentence prompts and Accountable Talk prompts, and vocabulary games and activities that involve images, synonyms, antonyms, and the word use in a sentence.

F.

PROCESS AND SPECIFIC CRITERIA FOR RECLASSIFICATION

EL student classification uses the 2012 California English Language Development Standards' three Proficiency Level Descriptors -- Emerging, Expanding, and Bridging -- in conjunction with the more recently approved (2016) ELPAC four Performance Level Descriptors (Levels 1-4) as described above.

The three levels represent the stages of English language development, describing expectations for how well students can understand and use the English language at each level -- knowledge, skills, and abilities across a continuum -- as they continue to build on existing language skills and knowledge.⁵⁹

Emerging: Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.

⁵⁹ California Department of Education. California English Language Development Standards, K-12 (Nov. 2012). <http://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf>. Accessed on August 6, 2018.

Expanding: Students at this level are challenged to increase their English skills in more contexts and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways that are appropriate to their age and grade level.

Bridging: Students at this level continue to learn and apply a range of high-level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. The “bridge” alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction. However, ELs at all levels of English language proficiency fully participate in grade-level tasks in all content areas with varying degrees of scaffolding in order to develop both content knowledge and English.

Both teachers and administration monitor the progress and performance of each student identified as an English Learner with the goal of helping these students reclassify to Re-designated Fluent English Proficient (RFEP) status. Once the school receives ELPAC results, the EL Coordinator begins to analyze the data and determine the eligibility for re-designation of each student within 30 days of receiving the scores. The reclassification criteria is as follows:

- ELPAC scores: between levels 3-4
- Illuminate Inspect scores (or other comparable benchmark) scores for English (reading & language): Average or above
- CAASPP English scores of Meet or Exceeds Standards (if applicable)
- Assessment of language proficiency, using an objective assessment instrument, including but not limited to, the state test of English language development
- Teacher evaluation, including but not limited to, a review of the student’s curriculum mastery
- Parent/guardian opinion and consultation
- Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age

The Principal monitors classroom instruction, updates ELD levels in the Student Information System, reviews EL monitoring rosters to ensure ELs are advancing a minimum of one ELD level per year, reviews ELD grades to ensure that students and parents receive updated information of ELD progress at each reporting period, and checks readiness for promotion, reclassification or need for intervention. The Principal shares the progress and performance of ELs with the teachers and works with them to make the final decision regarding progression to the next ELD Proficiency Level.

PROCESS FOR MONITORING PROGRESS OF ENGLISH LEARNERS AND RECLASSIFIED STUDENTS

The Principal, along with the Administrative Coordinator, also monitors the progress of students reclassified as Re-designated Fluent English Proficient to ensure that they maintain English proficiency, retests any students who appear not to maintain proficiency, and reclassify these students as ELs once again if indicated by the school's criteria.

PROCESS FOR MONITORING PROGRESS AND SUPPORTS FOR LONG TERM ENGLISH LEARNERS (LTELs)

To the extent WISH CS enrolls any Long Term English Learners (LTELs), our program helps to identify and address these students' needs. LTELs participate in ELD instruction as detailed above. Because the needs of LTELs are varied, the Principal, Administrative Coordinator and classroom teachers work together to identify the reasons why a student has not acquired English at an expected rate and determine the best support system for that student moving forward. WISH prioritizes resources for students at risk of being identified as LTELs, including extra time spent in designated ELD, tutoring and additional online practice. Students are made aware of their LTEL status and the risks associated with LTEL status, as well as specific barriers to reclassification and ways to address them. The Principal monitors the progress of LTELs and At-Risk ELs, just as he/she monitors the progress of all students, monitoring the progress of specific interventions and reviewing data to determine whether additional interventions are needed.

I. SOCIO-ECONOMICALLY DISADVANTAGED STUDENTS

Our teachers and staff receive training on recognizing symptoms and behaviors indicative of a student's need for additional supports, including issues relating to hunger, extreme poverty and individual families' challenges to meet their child's needs. Our SSPT is responsible for identifying students and families who might need additional resources or supports, based on self-reporting in the Enrollment forms (i.e., application for free or reduced-price lunch), or teacher observation that suggest a need (e.g., hunger). The SSPT is responsible for making referrals to community service organizations. Our emphasis on a school community and the responsibility we have to one another within that community will extend to the parents and families of our students as well.

We believe that income is not a determining factor in a students' ability to succeed academically. Our rigorous literacy curriculum, paired with individualized instruction, dedicated time, and appropriate support provides the tools necessary to increase achievement for these students. WISH Community School provides the curricular framework and exceptional instruction needed to become literate in technology, as aligned with our core tenets. Charged with the responsibility of closing the technology achievement gap, our teachers utilize hands-on instructional techniques and daily integration of information and communication technology. They promote proficiency in technology by developing coordinated activities that support learning about and using of technology in every subject area. Students have multi-disciplinary opportunities to develop technological skills to enhance

their learning activities. Students have access to desktops and laptops and learn to use a wide range of programs and software for a variety of purposes, including creating and innovating, communicating and collaborating, researching, developing a sense of digital citizenship and community, along with learning technological operations and concepts.

Equity is provided by furnishing all necessary resources to students who require them. This includes materials, dress code items, and any additional items necessary for full access to the curriculum. WISH CS participates in the free and reduced-lunch program which is meant to help low-income students succeed in the public school classroom by ensuring they have nutritious meals each day. Differences and disparity in students of socio-economic disadvantage will be addressed by maintaining a school culture of high expectations for all students. Teachers achieve this goal through responsive teaching contingent upon students' learning needs and interests, with continuous and relevant feedback. School curriculum is a dynamic, complex and multifaceted social and cultural construct which requires students to meaningfully create, engage with, respond to, and critique a range of literacy practices and forms, for multiple purposes using many types of media. Students whose home literacy and practices most closely resemble school literacy practices are more successful in school. WISH CS hosts parent education evenings to teach parents strategies for supporting their child's learning at home and to learn culturally relevant practices that are valued by families. As with students in all subgroups, the Principal and teachers track the progress of this subgroup and individuals within the group. Data on each subgroup is reported to the school community and the Board.

J. **GIFTED STUDENTS**

At WISH Community School, differentiation for students who are identified as high achieving and/or gifted are provided through extending the curriculum and instruction to match the needs of students. The term "gifted and talented," when used with respect to students, children or youth, means students, children, or youth who give evidence of high achievement capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who need services or activities not ordinarily provided by the school in order to fully develop those capabilities. Students who are identified as gifted learners have the potential to achieve beyond what is expected of their same-age peers. Gifted children can also have learning disabilities. It is not unusual to be gifted in one area (logic, math etc.) and learning disabled in another (language, processing etc.).

GATE strategies and advanced placement instructional programming are employed by WISH Community School to meet the needs of diverse learners through differentiation. According to the GATE researchers, differentiation occurs within a classroom when teachers differentiate five dimensions: content, process, products, classroom organization and management, and their own commitment to change themselves into a learner as well as a teacher.⁶⁰ Support for

⁶⁰ See, e.g., Renzulli, J. S. (1997, July). *Five dimensions of differentiation*. Keynote presentation at the 20th Annual Confratute Conference, Storrs, CT.

providing differentiation through each of these five dimensions is available through the depth and complexity icons developed by Sandra Kaplan and the differentiated instruction model designed by Carol Tomlinson.

WISH Community School teachers do not assume that all students need instruction in a given task or segment of study, but assess student readiness prior to teaching new content. Based on performance on previous assessments, assignments, participation and observation, teachers identify which students have the potential to master new material at faster than a normal pace. Additionally, teachers do not assume that being a candidate for curriculum compacting means that the student knows all of the content that will be covered in the unit. Therefore, teachers use appropriate assessment tools to evaluate mastery of specific learning outcomes for each unit of study. These tools may include end-of-unit tests, chapter tests, response to writing prompts, etc. Once students are identified for unit-specific curriculum compacting, teachers use the differentiated class model to manage classroom organization. This results in a few students being provided with acceleration and enrichment opportunities, using the depth and complexity icons and the differentiated instruction model.

Additionally, there are times when teachers pre-assess all of the students in the class instead of selecting specific students to engage in curriculum compacting. Teachers then gauge small group activities to meet the varied learning objectives presented by the pre-assessment. Creating small flexible groups allows teachers to target both skill instruction and enrichment activities. This is accomplished through tiered assignments, use of independent study, interest development centers, accelerated content, varying texts and open-ceiling activities. Open-ceiling activities are those that are not limiting in nature and allow for utilization of the upper portions of Bloom's Taxonomy. All students have the chance to work in many patterns including alone, in pairs, and in flexible groups.

WISH Community School teachers track students' progress through Illuminate. Teachers use this software to track grade level learning goals and document student strengths in each area, document and track assessments used and show acceleration and enrichment options for each student.

Identification of Gifted or High Achieving is not required at WISH Community School to have access to differentiated instruction. However, for families wishing to have their child assessed students are identified following the State and District standards:

- Demonstrate ability in all four critical-thinking and problem-solving skills in their primary language.
 - Explain meanings or relationships among facts, information, or concepts that demonstrate depth and complexity.
 - Formulate new ideas or solutions and elaborate on the information.
 - Use alternative methods in approaching new or unfamiliar mathematical problems.
 - Use extensive vocabulary easily and accurately to express creative ideas.
- High Achievement

- 95% or above on the Otis-Lennon School Ability Test (OLSAT)
- Students who have met the achievement level scale score range for “Standards Exceeded” on BOTH English Language Arts/Literacy and Mathematics on the CAASPP
- Specific Academic Ability
 - Students who have met the achievement level scale score range for “Standards Exceeded” on EITHER English Language Arts/Literacy or Mathematics on the CAASPP
- Identification as gifted in any of the categories by an LAUSD school psychologist prior to entry into WISH CS or as a fee for service for currently enrolled students.

STUDENTS ACHIEVING BELOW GRADE LEVEL

WISH Community School utilizes systematic identification measures and a three-tiered Response to Intervention approach for supporting students who are performing below grade level. The framework of the three-tiered approach is consistent with federal legislation such as the Individuals with Disabilities Education Improvement Act (IDEA 2004) and the Every Student Succeeds Act (ESSA) as well as scientific research. Using Response to Intervention (RtI), WISH CS provides high-quality instruction and intervention matched to student need, monitor progress frequently to make decisions about changes in instruction or goals and apply child response data to important educational decisions. The process of RtI involves: 1) screening for at-risk students; 2) monitoring of responsiveness to instruction; and 3) determining the course of action.⁶¹

At-risk students are identified using portfolio review, work samples, curriculum-based measurements, summative, and formative assessments. Students are monitored daily through exit tickets after lessons and weekly during grade level planning meetings and professional development for their responsiveness to instruction and responses to basic differentiation techniques. If it is concluded that the student needs additional supports, they begin to receive targeted, empirically validated intervention. WISH CS uses student responsiveness to intervention to determine further course of action. Students who are responsive to the intervention continue to receive supports needed in the traditional program of instruction. Students requiring additional intensive instructional strategies will receive instructional or behavioral supports identified in the second tier. The student’s progress is again monitored, and the instructional team reviews the data to determine effectiveness and progress. A Student Success and Progress Team (SSPT), composed of the targeted student, the parents or guardian, and all of the student's teachers is convened to discuss the student's performance, his or her progress, and strategies for improvement. A formal plan is prepared utilizing a multi-tiered approach, and implementation is monitored by the team. Interventions identified in the

⁶¹ Fuchs, D, Fuchs, L. Introduction to Response for Intervention: What, why, and how is it valid? *Reading Research Quarterly*. 2006;41(1):93-99. Kavale, K. Identifying Specific Learning Disability: Is Responsiveness to Intervention the Answer? *Journal of Learning Disabilities*. 2005;38(6):553-562.

third tier that the SSPT determines necessary is implemented and data is collected to determine their effectiveness.

In addition, during enrichment period, students receive 1:1 and small group instruction based on specific needs and/or goals. Placement is determined by students' assessed needs and areas of interest indicated within their learning profiles and once data indicates that a student has progressed to proficiency the student will be moved to another group that matches his/her achievement level, including enrichment groups. Each student is placed with a homogenous group of students who need to acquire a specific foundational skill or who have an affinity for the same topic of interest. Individualized instruction is provided by credentialed general and special education teachers and supplemented by paraprofessionals and student teachers under teacher supervision. All students are integrated with peers in their same grade level and instructional services are provided by teachers responsible for that particular grade level. Assessment takes place before, during and after each learning module and data is analyzed to guide instruction. Systematic intervention tools, such as MobyMax, are used for students performing below grade level. Parents participate in conferences regarding their child's progress following each semester.

STUDENTS WITH DISABILITIES

L.

Please see District Required Language regarding Students with Disabilities at the beginning of Element 1.

As noted throughout this petition, ***special education inclusion is a core tenet of our model.*** The rationale for inclusion is based on the belief that important academic, social and ethical skills and attitudes are developed when students with various abilities, needs and backgrounds learn together. There is a need for schools that employ effective models for inclusion that are implemented on a school-wide basis. The WISH Community School program focuses on improving scholarship and social awareness in the community-at-large, as well as preventing future learning and social problems for children with and without disabilities. Consistent with this statement, all the federal, state, and local legal mandates are upheld. WISH serves children with and without disabilities in an inclusive educational environment. This model is designed for maximizing student outcomes.

Students with IEPs at WISH are placed in a fully inclusive general education classroom with designated instructional services and supports, for the student to receive a Free and Appropriate Public Education (FAPE). The implementation of the IEPs is a function of both the general and special education teachers, paraprofessionals and DIS personnel.

WISH implements a multi-tiered systems of support with clear Tier 1, Tier 2, and Tier 3 strategies to address academic and behavioral needs of all students. To the extent necessary to meet each student's needs, WISH will utilize learning centers to provide designated instruction and services to students. Learning centers can provide individualized educational experiences, depending upon the individual needs of the students and their respective grade levels. At

WISH, learning centers act as an additional resource for the daily work taking place in the classroom at that given time. The multi-tiered system of support is implemented using a co-teaching framework in which special and general education teachers are partners in planning, teaching, progress monitoring, and assessing students. The special education teacher moves between four to six classrooms providing service to students within their general education classrooms in a natural, pre-planned way. Embedded supports and related services, such as intervention specialists, speech and language therapists and occupational therapists work closely with teachers within the learning environment, providing strategies and direct supports for to address each individual's learning needs. Students are not pulled out of the classroom to receive interventions or therapies. Tier 2 and Tier 3 interventions are implemented within the general education classrooms, in the learning center, or before or after school during intervention periods. Paraprofessional support is provided to meet the needs of students who are not able to independently and/or safely navigate the campus. These paraprofessionals also provide customized support, under the direction of credentialed teachers and according to the requirements of each student's IEP throughout the day and are valuable members of the team.

OTHER RELEVANT SUBGROUPS

M. Foster and homeless youth are identified by using information provided by caregivers on a student's enrollment form or otherwise self-identified (e.g., students who become homeless during the year or experience housing instability). The office manager informs the principal and the principal ensures that the teaching team and the necessary staff are aware of students who fall into this subgroup and the best ways to support their growth and development while at WISH. WISH faculty and staff will hold team meetings with important members of outside agencies that support foster and homeless youth. By collaborating with the local child welfare system to ensure a coordinated effort that provides seamless educational transitions, and by working to ensure that children's physical, mental, emotional, and educational needs are met, WISH faculty, staff, and community partners can play an important role in supporting the academic success of children in foster care or who are homeless/experiencing housing instability. The school counselor will ensure that the student knows he or she can talk to her about any problems or concerns. If the child has fallen behind his grade level, WISH will provide partial credits and opportunities for credit recovery and/or assign a tutor. WISH will reduce out-of-school time by referring the child to school-based health and mental health services. WISH will build time into the child's schedule to make up work he or she missed when out of school for health care and mental health care appointments, as well as visits with biological parents, siblings, and caseworkers.

XVI. A TYPICAL DAY

Blending the curricular components discussed above takes dedication, time management and continuous collaboration. Although to look at a typical day would not capture the complexity of the model, the table below provides a template of a typical day at WISH CS. Following the table is a narrative of what a visitor to the school could expect to see.

We start with the “typical day” illustration for the first grade classroom, followed by an example of a “typical day” for a seventh or eighth grader.

7:30-8:00

Teachers and other Certificated Personnel at WISH CS meet to collaborate on the integrated instruction, student challenges and opportunities, and other matters impacting student learning. As students arrive at school, they are greeted by caring staff members as they enter the school campus. Students with disabilities are playing and talking to students without disabilities and vice versa as students greet each other in the outdoor play area before school starts.

8:00-8:10

Students assemble in classroom lines in the outdoor play area and participate in a school-wide flag salute. The Principal greets the entire student body and says words of encouragement to the student body. The students then proceed to class; students who need assistance receive assistance. Students reassemble in the classroom for a morning community circle (a review of the day’s activities with the aid of a large picture schedule). As the teacher takes attendance, students respond by saying “here,” a child who does not use verbal communication hits a switch on his communication device to call out “here.” After attendance, Mrs. Gen Ed Teacher introduces the student teacher that will be joining the class today, Teacher Mary.

8:10-8:50

It’s **Tuesday**, so students are working on their technology skills. (On Monday, Wednesday and Friday students participate in PE during this time.) The teacher is preparing the students to enter the computer lab. She reviews the names of the computer parts and communicates her expectations for behavior when the students are in the computer lab. Upon entering the computer lab, students sit down and begin the activity, led by the Mrs. Gen Ed Teacher. Mr. Spec Ed teacher provides direct instruction to a student who uses a touch screen and modified accessible keyboard to engage the technology. In so doing he is also providing professional development to a paraprofessional (para) who is observing the instruction. After a few minutes, he observes the para providing support to the student, offers feedback and moves on to circulate and support all of the students in the class. An OT is modeling for and collaborating with Mrs. Gen Ed Teacher on how to work with several students on developing the fine motor strength and skills needed to manipulate the mouse and access the touch screen or use the keyboard. One para is providing direct support to the child who accesses the computer using adaptive equipment and the other is circulating and monitoring the students to help prevent behaviors. All of the students are engaged in the activity and know what to do if they finish early.

8:50-10:00

Students engage in a whole group math lesson focused on teaching the greater than/less than symbol. Mr. Spec Ed Teacher and Mrs. Gen Ed Teacher co-teach this activity. First, they do a role play, then Mr. Spec Ed Teacher directs the students engaging in a cookie monster role play while Mrs. Gen Ed Teacher models use of the symbol on the white board. A child with severe

disabilities is in the role play, holding one of the plates of cookies. The student teacher, at Mrs. Gen Ed Teacher's request, is observing and looking for strategies used to engage all students during whole group lessons. Next, students move to 3 small groups to do hands on learning activities with the two teachers and a parent volunteer taking the lead with the centers. The student teacher observes Mr. Spec Ed Teacher run his small group. At Mr. Spec Ed Teacher's table, he gets the small group activity going and then focuses his attention on providing direct instruction to a child with a moderate disability who is working on comparing two groups and deciding which is more, a slight variation from what the majority of the class is doing. A few students who have already demonstrated mastery are engaging in a computer activity.

10:00-10:15

Students move to the outdoor table area to enjoy a morning snack. Students of mixed abilities sit

together at one table. Paras circulate to monitor behavior and provide help. Some students have feeding needs that require support by a trained adult. This is done at a table with the child's peers. After eating, students have time to check out recess equipment and play.

10:15-12:15

Students return to the classroom for Language Arts activities. At this time, Mr. Spec Ed Teacher is next door co-teaching with Mrs. Next Door First Grade Teacher. Students begin at the rug by engaging in a kinesthetic activity designed to help them develop the phonemic awareness skills of segmenting and blending. Next, children are introduced to a new sound card and listen to a silly poem that emphasizes the sound. Then students engage in a short whole group phonics activity designed to teach children how to chunk words when reading. Finally, students move to their desks where they work with a partner on dictation activities. Students with disabilities work with typically developing partners. Mrs. Gen Ed Teacher models for a para how to facilitate peer support for this activity. At the conclusion of this activity, students are called back to the rug and Mrs. Gen Ed Teacher begins reading from an oversized book. This lesson focuses on conventions of print as well as comprehension strategies. She begins by asking volunteers to identify the title of the book and the author and begins matching her oral words to printed words. During the reading, the teacher models using comprehension strategies and encourages the children to use the strategies as well. Next, students review new vocabulary from the story and add the new words to the story vocabulary wall. Then the teacher provides a mini-lesson on the next stage of the writing process and children move back to their desks to work on their stories. Mrs. Gen Ed Teacher pulls a group of four students to a table to provide them remediation and support on editing for capital letters. Mrs. Speech Therapist enters the room at her designated time and provides support to a child who receives LAS services. She works with him on articulation using words that he's written in his story. Some students' stories are quite lengthy while others only have five short sentences. The teachers have designed this open-ceiling activity to differentiate the curriculum.

12:15-1:00

Children eat their meals with their friends in mixed ability groups. Paras circulate to provide support. After 20 minutes, a bell rings dismissing students from the tables. Children engage in

a variety of play activities, some of which are facilitated by paras.

1:00-2:00

The two first grade classrooms are in the midst of creating a first grade city to address many of the major first grade social studies standards. They are working in cooperative campaign groups to create campaign posters for those who have decided to run for mayor of the city. Paraprofessionals, Mr. Spec Ed Teacher and Mrs. Next Door Gen Ed Teacher are all circulating to monitor the progress of the groups. Next, students work on a 3D model of the city they are creating. Mrs. Art Teacher does a lesson on perspective and demonstrates by choosing smaller boxes to use for buildings that will be at the back of the model and larger ones for the buildings at the front of the model. Students then work to cover their boxes with tissue paper and starch. Mrs. Art Teacher and Mrs. Gen Ed Teacher collaborate momentarily on the best way for a child with an orthopedic impairment to participate in the activity. Mrs. Art Teacher provides direct instruction to the child with the disability. Mrs. Gen Ed Teacher circulates, providing feedback and monitoring behavior.

2:00-2:30

During Intensive Workshop time, students move to different places on campus to work in small groups on areas of identified need or interest. A teacher, paraprofessional or administrator facilitates each group. Paraprofessionals that run groups implement activities designed by credentialed teachers. Mrs. Gen Ed Teacher has a small group of students who are reading well above their grade level. She is reading a chapter book with them and focusing on scaffolding their comprehension strategies. ELs are grouped with two Gen Ed Teachers and receiving engaging and intensive ELD instruction using the *Into English!* Curriculum.

2:30-3:15

Students are dismissed at 2:30. They know dismissal procedures and move to the pick up gate or the After School room where are supervised until pick up. Mrs. Gen Ed Teacher, Mr. Spec Ed Teacher, Mrs. Next Door (Gen Ed) Teacher, Mrs. Art Teacher, Mary Student Teacher and the paras who worked in either classroom that day gather around one of the tables in one of the first grade classrooms. Mr. Spec Ed Teacher explains the format of the debriefing to the Student Teacher and begins by sharing one success and one challenge he experienced that day. Mrs. Art Teacher piggy backs on his challenge to share a successful strategy she had used when confronted with a similar challenge. The process continues until all have shared.

Middle School Typical Day

If someone were to visit a WISH CS 6th, 7th or 8th grade classroom on a typical day, he or she would have the opportunity to witness the caring nature of our staff who greet students daily at the gate with a handshake and smile upon arrival. Our paraprofessionals assist students finding their classrooms, managing their materials, and they provide supervisory support so that the entire campus remains safe. Paraprofessionals support students with and without disabilities, and coordinate activities that students of all abilities can participate in. Office staff welcomes families and assists them with their needs. Many parents are on campus

participating in leadership roles for the WCA (WISH Community Association) and facilitating student leadership opportunities (clubs, student council, etc.). The Principal is walking around the campus engaging in conversations with students and families, while monitoring the campus. All students feel welcome.

Before classes begin for the day, students can be seen socializing, playing basketball, and getting ready for the day to begin. While paraprofessionals are monitoring the campus, teachers are planning thematic units in grade level teams. General educators and special educators are co-planning lessons together to meet the needs of all students. The bell rings and students head to their first period classrooms where teachers happily greet them at the door as they enter.

All periods are 90 minutes in length (with the exception of enrichments, which are 50 minutes), and the schedule is designed so that math and English class meet daily given the importance of those core classes for accessing content in other subjects. Students can be seen engaging in a variety of hands-on activities inside and outside of the classroom. Teachers utilize the outdoors for academic classes, as well as physical education. Students are playing music in the auditorium, creating sculptures in art class, and completing experiments in our school's outdoor classroom area. Students can be seen writing poetry in English class, measuring doors and buildings for math, engaging in "Robot Wars" for science, and reenacting a Civil War battle for social studies through a game of flag football. Students are actively learning from a wide variety of teaching strategies and methods.

Students gather together to eat their lunch mid-day at slightly staggered times. Students of all abilities sit together to share stories and eat. No one is excluded. Paraprofessionals are monitoring all areas of the campus, and available to assist all students with any concern or challenge. Paraprofessionals and teachers can be seen checking in with students who are following the community expectations and providing guidance to students who are not. During lunch, some students visit the Student Store. Other students play games or each lunch with a teacher and use the time to get extra help.

After lunch, students take another 90-minute block class followed by a 50 minute enrichment class at the end of the day, similarly characterized by hands-on instruction with ample opportunities for cooperative learning. Because teachers collaborate and often plan interdisciplinary lessons, students are able to recognize connections between the skills and content they learn in their afternoon classes and what they were studying in their morning classes.

The final class of the day is a shorter period of only 50 minutes and most students use this time for electives, physical education, or supplemental instruction in an area where they are below grade level. After the dismissal bell rings, all of the teachers remain on campus and meet in their teams for "debriefing" where they discuss successes, challenges, and actions for serving kids better the next day. Many students remain on campus during this time as well and participate in enrichments, clubs, and after school tutoring supported by our university partner.

A visitor would leave our school after observing a typical day inspired by the level of student and staff engagement and recognize the strong sense of community and inclusion that makes WISH Community School an exemplary school.

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.

I. MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

Please see Element 1, Section 10, *The Requirements Of California Education Code § 47605(B)(5)(A)(ii)*.

II. MEASURABLE PUPIL OUTCOMES: SUMMATIVE ASSESSMENT PERFORMANCE TARGETS

Please see Element 1, Section 10, *The Requirements Of California Education Code § 47605(B)(5)(A)(ii)*.

III. METHOD FOR MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT

WISH CS administers a variety of meaningful assessments to document and analyze student academic progress over time. Student achievement data gathered through internal and external assessments provide teachers the opportunity to modify classroom instruction in response to student outcomes and allow the school to modify its program to best address student needs. The Principal and Director of Student Services discuss the progress of individual and groups of students in every classroom several times each year with teachers (and at least quarterly in a structured, school-wide professional development/planning day) to ensure that all students are making satisfactory progress toward mastery of grade level standards. In depth discussions around student progress occurs during professional development meetings, on “Early Out” Wednesdays and during collaborative weekly grade level planning time. WISH CS regularly measures student progress against the clearly established learning outcomes articulated within the WISH CS Curriculum (see *Element 1*) to make data-driven decisions regarding how to design and implement an instructional program that appropriately challenges and supports all groups of students and individuals across the learning continuum.

In addition to the state-mandated tests, WISH CS administers a variety of published/online pre- and post-assessments. Assessment data is used to plan instruction, organize instructional groups within the classroom, design program elements, and to identify students for intervention support or advanced challenge.

Assessment, Purpose, Grade Levels and Administration Timeline

Assessment	Purpose	Grade	Administration Timeline
Internally-Created Tests and Rubrics for Performance-Based Tasks and Projects	Measure standards mastery in each subject	TK-8	Daily and /or weekly
Publisher-Designed Assessments (Online and paper-based)	Assess standards mastery	TK-8	End of each unit
Writing Rubrics	Assess mastery of grade-level writing standards	TK-8	Daily and/or weekly
CAASPP	State Criterion-Based Assessment in ELA and Math	3-8	IABs- Every four weeks Performance Tasks- two per a semester Comprehensive= Once a year
California Science Test (CAST)	State Assessment in Science	5	Once a year
California Alternative Assessment (CAA)	Alternative assessment in ELA, Math and Science	3-8	Once a year
Illuminate Inspect	National Normed-Referenced Assessment in ELA and Math	K-2	Beginning, mid- and end-of-year

CAASPP IABs	Interim ELA and Math Assessments	3-8	Annually
Teacher's College Running Records	Reading Assessment	TK-8	BOY, MOY, EOY
MobyMax	Math and Reading placement test	TK-8	BOY, MOY, EOY
Achieve3000	Reading Comprehension and Lexile Level	TK-8	BOY, MOY, EOY
ELPAC	Measure language acquisition	TK-8	Upon enrollment; twice annually
Digital Portfolios	Measure mastery of grade-level content	K-8	End of each semester

Assessment data is aggregated by grade, classroom, and sub-groups, etc. to enable school leaders to identify trends and address specific needs for instruction as well as teacher professional development and coaching. In addition to utilizing student achievement data during whole-school professional development days and grade level data meetings held three times a year to look at individual student performance, school leaders also analyze teacher performance and efficacy and implement appropriate supports and training for teachers as needed.

IV. DATA ANALYSIS AND REPORTING

As previously referenced, WISH CS incorporates the use of Illuminate to make possible longitudinal tracking and reporting of student assessment data. We enter state and local assessment data into the system as well so teachers and the Principal are able to make data-driven decisions when planning professional development, designing instruction and identifying student needs. The type of information reporting that is available using the system allows teachers and the Principal to ascertain trends within achievement outcomes for individuals and groups of students to provide timely and appropriate interventions, academic challenge, and to make other suitable program adjustments. Identifying trends in student outcomes also allows the school to target focus areas for additional professional growth.

The range and flexibility of data that is available using Illuminate gives teachers the essential information to effectively meet the needs of all students. The student achievement database also makes it possible for the school to track student demographic information and grades. Teacher data is included in the system and provides a means by which the school is able to examine the impact of teaching on student outcomes by considering the unique value-added information that is available via longitudinal assessment data.

Both internal assessments and standardized test results are utilized to inform teaching and learning. By disaggregating the standardized test data and looking at individual students' results,

teachers and staff utilize test results along with other assessments to determine student's academic needs and create individualized learning plans to address these needs. Conversely, individual performance data from each classroom is aggregated to enable school leaders to identify trends and address specific needs.

School leaders analyze assessment data at least monthly. Gaps in student knowledge become the focus of teacher development in the classroom and help determine appropriate professional development experiences. WISH CS teachers participate in professional development activities relating to assessment and data analysis so that they are able to deepen their understanding of student performance in light of data and modify their instructional designs accordingly. Teachers are trained on how to interpret standardized test data and engage in critical analysis of all assessment data in real-time – including data derived from classroom activities – to determine how best to address performance deficiencies or negative data trends, both for entire groups of students as well as individuals. Data analysis is a critical part of our strategy to ensure differentiated and meaningful instruction for all of our students, based on their individual needs.

Results from these myriad assessment activities is collected and analyzed continuously to drive program improvement across all facets of the school. The Principal reports on and distributes information about school progress to the school community at WCA meetings twice per year, board meetings once per semester, and in a community email to members of the community, including, but not limited to:

- Summary data showing student progress toward the school's goals and outcomes from assessment instruments and techniques as described in this section
- A summary of major decisions and policies established or changed by the Board during the year
- Summary data from an annual parent satisfaction survey
- A summary of major accomplishments by the school community, including fundraising efforts, facility developments, service-learning activities, community partnerships and more
- Other information regarding the educational program and the administrative, legal and governance operations of the Charter School relative to compliance with the terms of the charter generally.

V. GRADING, PROGRESS REPORTING AND PROMOTION/RETENTION

Grades TK-5

Teachers formally report student progress to parents three times each year using report cards. Teachers use a grading scale of 1-4 to report students' progress. A score of 4 indicates a student is exceeding grade level. Teachers conduct parent conferences twice annually (fall and spring) at the time report cards are issued so that parents have regular opportunities to discuss their child's progress personally with his or her teacher. In addition, progress reports are sent home at the five-week mark of each semester to provide parents with updated information regarding their child's academic growth. All instructional staff receive detailed

training about the preparation of these reports during professional development sessions during the year.

Student achievement is evaluated against Common Core Standards and the school's stated outcomes and reflect student progress on a continuum toward mastery of the concepts and skills at each grade level. In addition to a scale score on a continuum toward mastery, teachers include narrative evaluations regarding the completeness, quality and level of understanding of student work as well as descriptions of attitudes and behaviors at school.

Grades 6-8

Reporting student progress is a continuous process with teachers communicating with students and their families. WISH CS uses a semester reporting system that gauges the progress of each student in meeting the school's curricular standards, which are based upon on State Standards and enables our students to successfully transition to high school.

Progress is reported using the following grading system:

4/A	Above Standard	A's are reserved for those students whose performance is truly outstanding. Performance reflects an outstanding level of competency attainment. Projects and tests ree comprehensive, thoughtful, well organized and clearly written. Consistently does high quality work. Has a strong knowledge and understanding of the standard. Uses a wide range and variety of books, tools, and materials. Demonstrates originality, initiative, and independence. Uses a well-developed vocabulary.
3/B	At Standard	Performance surpasses a basic level of competency attainment, understanding and skill, and indicates an ability to integrate and apply information. Regularly meets standards by exhibiting these behaviors: is thorough and accurate; has knowledge and understanding of the subject areas standards; can draw information from a variety of sources; can utilize problem-solving skills.; and has good working vocabulary in subject area.
2/C	Approaching Standard	Performance reflects a basic level of competency attainment, understanding and skill. Developing thoroughness and accuracy. Has a developing knowledge of the standards. Uses an adequate vocabulary.
1/D	Below Standard	Performance meets expectations for a basic level of

attainment for some competencies and understanding of some content. More time, practice and effort is needed to meet subject standards. Frequently requires assistance.

O/F

Performance does not meet expectations for a basic level of competency attainment and understanding.

ASSESSING LIFE-LONG LEARNING, SOCIAL/INTERPERSONAL AND LIFE-SKILLS

A major goal of WISH CS is the development of life-long learning skills, social/interpersonal skills, and life skills needed to become conscientious, responsible citizens. Teachers and family members continuously evaluate students' progress in social and interpersonal domains. For this purpose, teachers incorporate evaluation of student achievement of the social/interpersonal and life skills into rubrics and assessments for projects and activities requiring collaboration and life skills. In addition, students are evaluated on these skills at the beginning, middle and end of each academic year on the WISH CS report card including the following factors:

- Follows directions
- Does neat, organized work
- Shows consideration and respect for others
- Demonstrates self-control in the classroom
- Works cooperatively in groups
- Works independently
- Completes class work on time
- Completes homework on time
- Follows school rules
- Attends school regularly and on time

WISH CS strives to create an environment where all students, parents and staff are valued as equal members of the learning community. To evaluate the extent to which this goal is achieved among students, teachers use socio-metric measures of peer acceptance and friendships. Parent and staff perspectives and satisfaction with the inclusive school community are evaluated through interviews and surveys.

Student Retention

Given the research is clear that retention is damaging and does not close gaps in learning as expected, WISH CS does not retain students. If a child is falling behind WISH CS will work with the parent, teacher, and student to employ additional evidence based supports to ensure the greatest possible amount of achievement to close the learning gaps. Parents who wish to retain their child, when the WISH CS team does not recommend retention, may do so of their own accord at their LAUSD homeschool.

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.⁶²

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.

⁶²The 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.

I. GOVERNANCE STRUCTURE

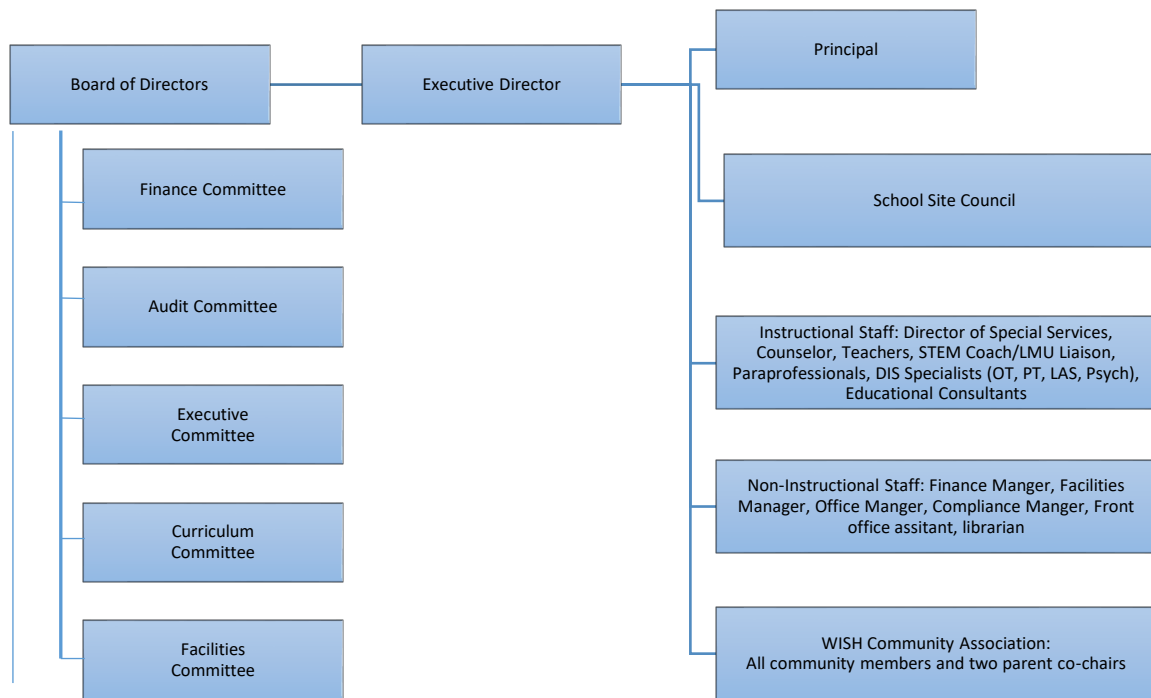
NON-PROFIT PUBLIC BENEFIT CORPORATION

WISH CS is a directly funded independent charter school and operated by The Westside Innovative School House, Inc., a California Non-Profit Public Benefit Corporation with 501(c)(3) designation from the IRS.

ORGANIZATIONAL STRUCTURE

The governance structure and internal organization of participation and leadership at WISH, Inc. has been designed to ensure that, through ongoing communication and collaboration, the entire community at each of our schools fully achieves the WISH CS mission of nurturing the successful development of all children who attend the school. The organizational structure was developed based on the recommendations and best practices of other highly successful charter schools and similar organizations and meets all legal and District mandates.

The following illustrates the Organizational Structure for WISH CS. The committees listed on the left are all committees of the Board of Directors; detailed job descriptions for all staff are included in Element 5:



C.

BOARD OF DIRECTORS

WISH CS is governed by the Board of Directors of Westside Innovative School House, Inc., a California non-profit corporation (hereinafter, “WISH, Inc.”). WISH, Inc. maintains active and effective governance in accordance with its charter and WISH, Inc.’s adopted corporate bylaws that are consistent with the terms of this charter.

Originally formed in 2009 prior to the founding of WISH Charter ES, WISH Inc., has adopted Bylaws that provide that the WISH Board shall at all times have a minimum of five (5) and no more than thirteen (13) directors and shall be composed as follows:

- Three (3) parents of actively enrolled students of a WISH school, consisting of one (1) parent of an actively enrolled WISH elementary student, one (1) parent of an actively enrolled WISH secondary student, and (1) parent representative at-large. At least one (1) parent representative will be the parent of a child with a disability. Parent representatives will be nominated and recommended by the Board of Directors with the advice of the WISH Community Association. Parent representatives will be appointed by a vote of the majority of the WISH Board of Directors.
- No less than five (5) and no more than seven (7) community members;

- At least one (1) member of the faculty of Loyola Marymount University;
- One (1) representative from the charter authorizer, pursuant to California Education Code Section 47604(b), if the charter authorizer elects to appoint a representative to the Board.

Other than a director appointed by the charter authorizer, when a position on the Board of Directors is vacated either by a Board member finishing his or her term or a Board member resigning, the Board of Directors strive to fill that position as expeditiously as possible with a qualified and committed individual.

Pursuant to the Bylaws, each director shall hold office unless otherwise removed from office in accordance with the Bylaws for two (2) years and until a successor director has been designated and qualified per the Bylaws and as required by the position as described below. Board terms are renewable upon mutual consent between the Board and the individual director.

The Board of Directors shall, in its discretion, form Committees, each consisting of two or more directors, in accordance with its Bylaws and applicable law, to accomplish the objectives and responsibilities of the Board and to ensure that the school meets achieves its mission and goals, including, but not limited to, a Finance Committee, Curriculum Committee, Executive Committee, Facilities Committee and an Audit Committee. Appointments to committees of the Board of Directors shall be by majority vote of the authorized number of directors. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting.

The current Board is as follows:

Mike Abercrombie, Board Member

Mike Abercrombie serves as a Certified EOS Implementer at Certified YPO Forum Resource. He is an entrepreneur and business owner for over 20 years. His primary focus is helping businesses implement EOS, the Entrepreneurial Operating System. He provides expertise in strategic planning and finance.

Miles Remer, Board Treasurer

Miles Remer is a highly accomplished Partner and CPA, with leading finance and business strategy firm Ernst & Young (EY), offering over 17 years of financial leadership success. He has multi-national and national experience. His scope of experience encompasses business development, finance client engagement, and project management, and his key strengths are assessing and mitigating risks and identifying strategies to add value to operations. Miles is a parent at WISH Community School.

Suzanne Madison Goldstein, Attorney, WISH Parent Co-Founder

Suzanne Goldstein is a former business litigator and Corporate Counsel for The Sports Club Company and has practiced law for over 25 years. She is a parent co-founder of WISH and has

served on the board since its inception. She has two children who attend the WISH schools, one at WISH Academy and one at WISH Community School.

Victoria Graf, Ph.D., Professor of Education, at Loyola Marymount University, School of Education

The focus of Dr. Graf's work is on research and professional development of special educators to meet the needs of a multicultural society. Over the last 30 years, Dr. Graf has published numerous scholarly articles, including recently, *Education for all: Critical Issues in the Education of Children and Youth with Disabilities* (2008); and *Building Communities through School Success Teams* (2008). Dr. Graf is active in the community of schools in Westchester and is dedicated to improving student outcomes.

Irene Oliver, Ed.D., Chair, Elementary and Secondary Education Department, Loyola Marymount University, School of Education

Dr. Oliver, recently retired, served as the Director of the Elementary and Secondary Education Program at LMU and has access to all programs and professors in the School of Education. Dr. Oliver's areas of focus are best practices for teachers, differentiated instruction and literacy. She has published and presented numerous papers on early literacy and empowering teachers through technology. Dr. Oliver is a long-time resident of Westchester and is active in all the local schools.

Matthew Swanlund, Esq., Aesthetic Legal, a Professional Law Corporation, Founder and Principal

Matthew Swanlund provides legal counsel to start-up businesses as well as established creative companies and in-house counsel. He structures, negotiates and drafts all forms of business agreements in the arts and entertainment, real estate, marketing and commercial distribution industries. He represents clients in corporation and LLC formation, business operations, advertising, commercial distribution and licensing agreements and provides legal guidance in all stages of intellectual property creation and development. He is a current member of the Board of Directors for California Lawyers for the Arts, and is a former Arts Commissioner for the City of Santa Monica. He received his BA in English with honors from UCLA, and his JD from Loyola Law School. He is also a published children's book author and lives in the Westchester community with his family.

Michelle Windmueller, Ph.D., Board President, Principal, LAUSD Pilot Schools Director, Adjunct Professor, Loyola Marymount University, School of Education

Dr. Windmueller is an adjunct professor in the areas of reading, learning disabilities, assessment, instruction, and technology at LMU and Mount St. Mary's College. Dr. Windmueller completed her Ph.D. in Education at the USC in 2004 where her dissertation entitled "Early Reading Predictors of Literacy Achievement for English Learners: A Longitudinal Study from First Through Third Grade" won the Dissertation Award of Merit. Dr. Windmueller taught for twenty-eight years in the urban public schools of East Los Angeles. The last six years of her career were spent as an elementary principal and secondary level director. She developed and helped coach and sustain many LAUSD high schools through the ISIC division.

Dr. Windmueller is a highly accomplished educator and her service to public schools is immeasurable.

Danelle Fisher MD, *Board Vice President and Secretary, Pediatrician*

Dr. Fisher is a pediatrician and owned Westchester Pediatrics for over 14 years, before joining Playa Vista Pediatrics. She graduated Albert Einstein College of Medicine in 1998 and completed pediatric residency at Children's Hospital Los Angeles in 2001. Dr. Fisher is the Vice Chair of Pediatrics at Providence St. John's in Santa Monica and board member of the LA Pediatric Society. She and her family live in Westchester.

Ben Tysch, Financial Advisor

Mr. Tysch holds an M.B.A. from The Wharton School at University of Pennsylvania and has more than 25 years of experience leading and managing clinical, hospital and managed care organizations, including a history of successfully, building the finance, IT, compliance and administrative functions for non-profit organizations.

Mary McCullough

Mary McCullough has served as a professor from 1995 to the present at Loyola Marymount University. Currently she is the Associate Dean for Faculty and she teaches a variety of courses in the Administrative Services program. Dr. McCullough was also principal of Torrance high school where she received the distinction of Administrator of the Year. She continues to design administrator services courses and mentor principals at the local secondary schools. An area of passion for her is school finance.

Jason Rudolph, Esq.

Jason Rudolph is an attorney who has worked in the Los Angeles education sector for many years.

Each member of the Board was carefully chosen for his or her dedication to education, area of professional expertise, service to the community, and ability to support the vision and mission of WISH, Inc. Although not required, the Board strives to create an odd number of Directors for voting purposes. Even at times when the Board contains an even number of directors, all decisions are by majority vote. As consistent with the requirements of the California Corporations Code (Section 5211(a)(8)), an act or decision made by a majority of the directors present at a meeting duly held at which a quorum is present is an act of the board.

D.

The Executive Director of WISH, Inc. and the schools' Principals and other employees shall not serve on the Board and shall not vote in Board elections.

THE CHIEF EXECUTIVE OFFICER (EXECUTIVE DIRECTOR)

The Executive Director shall embody, advocate, and put into operation the mission, vision and strategic direction of WISH. The Executive Director shall oversee all aspects of the Charter School's programs, including financial, operational, educational operations, and strategic planning. The Executive Director shall not be a member of the Board of Directors but shall fulfill the role of President within the corporation and as the corporation's general manager shall have general supervision, direction and control over the corporation's business and officers, subject to the control of the Board of Directors.

At the discretion of the Board of Directors, which retains the ultimate responsibility for hiring and dismissing employees, the Executive Director hires, supervises, disciplines and dismisses the Principal and may, in collaboration with the Principal, hires, promotes, disciplines and dismisses teachers and staff members at the school after consideration of a recommendation by the Principal. See *Element 5: Employee Qualifications* for a detailed job description of the Executive Director.

THE PRINCIPAL

The Principal is the instructional leader of the Charter School. The Principal ensures that the curriculum is successfully implemented in order to maximize student-learning experiences and to facilitate satisfactory academic progress of all students at the school. Like the Executive Director, the Principal does not serve on the Board. The Principal reports directly to the Executive Director and is responsible for the orderly operation of the Charter School and the supervision of all employees in the Charter School. The Principal is assigned to perform tasks as directed by the Executive Director to ensure WISH CS enacts its mission and achieves its stated goals and objectives. At the discretion of the Board of Directors, which retain the ultimate responsibility for hiring and dismissing employees, the Principal hires, supervises, evaluates, and dismisses teachers; hires, supervises, evaluates, and dismisses staff; and communicates and reports to the Board of Directors as needed or requested by the Board. (See *Element 5: Employee Qualifications* for a complete job description of the Principal.)

II. BOARD MEETINGS AND DUTIES

The WISH, Inc. Board of Directors meets at least monthly during the school year. Board meetings and committee meetings are held within the jurisdiction of LAUSD, at a WISH school site. The WISH Board sets the annual meeting calendar at its annual meeting; special meetings are noticed in accordance with the Brown Act. Additional meetings may be called as necessary. All meetings are held in accordance with the Brown Act. Agendas for regular meetings are published in advance and distributed to each member of the Board of Directors and are posted near the entrances of WISH CS and at the entrance of the Charter School's main office for public viewing at least 72 hours in advance of scheduled meetings. Notices for regular meetings (of the full Board and its Committees) are posted on the Charter School's web site, published in the monthly newsletter to parents, and posted in the main office of the Charter School at least 72 hours in advance of the meetings. The schedule for regular Board meetings is also included in the Charter School's monthly calendar that is distributed to all parents at the Charter School.

Agendas for special meetings are posted at least 24 hours before the meeting. Notices for special meetings are posted in the main office and at the primary entrance to the Charter School at least 24 hours prior to the meeting. Copies of Board minutes, once approved, are available online on the school's website and upon request in the main office of the Charter School.

As previously stated, WISH Inc. shall comply with the Brown Act. WISH, Inc. has adopted a conflicts of interest code that complies with the Political Reform Act, Corporations Code Conflicts of Interest rules, and applicable LAUSD policies. The conflict of interest code shall be updated with any charter school specific conflicts of interest laws or regulations.

The WISH, Inc. Board of Directors attends an annual in-service for the purposes of training individual board members on their responsibilities with topics that include at minimum Conflicts of Interest and the Brown Act and Fiscal Oversight and Fiduciary Responsibility.

In addition to the general and specific powers of the Board delineated in the California Nonprofit Public Benefit Corporation law and included in the WISH, Inc. Bylaws, the Board of Directors is fully responsible for the operation and fiscal affairs of WISH CS including but not limited to the following:

- Ensure WISH CS meets its mission and goals
- Monitor student achievement to ensure progress toward fulfillment of the mission;
- Hire, supervise, and evaluate the Executive Director and Principal;
- Retain ultimate responsibility for hiring and terminating all other employees;
- Approve all contractual agreements in excess of \$5000.00;
- Approve and monitor the school's annual budget, budget revisions, and monthly cash flow statements;
- Act as a fiscal agent. This includes but is not limited to the receipt of funds for the operation of the school in accordance with applicable laws and the receipt of grants and donations consistent with the mission of WISH CS;
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices;
- Establish operational committees as needed;
- Recruit and appoint new Board members and provide orientation training
- Participate in fundraising to support the Charter School
- Execute all applicable responsibilities provided for in the California Corporations Code;
- Engage in ongoing strategic planning;
- Approve the schedule of Board meetings;
- Participate in the dispute resolution procedure and complaint procedures when necessary;
- Approve charter amendments as necessary and submit requests for material revisions as necessary to the District for consideration;
- Approve annual independent fiscal audit and performance report;
- Appoint an Expulsion Review Panel to take action on recommended student expulsions.

The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which are not in conflict with this charter or the purposes for which WISH CS is established.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of WISH CS any of those duties with the exception of budget approval or revision, approval of the fiscal audit and performance report, and the adoption of Board policies or other duties legally or practically reserved to the Board (e.g., hiring and firing the Executive Director). The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing;
- Specify the entity designated;
- Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board members.

The Board's decision-making process complies with the Brown Act and with its Bylaws. Prior to taking action on any item, the Board includes an appropriate description of the matter as an "action item" on its properly posted agenda. The Board discusses the item and takes action/votes on the item only if a quorum of directors is physically present at the meeting. If a director abstains on any item and as a result a quorum of voting directors is not present, the item is not acted upon and may be tabled. When duly noticed special meeting are conducted via teleconference, directors comply with the Brown Act and, if action is taken, a roll call vote is conducted and recorded.

III. STAKEHOLDER INVOLVEMENT IN DECISION-MAKING

All stakeholders are considered integral to the effective governance of the school. Parents, in particular, are involved in decision-making in regard to the overall school program in the following ways:

- Parent representation on the Board of Directors.
- Parent participation in the WISH Community Association and WISH CS School Site Council, as described below.
- Parent representation on a monthly basis at Faculty Meetings.

Along with staff and students, all parents of enrolled students are invited to be members of the WISH Community Association ("WCA"). The WCA is designed for parents, teachers, students, and community members of *both* WISH CS and WISH Academy. The WCA facilitates open communication among the entire WISH community through monthly meetings where parents, educators, and outside community members share information and have the opportunity to

learn more about WISH activities and educational programming. The WCA operates through its leadership team, which coordinates the annual event calendar and the work of the various WCA committees. Meetings feature updates on committee work, parent education events conducted by WISH CS staff and outside guest speakers, and opportunities for open discussion and mutual support. The WCA also encourages local community participation in school activities including performances, fundraisers, site beautification projects and other volunteer opportunities. Its work and its leadership align with the more newly established School Site Council, as described below.⁶³

The WISH CS School Site Council (“SSC”) is a collaborative body through which the twelve elected members, consisting of parents, students, teachers, administrators, and staff of the WISH CS, fulfill the mission of the school and the goals of the Charter by reviewing the budget, improvement plans, and developing a Single Plan for School Achievement. The School Site Council:

- Promotes a cooperative and positive effort among teachers, students, school administrators, parents, and staff to ensure the achievement of the Program goals and to develop the best possible educational program at WISH CS.
- Assesses educational needs and establishes priorities with the object of encouraging each student to realize his or her maximum potential.
- Identifies the use of resources needed to implement the educational program.
- Establishes budgetary priorities involving the use of all discretionary funds and participates in the development of the Local Control and Accountability Plan.
- Evaluates the overall effectiveness of the program, and how it is administered, and makes recommendations for improvements.
- Establishes committees and/or task forces to implement the business of the School Site Council and to facilitate their functioning.
- Creates a Single Plan for Student Achievement (SPSA). The School Site Council is responsible for the development, annual review, and update of this plan. The content of the SPSA shall be aligned with goals for improving student achievement and address how funds will be used to improve academic performance. The evaluation of the effectiveness of the instructional program will be based on an analysis of verifiable student data and annual updates will reflect the appropriate modifications to the program.

WISH CS’s website includes comprehensive information about the Charter School, including the LCAP, SARC and other reports about performance and progress. In addition, a school calendar and announcements are maintained on the website, along with information on school visits and volunteering, and ways to contact teachers, administrators, and the WCA and SSC leadership teams.

⁶³ Thus, to be clear, there is a *single* WCA that covers both WISH CS and WISH Academy. However, each school has its own SSC. The elected presidents of each SSC serve as co-presidents of the WCA.

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.

I. QUALIFICATIONS OF EMPLOYEES

Employees’ job duties and work basis are negotiated in individual contracts. General job descriptions have been developed for the administrative staff, teachers, other certificated staff, office personnel and classified staff.

All teaching staff, including substitutes, must be certified by all legally mandated certifying bodies. The finance manager, who also serves in the capacity of HR manager, is responsible for monitoring credentials. However, teachers-in-training who are working toward certification and others with specialized and appropriate experience may also be retained if their skills and abilities will further the educational mission of WISH CS. If they are in the process of securing a credential, he or she will not be the teacher for record for a class until their credential is secured. Teaching assistants/paraprofessionals and other staff/consultants are not required to hold credentials but are expected to demonstrate subject knowledge and the ability to work well with students, as well as the ability to carry out the roles and responsibilities as stated in their specific job description. All paraprofessionals will be highly qualified under ESSA.

A. Executive Director

The Executive Director is directly responsible to the Board of Directors and supervises all Charter School operations for all WISH schools in accordance with approved charters and Board policies, supervising staff at both schools and allocating time proportionately based on enrollment/staffing numbers and individual school needs. The Executive Director serves as the leader of WISH and assumes responsibilities for the direction of the instructional program, the public image of the organization, and the operation of the school plant.

Although the Executive Director may delegate appropriate powers and duties so that operational decisions can be made at various administrative levels, he/she is responsible for the execution of these duties.

Qualifications and Experience:

(Required)

- An earned Master's Degree from accredited college or university.
- Evidence of successful administrative experience at a public school as demonstrated by achievement of an 800 or above on state testing, inclusive policies and practices at previous schools, and a history of positive parent, teacher, student, and community relationships.
- Teaching and/or supervisory experience in educational programs serving children and their families.
- Demonstrated track record to quality education and creative approaches to program management, development and implementation.
- Demonstrated commitment to working with diverse children and families.
- Demonstrated knowledge of evidence based curriculum for grades K-12.
- At time of appointment, the successful candidate, if not a U.S. citizen, must have
- authorization from the Bureau of Citizenship and Immigration Services to work in the
- United States.
- Evidence of degree(s) required at the time of hire.

Preferred qualifications (demonstrating candidate's experience in public schools and commitment to the teaching profession):

- A Valid Teaching Credential or its equivalent
- An Administrative Credential.
- Five years of full-time teaching service.

Knowledge, Skills, Abilities, and Personal Characteristics:

- Understanding of the WISH philosophy and approach to inclusive education.
- Knowledge of and ability to implement the WISH parent/teacher Handbook, and applicable state and federal laws and regulations.
- A commitment to WISH and to working collaboratively with staff, parents and WISH Board members to make the best policy decisions possible for the success and longevity of the schools and their students.

- Understanding of and sensibility towards a diverse, multi-cultural, all ability population of students and experience conducting parent/community outreach.
- Knowledge of the relationship between the Charter school, the authorizer, the state and federal agencies.
- Knowledge of evidence-based practice for TK-12 grade curriculum, teaching and management techniques, with a focus of achieving basic and advanced academic performance for all students.
- Knowledge of and skill in effective budgetary processes and school finance.
- Ability to establish and maintain cooperative working relationships with community at large, including potential donors and WISH community/stakeholders: staff, faculty, parents, WISH Board, LMU, LAUSD.
- Ability to select, train, supervise and support, and evaluate staff and a commitment to continued staff development as a means to improve the school's program.
- Ability to integrate WISH's vision in order to build on and develop its educational program.
- Entrepreneurial ability to manage change and be responsible to community needs.
- Ability to motivate and lead individuals and groups.
- Ability to develop knowledge of all WISH programs
- A firm commitment and demonstrated record to quality education and efficient approaches to program management, development and implementation

Major Job Responsibilities:

- Maintains the vision of WISH
- Oversees adherence to the WISH philosophy and mission.
- Refines charter practice of inclusive education.
- Oversees ongoing operations at the Charter School site, and serve as the point person for WISH families, LMU, LAUSD, and the WISH Board of Directors.
- Collaborates and shares responsibilities with principal for operational duties including interactions with students, faculty and staff.
- Maintains and oversees partnerships with universities and community partners
- Ongoing operations at the Charter School site.
- Support for instructional programs and student achievement.
- Manages facilities.
- Oversees operating budgets.
- Reports on all Charter School operations to WISH Board of Directors.
- Provide and oversee effective communication with stakeholders and LMU.
- Provides support for and collaboration with Charter School administrators and WISH faculty.
- Interface and report to charter authorizing agency
- Seeks and identifies sources of income and funding resources for Charter School.
- Provides leadership in information dissemination for Local, State, National and International educators and families.
- Community Outreach for Professional Development of Pre and In-service teachers.

- Attracts new resources to the Charter School such as community partners, guest speakers, enrichment opportunities/field trips for students, fundraising and more.
- Other duties as assigned by the Board.

In Collaboration with School Principal, is Responsible for:

- Daily school operations and maintenance of facilities.
- Instructional program and student achievement.
- Operating Budget.
- Evaluation of staff effectiveness.
- Guiding professional development for staff and faculty.
- Overseeing financial operations including state funding and reporting to state and sponsoring district.
- Providing effective communication with the community, families and university partners (LMU)
- Overseeing and reporting on grants.
- Overseeing charter renewal process.

B. Director of Special Services

The Director of Special Services is directly responsible to the Executive Director and supervises all Charter School operations involving special education and services and supports for high achieving students including students identified for GATE. The WISH Director of Special Services works in accordance with approved charters and Board policies, supervising staff at both schools and allocating time proportionately based on enrollment/staffing numbers and individual school needs. The Director of Special Services serves assumes responsibilities for the direction of the instructional program for students receiving specialized services, including students with 504 plans, IEPs, SSPT processes, GATE identification, and extensions for students who are high achieving.

Although the Directors of Special Services may delegate appropriate powers and duties so that operational decisions can be made at various administrative levels, he/she is responsible for the execution of these duties.

Qualifications and Experience:

(Required)

- An earned Master's Degree from accredited college or university.
- Evidence of successful administrative experience at a public school as demonstrated by achievement of an 800 or above on state testing, inclusive policies and practices at previous schools, and a history of positive parent, teacher, student, and community relationships.
- Teaching and/or supervisory experience in educational programs serving children and their families.
- Demonstrated track record to quality education and creative approaches to

program management, development and implementation.

- Demonstrated commitment to working with diverse children and families.
- Demonstrated knowledge of evidence based curriculum for grades K-12.
- At time of appointment, the successful candidate, if not a U.S. citizen, must have
- authorization from the Bureau of Citizenship and Immigration Services to work in the
- United States.
- Evidence of degree(s) required at the time of hire.

Preferred qualifications (demonstrating candidate's experience in public schools and commitment to the teaching profession):

- A Valid Teaching Credential or its equivalent
- An Administrative Credential.
- Five years of full-time teaching service.

Knowledge, Skills, Abilities, and Personal Characteristics:

- Understanding of the WISH philosophy and approach to inclusive education.
- Knowledge of and ability to implement the WISH parent/teacher Handbook, and applicable state and federal laws and regulations.
- A commitment to WISH and to working collaboratively with staff, parents and WISH Board members to make the best policy decisions possible for the success and longevity of the schools and their students.
- Understanding of and sensibility towards a diverse, multi-cultural, all ability population of students and experience conducting parent/community outreach.
- Knowledge of the relationship between the Charter school, the authorizer, the state and federal agencies.
- Knowledge of evidence-based practice for TK-12 grade curriculum, teaching and management techniques, with a focus on supporting remedial instruction as well as achieving basic and advanced academic performance for all students.
- Ability to establish and maintain cooperative working relationships with community at large, including potential donors and WISH community/stakeholders: staff, faculty, parents, WISH Board, LMU, LAUSD.
- Ability to select, train, supervise and support, and evaluate staff and a commitment to continued staff development as a means to improve the school's program.
- Ability to integrate WISH's vision in order to build on and develop its educational program.
- Entrepreneurial ability to manage change and be responsible to community needs.
- Ability to motivate and lead individuals and groups.
- Ability to develop knowledge of all WISH programs
- A firm commitment and demonstrated record to quality education and efficient approaches to program management, development and implementation

Major Job Responsibilities;

- Oversees adherence to the WISH philosophy and mission.
- Refines charter practice of inclusive education for students identified as at risk through high achieving
- Collaborates and shares responsibilities with principal for operational duties including interactions with students, faculty and staff.
- Maintains partnerships with universities and community partners
- Support for instructional programs and student achievement.
- Provide and oversee effective communication with stakeholders and LMU.
- Provides support for and collaboration with Charter School administrators and WISH faculty.
- Seeks and identifies sources of income and funding resources for Charter School.
- Provides leadership in information dissemination for Local, State, National and International educators and families.
- Community Outreach for Professional Development of Pre and In-service teachers.
- Attracts new resources to the Charter School such as community partners, guest speakers, enrichment opportunities/field trips for students, fundraising and more.
- Other duties as assigned by the Executive Director.

In Collaboration with School Principal, is Responsible for:

- Instructional program and student achievement.
- Evaluation of staff effectiveness.
- Guiding professional development for staff and faculty.
- Providing effective communication with the community, families and university partners (LMU)
- Overseeing and reporting on grants.

C. Principal

The Principal serves as the instructional leader and day-to-day administrator of WISH CS and assumes responsibilities for the direction of the instructional program and the operation of the school, under the direction of the Executive Director.

Qualifications:

- College Degree (Bachelor's Required; Master's Preferred)
- Teaching experience in a variety of instructional settings (Preferred)
- Valid teaching credential (Required)
- Valid administrative credential (Preferred)
- Experience with budget development and monitoring (Preferred)
- Administrative experience with diverse populations and settings (Required)
- Knowledge of inclusive, accessible education and a commitment to the school vision and mission (Required)
- Demonstrated leadership potential (Required)
- Fluency in Spanish (Preferred)

Responsibilities:

- Is responsible for day-to-day operations of the charter school
- Oversees the instructional program
- Evaluates WISH CS staff effectiveness
- In collaboration with the Executive Director, oversees the business practices of the school with consultation from the Board's Chief Financial Officer
- Monitors instructional program and student achievement, in conjunction with monitoring implementation of instruction in all areas identified in the California Common Core State Standards
- Monitor the implementation of instruction for students in each identified subgroup, including students with disabilities, students identified as gifted, students of a specific race, etc.
- Empowers staff and students to succeed by providing direction, knowledge/skills, resources and support to the school community.
- Provides effective communication with the community, parents, LAUSD and University partnership with Loyola Marymount University School of Education
- Implements school-wide positive behavioral support program, and address day-to-day discipline issues
- Monitor implementation of bullying prevention programs
- Continue to engage in professional development opportunities
- Participate in IEP meetings.

D. Counselors

Counselors are responsible for implementing the WISH CS educational program throughout the school. They must coordinate and plan instruction with other grade level/subject teachers, and work collaboratively with the Principal, classroom paraprofessionals, teachers, and teacher leaders. Counselors meet with individual students, small groups, and conduct whole class lessons on social emotional growth and development, academic achievement, and college and career readiness. Counselors also need to follow and enforce WISH CS policies such as those relating to attendance reporting, at-risk identification and intervention, and positive behavior support procedures.

Qualifications:

- College Degree (Bachelor's Required; Master's Preferred)
- Valid Pupil Services credential (Required)
- Counseling experience appropriate to the assignment (Preferred)
- Demonstrated commitment to and understanding of shared roles in WISH classrooms (Required)
- Demonstrated commitment to co-teaching practices and parity between general and special educators (Required)
- Demonstrated commitment to the school vision and mission (Required)

- Ability to conduct 1:1, small group, and whole group academic and social emotional counseling (Required)

Responsibilities:

- Provide timely quality academic and social emotional counseling and DIS counseling
- Participate in schoolwide professional development and lesson planning when necessary to provide social emotional and academic (career and college)
- Partner with a special or general educator to implement a co-teaching model including co-planning, co-assessment and co-instruction
- Collaborate with parents and other team members to plan and implement an individualized program that meets the needs of each student
- Provide continual assessment of student progress, maintain student records, and communicate student progress to parents
- Maintain confidentiality regarding individual student information and needs
- Continually evaluate student performance to meet the changing needs of the individual
- Collaborate with other team members to promote shared vision and ownership, including opportunities for observation, peer feedback, team teaching, and communication with other team members
- Continue to engage in professional development opportunities throughout the school year
- Provide for open communication with all members of the school community
- Adapt materials and modify curriculum to ensure equal access for all students
- Assume an “Additional Faculty Role” as designated by the administrator, such as 504 coordinator, Culmination Planning, PBS Coordinator, SSPT Coordinator, etc.
- Other duties as appropriate to the specific position.

E. Teachers

Teachers are responsible for implementing the WISH CS educational program in their classrooms. They must coordinate their planning and instruction with other grade level/subject teachers, and work collaboratively with the Principal, classroom paraprofessionals and teacher leaders. Teachers design assessments, evaluate assessment results and adjust their instruction based upon these results. Teachers need to follow and enforce WISH CS policies such as those relating to attendance reporting, at-risk identification and intervention, and positive behavior support procedures.

Primary teachers of core, college preparatory subjects will hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in a non-charter public school would be required to hold.

Qualifications:

- College Degree (Bachelor’s Required; Master’s Preferred)
- Valid teaching credential appropriate to their teaching assignment (Required)
- Teaching experience appropriate to the assignment (Preferred)

- Demonstrated commitment to and understanding of shared roles in WISH classrooms (Required)
- Demonstrated commitment to co-teaching practices and parity between general and special educators (Required)
- Demonstrated commitment to the school vision and mission (Required)
- Possess BCLAD or CLAD credential (Required)

Responsibilities:

- Provide quality instruction consistent with the Charter School mission and vision
- Participate in common grade level planning to develop matched lesson plans that maintain continuity within each grade level
- Partner with a special or general educator to implement a co-teaching model including co-planning, co-assessment and co-instruction
- Consciously work to ensure parity of roles with general and special educators
- Collaborate with parents and other team members to plan and implement an individualized program that meets the needs of each student
- Provide continual assessment of student progress, maintain student records, and communicate student progress to parents
- Maintain confidentiality regarding individual student information and needs
- Continually evaluate classroom performance to meet the changing needs of students
- Provide an effective classroom environment that reflects and facilitates the academic program
- Collaborate with other team members to promote shared vision and ownership, including opportunities for observation, peer feedback, team teaching, and communication with other team members
- Continue to engage in professional development opportunities throughout the school year
- Provide for open communication with all members of the school community
- Adapt materials and modify curriculum to ensure equal access for all students
- Assume an “Additional Faculty Role” as designated by the administrator, such as 504 coordinator, Culmination Planning, PBS Coordinator, SSPT Coordinator, etc.
- Other duties as appropriate to the specific position.

F. Designated Instruction & Services (DIS) Specialists

WISH CS employs the following part-time staff to provide Designated Instruction and Services (DIS): a speech and language pathologist, counselor, school psychologist, occupational therapist and physical therapist. The time-base for these staff may be increased based on the number and needs of the students.

Qualifications:

- College Degree (Bachelor’s Required; Master’s Preferred)
- Current California teaching credentials, permits, licenses, certificates appropriate to the discipline (Required)

- Demonstrated commitment to the Charter School vision and mission (Required)
- Demonstrated ability or potential to work as a member of a transdisciplinary team (Preferred)

Responsibilities for Designated Instructional Service Providers:

- Assess functional skills in everyday classroom and school contexts
- Select functional goals, in collaboration with parents and other professionals, to support the child's access to the core curriculum, and promote the child's independence in current and future environments
- Provide services in natural settings such as the classroom and other school areas.
- Explain strategies and practices related to the discipline.
- Meet with grade level teams to participate in planning to ensure activities related to individual student goals.
- Provide strategies and screening for students without disabilities identified 'at risk'
- Incorporate parental collaboration into the program
- Collaborate with other team members to promote shared vision and ownership, including opportunities for observation, team teaching, and communication with other team members
- Continue to engage in professional development opportunities
- Provide for open communication with all members of the school community
- Assist with supporting parents and communicating students needs regarding articulation between grades TK-5 and grades 6-8 as there are more teachers, classes, and a different facility

G. Classified and Other Personnel

PARAPROFESSIONALS

Qualifications

- Documentation of High School Graduation and post-secondary units hold an associate degree from a recognized college or university or have completed 2 years of college with a minimum of 60 semester units (90 quarter units) from a recognized college or university) (Required)
- Candidates for teaching profession (Preferred)
- Demonstrated competency in mathematics and language arts as evidenced by transcripts or completion of a basic skills assessment (Preferred)
- Strong interpersonal, oral and written communication skills (Preferred)
- Demonstrated commitment to the Charter School a vision and mission (Required)
- Meet all requirements needed for compliance with No Child Left Behind regulations (Required)

Responsibilities

- Under the supervision of highly qualified teachers, assists teachers with instruction and reinforces learning experiences

- Assists with special needs, such as those related to positioning, restroom support, feeding, grooming, and mobility (may be required to lift and position students with special physical needs)
- Assists and supervises individual and groups of students in the classroom and other school environments (such as playground and/or outdoor activities) and in transitions from place-to-place;
- Attends professional development opportunities offered by the school;
- Assists in observing and recording data related to behavior and IEP goal achievement of students;
- Assists in implementing positive behavioral support strategies;
- Facilitates positive social interactions among students;
- Participates in staff development activities as appropriate;
- Performs related duties as assigned.

OFFICE MANAGER

Qualifications

- Knowledge of:
 - Correct English grammar, spelling, and punctuation (Required)
 - Office methods, procedures, and practices (Required)
- Ability to:
 - Work independently with minimal supervision (Required)
 - Demonstrate good judgment (Required)
 - Deal with the general public in a professional manner (Required)
 - Independently implement routine clerical procedures (Required)
 - Consistently apply policies and procedures according to available guidelines (Required)
 - Clearly answer routine questions and explain policies and procedures (Required)
 - Apply judgment, discretion, and initiative in performing clerical work of average difficulty (Required)
 - Establish and maintain cooperative working relationships with other staff (Required)
 - Type at a corrected rate of 45 wpm (Required)
 - Operate standard office machines and computers; and utilize software such as Microsoft Word, Excel; Powerpoint and email programs (Required)
 - Proficiency in Spanish (Preferred)

Responsibilities

- Under general supervision, performs general clerical duties in support of the Charter School;
- Record and report attendance to LAUSD;
- Prepare reports and data required by the District;
- Screens and directs telephone calls and visitors;
- Provide supervision and direction to other office staff as they become available;
- Serve as the receptionist to the office;

- Screen and direct telephone calls and visitors;
- Open and routes all incoming correspondence and mail;
- Provide assistance and backup to the Finance Manager and Principal;
- Schedule meetings;
- Type and distributes correspondence, notifications, meeting announcements, and materials;
- Establish and maintains file system including student records; and
- Perform related duties as assigned.

FINANCE MANAGER

Qualifications

- Knowledge of:
 - Personal computers and software including word processing, spread sheets, data bases, email and internet access (Required)
 - Record keeping, budgeting and book keeping practices (Required)
 - Correct English grammar, spelling, and punctuation (Required)
- Ability to:
 - Demonstrate good judgment (Required)
 - Deal with the general public in a professional manner (Required)
 - Perform complex clerical accounting duties with minimal supervision (Required)
 - Operate standard office machines and computers; and utilize software such as Microsoft Word, Excel; Powerpoint and email programs (Required)
 - Work effectively with others (Required)

Responsibilities

- Perform clerical accounting work involving summarizing, posting, verifying and calculating data;
- Prepare and maintain student data base
- Prepare reports and data required by the District and State
- Prepare worksheets and facilitate home/ school communication;
- Prepare financial and student data worksheets and reports;
- Prepare requisitions and orders supplies and materials;
- Compile and maintains back-up documentation to ensure internal control of receipts and disbursements of funds;
- Search records and obtain information from other offices and agencies as necessary to carry out assigned duties and as directed;
- Compile the annual budget request and supporting data, maintains controls on expenditure accounts, and recommends or initiates adjustments in accounts;
- Maintain employee attendance reports and personnel files; and
- Perform related duties as assigned.

FACILITIES MANAGER

Qualifications

- Knowledge of:
 - Correct English grammar, spelling, and punctuation (Required)
 - Office methods, procedures, and practices (Required)
- Ability to:
 - Work independently with minimal supervision (Required)
 - Demonstrate good judgment (Required)
 - Deal with the general public in a professional manner (Required)
 - Consistently apply policies and procedures according to available guidelines (Required)
 - Clearly answer routine questions and explain policies and procedures (Required)
 - Establish and maintain cooperative working relationships with other staff;
 - Operate standard office machines and computers; and utilize software such as Microsoft Word, Excel; Powerpoint and email programs (Required)
 - Proficiency in Spanish (Preferred)

Responsibilities

- Ensures all doors are unlocked and the school is welcoming and presentable upon arrival, walks all areas and makes sure they are free of trash and debris, delegates clean up responsibilities to others as needed;
- Oversees valet system;
- Ensures all copy machines on campus are in working order prior to departure each day and ensures paper is stocked near each machine;
- Supervises lunch routines in the cafeteria, including meal distribution and student dismissal;
- Compiles Daily and Monthly Lunch Reports to create monthly report to send to the back-office provider for submission;
- Maintains all sign-in logs, various slips (tardy etc), visitor badges & the Lions for Learning Logs and all school handouts;
- Answers phones, welcomes people in the office, supports students, teachers, staff & parents who visit the office;
- Makes sure all guests are welcomed when they visit for tours, audits, special events and any other special occasion;
- Caters all staff events on and off campus;
- Orders curriculum and any other materials and supplies;
- Ensures all areas of the campus are maintained, responds to repair requests, and submits repair requests to the site plant manager;
- Ensures that each site space has appropriate furniture;
- Organizes and runs beautification days;
- Provides assistance and backup to the Finance Manager and Principal;
- Schedule meetings;
- Type and distributes correspondence, notifications, meeting announcements, and materials;

- Establish and maintains file system including student records; and
- Perform related duties as assigned.

COMPLIANCE MANAGER

Qualifications

- Knowledge of:
 - Correct English grammar, spelling, and punctuation (Required)
 - Office methods, procedures, and practices (Required)
- Ability to:
 - Work independently with minimal supervision (Required)
 - Demonstrate good judgment (Required)
 - Deal with the general public in a professional manner (Required)
 - Consistently apply policies and procedures according to available guidelines (Required)
 - Clearly answer routine questions and explain policies and procedures (Required)
 - Establish and maintain cooperative working relationships with other staff;
 - Operate standard office machines and computers; and utilize software such as Microsoft Word, Excel; Powerpoint and email programs (Required)
 - Proficiency in Spanish (Preferred)

Responsibilities

- Responsible for all State reporting – CALPADS, SARC Reports;
- Coordinates testing- OLSAT, SBAC, ELPAC;
- Sets up SBAC testing in TOMS and provides testing support to teachers on administration of test;
- Coordinates Physical Fitness Test;
- Approves and sends letters for Lunch Program applicants; checks direct certifications; conducts audits;
- Ensure compliance with attendance policies - responsible for sending attendance letters; follows up with families who didn't turn in excused note; sends out robo calls for missing attendance; sets up truancy meetings; sends out daily notifications;
- Manages Educational Software - Inputs student data, rollovers, and completes updates for Illuminate, Canvass, MobyMax, Kickboard, etc.;
- Ensures compliance with Immunizations; completes Kindergarten report, 7th grade TDAP report, and 30 day reports;
- Schedules Scoliosis, Vision, and Hearing screenings;
- Manages report cards process; supports teachers and office staff as needed;
- Types and distributes correspondence, notifications, meeting announcements, and materials;
- Establishes and maintains file system including student records; and
- Performs related duties as assigned.

STEM Coach/LMU Liaison

Qualifications

- Knowledge of:
 - Correct English grammar, spelling, and punctuation (Required)
 - Office methods, procedures, and practices (Required)
- Ability to:
 - Work independently with minimal supervision (Required)
 - Demonstrate good judgment (Required)
 - Deal with the general public in a professional manner (Required)
 - Consistently apply policies and procedures according to available guidelines (Required)
 - Clearly answer routine questions and explain policies and procedures (Required)
 - Establish and maintain cooperative working relationships with other staff;
 - Operate standard office machines and computers; and utilize software such as Microsoft Word, Excel; Powerpoint and email programs (Required)
 - Proficiency in Spanish (Preferred)

Responsibilities

- University Liaison- schedules fieldwork students, student teachers, Lions for Learning tutors, LMU student assignments and frequent student observations, and tours;
- PLTW Coordinator- helps coach teachers in the implementation of NGSS and PLTW Curriculum;
- Responsible for 5th grade Science test coordination and training;
- Instructional Coach for all teachers
- Creates and maintains a teacher resource area including leveled library, pineapple chart, science materials and supplies in parent center; and
- Performs related duties as assigned.

FRONT OFFICE ASSISTANT

Qualifications

- Knowledge of:
 - Correct English grammar, spelling, and punctuation (Required)
 - Office methods, procedures, and practices (Required)
- Ability to:
 - Work independently with minimal supervision (Required)
 - Demonstrate good judgment (Required)
 - Deal with the general public in a professional manner (Required)
 - Consistently apply policies and procedures according to available guidelines (Required)
 - Clearly answer routine questions and explain policies and procedures (Required)
 - Establish and maintain cooperative working relationships with other staff;
 - Operate standard office machines and computers; and utilize software such as Microsoft Word, Excel; Powerpoint and email programs (Required)
 - Proficiency in Spanish (Preferred)

Responsibilities

- Under general supervision, performs general clerical duties in support of the Charter School;
- Answers phones;
- Collects mail from District School front office;
- Mails attendance letters;
- Orders daily lunches;
- Makes copies;
- Assembles red folders for visitors and information tours;
- Covers for office manager as needed;
- Types and distributes correspondence, notifications, meeting announcements, and materials;
- Maintains file system including student records; and
- Performs related duties as assigned.

LIBRARIAN

Qualifications

- Knowledge of:
 - Correct English grammar, spelling, and punctuation (Required)
 - Office methods, procedures, and practices (Required)
- Ability to:
 - Work independently with minimal supervision (Required)
 - Demonstrate good judgment (Required)
 - Deal with the general public in a professional manner (Required)
 - Consistently apply policies and procedures according to available guidelines (Required)
 - Clearly answer routine questions and explain policies and procedures (Required)
 - Establish and maintain cooperative working relationships with other staff;
 - Operate standard office machines and computers; and utilize software such as Microsoft Word, Excel; Powerpoint and email programs (Required)
 - Proficiency in Spanish (Preferred)

Responsibilities

- Establishes and maintains library book check in/check out system;
- Establishes and maintains book inventory;
- Conducts weekly 'library time' with each class;
- Manages new book purchases;
- Organizes and runs 2 annual book fairs; and
- Performs related duties as assigned.

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 bloodborne 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 schoolsite 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.

I. CUSTODIAN(S) OF RECORDS

In accordance with California Department of Justice requirements, the Executive Director serves as WISH Community School's Custodian of Records.

II. STUDENT HEALTH AND WELLNESS

In addition, pursuant to the Healthy, Hunger-Free Kids Act of 2010, WISH CS offers the National School Lunch Program. All children receive direct instruction in horticulture at least once a week guided by a standards-based curriculum. Last year WISH CS hosted three whole school harvesting parties resulting in the entire school tasting a myriad of vegetables grown by each grade level. WISH CS partners with the acclaimed school gardening and nutrition program, GrowingGreat, a nationwide community-based nonprofit nutrition education organization dedicated to inspiring children and adults to adopt healthy eating habits, decreasing the risk of obesity and disease. GrowingGreat's goal is to help children and families understand where food comes from, appreciate that food serves a purpose in our overall health and has an impact on our longevity and well-being. GrowingGreat provides a series of standards-based, engaging and interactive nutrition lessons such as, "Can you grow a pizza?" and "Which kind of lettuce is your favorite?" The students receive health-based lessons from a certified nutritionist two times per year and from their general education teachers throughout the school year based on this acclaimed curriculum.

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.

WISH CS recruits students of diverse racial and ethnic background to achieve a balance that is reflective of the general population in the District and achieve and maintain the LAUSD Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio.

WISH CS maintains an accurate accounting of ethnic and racial balance of students enrolled in the Charter School. WISH CS also keeps on file documentation of the school’s efforts to achieve racial and ethnic balance. As a school founded on principles of inclusion and celebrating and respecting individual students’ diversity, we work hard to ensure our school is reflective of the community we serve, and are proud of the remarkable diversity in our school today. Diverse schools provide greater opportunities for students to learn from one another in a way that is reflective of the real world beyond school walls, promote the celebration and understanding of other cultures and viewpoints, and invigorate and strengthen urban neighborhoods by bringing community members together. We know that achieving diversity in a school of choice like ours requires deliberate efforts through recruitment and school design.

WISH CS makes every effort to recruit students of various racial and ethnic groups, so as to achieve a balance reflective of the general population residing within the territorial

jurisdiction of LAUSD. WISH CS uses many channels to educate the community about its programs and the benefits it offers to the diverse ethnic and socioeconomic population of Mar Vista, Palms and Westchester. Outreach begins in September on Saturdays and Sundays every other weekend and continues throughout the year until the lottery in March. Language that encourages each and every child, regardless of race, socio-economic status, ability level, and non-native English ability will be used in all recruiting materials. A key element of our overall strategy is to build relationships with community leaders of church organizations, neighborhood councils, parent groups, and community centers to ensure that our efforts are well targeted and that our mission and goals are well understood. These relationships ensure that the community and its needs are clearly understood. It is our intention to be an active and supportive member of the community.

WISH CS actively recruit students within the diverse ethnic and socioeconomic population of Mar Vista, Palms and Westchester through targeted outreach. Outreach materials indicate that WISH embraces and supports all students and families, services to create access and to provide support will be provided, and support for participation in all in-school and afterschool activities will be provided. WISH CS focuses its efforts on first establishing relationships with key community leaders and organizations, including the president of The Association of Persons with Severe Handicaps, Council for Exceptional Children, Regional Center representatives, Church leaders, the Emerson Garden Board of directors, the Neighborhood Council, Westchester Playa Education Foundation, and the YMCA, who have established relationships with the families within the community. We collaborate with these organizations and individuals to conduct an intensive and comprehensive outreach program to better understand the needs of the community and to communicate the benefits of the school's mission, goals and policies. Our lottery/enrollment platform translates information and forms into 17 different languages. Onsite forms are also available in Spanish.

WISH CS believes that meeting the families in their local neighborhood meeting places alongside community leaders they trust is the best way to begin building relationships. WISH CS is committed to establishing a school community that is truly reflective and inclusive of all community members.

WISH CS has identified a wide variety of key stakeholders and a broad communication strategy to reach targeted families. There are many organizations and places that serve low-income and Spanish-speaking families in the community. Some of these include Mar Vista Family Center, Head Start Preschools 90034 and 90066, Neighborhood Youth Association, Mar Vista Gardens, local church programs, medical clinics, and government agencies.

WISH CS tracks student recruitment efforts through feedback from community leaders and direct contact with families. WISH CS also implements different recruitment strategies in different neighborhoods to compare the impact. Collecting contact data from interested families allows WISH CS to create a database for more specific and targeted recruitment efforts such as setting up booths in farmers markets, at community events, and at AYSO and little league opening days in locations near families that currently attend or have expressed

an interest in attending WISH.

Key Stakeholders

WISH CS establishes outreach efforts through flyers, website updates, social media posts, newspaper advertisements, setting up booths at events and attending workshops to build relationships and to market our school program to the following key stakeholders:

Families: A key cornerstone of our school's success is to have a varied community of families with a strong commitment to our program and a high level of participation. WISH CS reaches out to the diverse ethnic and socioeconomic population in our targeted communities in both English and Spanish.

Local Leaders: We have established strong relationships with local leaders, which include leaders of organizations that represent people with disabilities, parents of children with disabilities that lead support groups, neighborhood council members, members of the Westchester Playa Education Foundation, church leaders, folks in charge of Headstart programs and regional centers, in order to gain buy-in and support for the school within the community. These leaders are able to provide input into the communication strategies to ensure all neighborhoods are targeted, especially those harder-to-reach families.

Community Organizations: WISH CS meets with the leaders of various community organizations (such as community and family centers, clinics, libraries, etc.) to continually gain a better understanding of our prospective families and to schedule participation at their community events in order to promote the school and its benefits.

Churches: WISH CS also meets with local church leaders to gain a better understanding of prospective families and to schedule participation at their community events in order to promote the school and its benefits.

Neighborhood Schools/Educational Programs: WISH CS reaches out to all neighborhood school principals in order to let them know about the school's mission through monthly principals' meetings at the LAX Chamber of Commerce. At these monthly meetings, each Principal shares about the programs at each school. WISH CS also targets Head Start and other toddler/preschool programs so parents know they have another school option within the community. WISH CS is an active participant in the broader school community to support neighborhood programs and to develop relationships with other academic colleagues.

Local Businesses: Establishing relationships with local businesses allows WISH CS to broaden its relationships not only with the business community but with parents as well. Having the support of local businesses provides a foundation of support for the school on many levels including fundraising opportunities.

Local Medical Community: WISH CS conducts an outreach program to the local medical

providers within the community to establish relationships in order to communicate to families through local clinics, doctors, dentists, etc.

Government Organizations/Agencies: Working with local government agencies that support the diverse ethnic and socioeconomic families within the community allows WISH CS to better understand their needs and helps support an effective outreach program. This includes the Westside Regional Center, Mar Vista Family Center, Mar Vista Gardens and Head Start Preschool (90066), Head Start Preschool (90034), etc.

Local Media: WISH CS works to establish relationships with the local media to gain their support and to utilize TV, print and electronic media communication channels.

WISH CS works to effectively communicate the mission of the school and its benefits to all families and their children in a cohesive and consistent manner directly and through all key stakeholders within the community to ensure maximum support and understanding. WISH CS strongly believes it brings a truly beneficial school model to an underserved population of families.

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.

In accordance with AB 699 enacted on October 4, 2017, the school’s non-discrimination provision shall include immigration status.

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, immigration status, 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.

I. ADMISSION REQUIREMENTS

As a Charter School, WISH CS is a school of choice. WISH CS shall admit all pupils who wish to attend the Charter School (Education Code Section 47605(d)(2)(A)). If the number of students applying for enrollment exceeds the openings available, entrance shall be determined by random public drawing in accordance with Education Code §47605(d)(2)(B). Enrollment to the Charter School shall be open to any residents of the State of California. Admission to WISH CS is not determined according to the place of resident of the pupil or his/her parent.

If the number of students who wish to attend the Charter School exceeds the openings available, entrance shall be determined by single random public drawing in accordance with Education Code §47605(d)(2)(B) and all federal requirements such as those applicable to federally funded grant programs. In accordance with applicable law and federal guidance, the following groups of students are exempted from the lottery:

- Students who are currently enrolled

The following groups of students will be given priority in the lottery, in the following order:

- Children of Founding Parents, WISH teachers and staff, and LMU faculty and staff, not to exceed 10% of total enrollment in accordance with District policy on Founding Parents. The Charter School complies with District's policy regarding Founding Parents.
- Siblings of admitted students
- Students with moderate/severe disabilities will be given a special code and admitted to reflect 5% of each grade level (WISH has never had a student with Down's Syndrome, we only have 1 student using a wheelchair in grades TK-5 and one in grades 6-8 and students with Multiple Disabilities make up just 3% of the entire population so they do not get in at high enough and equally distributed way in our lottery and as a model for inclusive practices we need more students that fall into this category)*¹

Lottery preference will be given to residents of LAUSD in accordance with state law and LAUSD policy. No other admissions exemptions or preferences are assigned. The WISH Board may

¹ *Fn: Consistent with federal guidance and ensuring equitable access for all students, preference for students with moderate/severe disabilities shall only be operative and implemented contingent upon fulfillment of one of the following conditions: (1) express approval of a state waiver allowing the preference; (2) written confirmation from the California Attorney General that state law permits the use of lotteries in favor of such students; or, (3) passage of state legislation or adoption of state regulations expressly permitting the preference. Absent the fulfillment of one of the conditions, the preference shall not apply for the term of this charter.

review and revise this preference policy as necessary for the wellbeing of the Charter School, and, as needed seek District approval for any changes including submission of a Material Revision.

II. ADMISSION PROCESS AND ENROLLMENT TIMELINE

WISH CS is an open enrollment, tuition-free public school with no specific requirements for admission (e.g., test scores or behavior records). Families must submit Lottery Application for Enrollment during the open enrollment period that includes the student's name, entering grade level, birthday, and contact information for the family. Application materials are made available in English and Spanish. The enrollment period is advertised in English and Spanish through flyers, posters in prominent locations throughout the community, during informational meetings for parents, and announced on the Charter School's website. WISH CS also attempts to advertise through local media as the Charter School's budget permits.

Open enrollment occurs beginning November 1 each year and continues through the second week of March of the school year. All interested families are required to submit a completed Lottery Application Form directly to the Charter School before 4:30 p.m. on the date of the annual deadline, which is clearly indicated on the form and in all communications and notices (websites, flyers, etc.) regarding admission to the Charter School. Submitted Lottery Application Forms are date- and time-stamped.

Following the open enrollment period, applications are counted to determine if any grade level has received a number of applications that exceed available seats. If the number of students who have applied exceeds capacity as of the date of the application deadline, the Charter School holds a single public random lottery to determine enrollment. In the event that the Charter School has not received sufficient enrollment forms to fill to capacity, students are admitted on a first come, first served basis.

III. PUBLIC RANDOM DRAWING PROCEDURES

As stated, should the number of pupils who wish to attend the Charter School exceed the Charter School's capacity, then admission is determined by a public random drawing in accordance with Education Code § 47605(d)(2)(B). Lottery rules and deadlines, including the date of the lottery, are communicated via the Lottery Application Form, flyers/posters and the WISH CS website. Public notice is posted at the Charter School site (if applicable) and on the Charter School's website regarding the date and time of the public drawing. Notice includes an explanation that parents/guardians do not need to be present at the lottery, but may attend if they choose to do so.

- All outlined Lottery Rules and Procedures are enforced.
- The WISH Board of Directors takes all necessary efforts to ensure lottery procedures are fairly executed. The lottery occurs on the LMU campus in the College of Education Building and is conducted by the members of the WISH Board. The lottery occurs in the middle of March at 5 p.m. Lottery ticket numbers are emailed to each parent ahead of the lottery. On the day of the lottery, an LMU faculty member not affiliated with the Charter School directly pulls the

lottery tickets from a container publicly and a second person records the number on each ticket as it is read aloud to the audience. Lottery numbers are written on large pieces of butcher paper, numbered, and displayed for community members attending the lottery.

Following the lottery parents are notified via email and through phone calls that a spot is available for their child to attend WISH CS. Students who are offered spots are asked to complete an Enrollment Packet within 14 days to secure their spot prior to the school year start; once school has commenced, families are given 3 days to secure an offered spot. WISH CS staff are available to assist families in completing this paperwork if needed.

IV. WAIT LIST

The random public lottery determines applicants' waitlist status, in the order names are drawn. Those who apply after the lottery deadline are added to the end of the lottery waitlist in the order they are received. Vacancies that occur during the school year are filled according to the wait list. When an offer occurs during the school year, families are contacted by phone and/or email in the order of the wait list by the HR manager and typically given 48 hours to decide whether or not to accept a space at the Charter School, indicating acceptance by completing the Enrollment Packet and providing it to the HR Manager. In the event that no such waitlist exists where the space is available, the space is made available on a first come, first served basis to the next interested family at the appropriate grade level.

The waitlist for the current school year remains active until the end of the traditional school year for which the student applied. Applications do not roll over from year to year; applicants must reapply for enrollment annually if the Charter School is unable to offer them admission.

Application Forms, the manual record of all lottery participants and their assigned lottery numbers, and other lottery-related documents are physically filed on campus, and lottery results and waiting lists are readily available in the Charter Schools main office for inspection upon request. Privacy rights of each applicant are protected and information about applicants is shared only with a parent or guardian making the request. Each applicant's lottery application is kept on file for the academic year with his or her assigned lottery number in the school database and on his or her enrollment application.

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

I. ANNUAL AUDIT PROCEDURES

As required under Ed. Code § 47605 (b)(5)(I), each fiscal year an independent auditor conducts an audit of the financial affairs of WISH, Inc. to verify the accuracy of the Charter School’s financial statements, attendance and enrollment accounting practices, and internal controls.

Procedures:

- The WISH Board appoints an Audit Committee of one or more persons by January 1 of each year.
- The Audit Committee may include persons who are not members of the WISH Board, but may not include any members of the staff of the corporation, including the Executive Director or Principal. In addition, any person with expenditure authorization or recording responsibilities within the organization may not serve on the committee.
- The Audit Committee is responsible for contracting with an audit firm from the California State Controller’s list of auditors approved to conduct charter school audits by March 1 of

each year, unless the existing contract is a multi-year contract. The WISH Board hires the audit firm after the Audit Committee performs a rigid search and interview process.

- The Executive Director, Office Manager and back-office services provider work with the audit firm to provide the information they need.
- At the conclusion of the audit, the Executive Director and the Audit Committee are responsible for reviewing the results of the annual audit, identify any audit exceptions or deficiencies, and report them to the WISH Board with recommendations on how to resolve them.
- The WISH Board reviews and approves the audit no later than December 15.
- The WISH Board submits a report to the District describing how the exceptions or deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline. The Executive Director provides a final copy of the audit to LAUSD, LACOE and the CDE as required, by the December 15 annual deadline.

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.

In accordance with amendment of CA Education Code 47605(J)

In accordance with Education Code Section 47605 and AB 1360, no pupil shall be involuntarily removed permanently by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action.

II. DISCIPLINE POLICY

WISH CS strives to develop and maintain a school culture that reinforces positive behavior and eliminates the distractions caused by student misbehavior. In order to maintain a positive learning environment, WISH CS implements a comprehensive set of student discipline policies. The WISH CS student discipline policy and procedures for suspension and expulsion include positive behavioral interventions. WISH CS focuses on a positive school climate consistent with the District's School Climate Bill of Rights resolution. Expectations for appropriate behavior will be clearly articulated to students and families during orientation meetings and will be provided as written policy in a Family Handbook.

Teachers will be trained during professional development meetings to use effective classroom management strategies to maximize instruction and minimize student misbehavior, including all elements of the WISH CS discipline policy, and there will be school-wide systems for assigning both positive and negative consequences. Students who do not adhere to stated expectations in the Parent/ Student handbook for behavior and who violate the school's rules will have consequences for their behavior. Consequences may include, but are not limited to:

- Warning, verbal and/or written
- Individual conference with the teacher
- Loss of privileges (e.g. attendance at school functions- dances, games, etc.)
- Individual behavior contract
- Referral to the Principal or other school staff member
- Notices to parents by telephone or letter
- Parent conference, at school or during a home visit
- In-School Suspension
- Suspension

- Expulsion

In creating the WISH CS discipline policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. WISH Community uses a ladder system included below that lists rewards and consequences for specific behaviors. Restorative justice practices included reflection sheets, solving circles, repairing damage to item/facility, relationship building activities, and additional items generated by the student and the administrator or teacher. Alternatives to suspension include the restorative justice practices listed above, parent shadow days, use of a behavior contract, and implementation of a check in check out system for each period. WISH Community monitors behavior data using Kickboard which links directly to the rewards and consequences listed in the ladder chart below and Illuminate where all major behavioral incidences are recorded. Weekly the school principals and review the schoolwide behavior data with teachers and shifts are made to support students in engaging in more pro-social behavior. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion; modifications will be discussed with LAUSD's CSD staff to determine whether a material revision to this charter petition may be required.

A student may be suspended or expelled for any of the acts enumerated in Education Code § 48900, except for willful defiance and/or disruption, related to school activity or school attendance that occurs at any time including, but not limited to:

- While on school grounds.
- While going to or coming from school.
- While using school-owned computers and servers.
- During the lunch period whether on or off the campus.
- During, or while going to or coming from, a school-sponsored activity.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

For students who are truant, tardy, or otherwise absent from assigned school activities, alternatives to suspension or expulsion are implemented.

Rewards for Expected Behavior

Level	Reward	Description of Behavior
R1	Positive 1:	<ul style="list-style-type: none"> • Putting in more effort than expected

	<ul style="list-style-type: none"> Verbal Praise 	<ul style="list-style-type: none"> Being helpful to students and staff Excellent verbal communication
R2	Positive 2: <ul style="list-style-type: none"> Classroom reward (points, dollars, tokens, etc.) 	<ul style="list-style-type: none"> Repeat of R1
R3	Educator Reward: <ul style="list-style-type: none"> Positive phone call from teacher to parent 	<ul style="list-style-type: none"> 3 R1s in one class Academic achievement Outstanding effort Excellent organization Excellent presentation Helping others in class Outstanding group work Outstanding homework Going above and beyond
R4	Positive Office Referral <ul style="list-style-type: none"> Administrator prize 	<ul style="list-style-type: none"> Repeated positive behaviors beyond R3
R5	Administrator Reward: <ul style="list-style-type: none"> Principal's Award at monthly award assembly 	<ul style="list-style-type: none"> Consistent and sustained effort over a period of time

Restorative Justice Consequences for Unexpected Behavior

Level	Consequence	Description of Behavior
C1	Reminder 1 <ul style="list-style-type: none"> Verbal 	<ul style="list-style-type: none"> Disrupting learning Refusing to follow directions Leaving seat without permission Wearing hat/hood in the classroom Cell phone usage
C2	Reminder 2 <ul style="list-style-type: none"> Documentation 	<ul style="list-style-type: none"> Repeat of any C1 Out of dress code

C3	<p>Educator Consequences:</p> <ul style="list-style-type: none"> • Reflection sheet • Parent/guardian contact • Illuminate minor behavior incident log • Confiscation 	<ul style="list-style-type: none"> • Persistent of any C1 & C2 • Littering • Inappropriate language/cursing • Eating on the yard • Disrespecting staff/students • Destroying school property
C4	<p>Administrator Consequences:</p> <ul style="list-style-type: none"> • Administrator support in classroom • Restorative justice action • Parent/guardian phone call • Illuminate major behavior incident log • Restorative justice action 	<ul style="list-style-type: none"> • Persistent of any C1, C2, & C3
C5	<p>Administrator Consequences:</p> <ul style="list-style-type: none"> • Behavior Contract • Re-admit meeting with parent/guardian, administrator & teacher • Parent shadow day • Restorative justice action • Illuminate major behavior incident log 	<ul style="list-style-type: none"> • Persistent of any C1, C2, C3, & C4 • Bullying • Physical or verbal aggression

III. GROUNDS FOR IN-SCHOOL SUSPENSION, OUT-OF-SCHOOL SUSPENSION AND EXPULSION

Criteria of discipline is determined using the Charter School's behavior ladder.

A single in or out of school suspension may not be issued for more than 5 consecutive school days. The total number of days for which a student, including students with a 504 Plan, may be suspended from school shall not exceed 20 days, including both in-school and out of school suspensions. Students with an IEP shall not be suspended for more than 10 school days in any school year. Parents will be notified of an in-school or out of school suspension in writing by email, written document, and by a telephone call by the school principal. The school principal or his or her designee is authorized to apply an in or out of school suspension to a student.

IN-SCHOOL SUSPENSION

In-school suspensions are given as an alternative to out of school suspensions and are held in the Principal's office or other location designated by the Principal. During in-school suspensions, teachers provide the students with assignments to complete by the end of the school day. If the

student has questions about the assignments, the teacher assigned to oversee the suspension will provide support. During the day of the suspension, the students' teacher assigned to oversee the suspension will address the behavior that may have contributed to the students' in-school suspension. In addition to completing assigned work, the student is required to complete a reflection addressing why the behavior occurred and what can be done in the future to ensure that the offense is not repeated. All in-school suspensions will be supervised by a credentialed teacher and will not exceed the allowable 20 days for typical students and 10 days for students with IEPs.

OUT-OF-SCHOOL SUSPENSION

A student may receive an out-of-school suspension if it is determined that the student's presence would be a danger to others at school and their removal from school is necessary. For all suspensions a comprehensive investigation will be conducted including gathering student statements and conducting interviews with each of the individuals involved, staff or teacher witnesses, and other stakeholders as applicable. Once statements are gathered they are reviewed by the administrators. If further information is needed the administrator will continue to ask questions and gather details of the incident until a full picture of the incident can be obtained.

ENUMERATED OFFENSES

Discretionary Suspension Offenses: Students *may* be suspended for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.

- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school sanctioned events.
- p) Made terroristic threats against school officials and/or school property which includes but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the complaining witness to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated a student or group of students or school personnel or volunteers to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights or the rights of either school personnel or volunteers and/or by creating an intimidating or

hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
- ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
- iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
- iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation and transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, or image.
- ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

- v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the complaining witness suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
- w) Possessed, sold, or otherwise furnished any knife.

Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil engaged in one or more of these acts.

Non-Discretionary Suspension/Expulsion Offenses: It is a federal mandate that a school expel, for a period of not less than one year (except on a case-by-case basis), any student who is determined to have brought a firearm to school. In accordance with California Education Code § 48915, the following reasons shall constitute mandatory grounds for immediate suspension and recommended expulsion.

- possesiing, selling or otherwise furnishing of a firearm
- brandishing a knife at another person
- selling a controlled substance
- sexual assault or battery, and
- possession of an explosive

Discretionary Suspension/Expulsion Offenses: Students *may* be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.

- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m)
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school sanctioned events.
- q) Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the complaining witness to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating

or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
- ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
- iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
- iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation and transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, or image.
- ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

- v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the complaining witness suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
- w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

PROCESS FOR SUSPENSION

Informal Conference

Suspension shall be preceded by an informal conference conducted by the Principal with the student and the student's parents. The conference may be omitted if the Principal determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If the student is suspended without a conference, the parents will be notified by the principal within 48 hours of the suspension in writing through email and hard copy and by phone and a conference will be conducted with the principal as soon as practicable.

Notice to Parents

Parents and students will have due process rights with regards to suspensions. At the time of a student's suspension, the Principal shall make a reasonable effort to contact the parents by telephone or in person. Initial contact will be followed by a written notice. This notice will state the specific offense(s) committed by the student. In addition, the notice will also state the date and time the student may return to school. The suspension notification indicates the appeals process and family rights. If a parent would like to appeal a suspension he or she may do so to the Executive Director.

Length of Suspension

The length of the suspension will be determined by the Principal based on the severity of the offense(s), as evidenced by witness statements, physical evidence, and other relevant factors. The process for investigating incidents is fair and thorough. The length of suspension for students may not exceed a period of 5 consecutive days unless an administrative recommendation (Executive Director or Principal) has been made and agreed to by the student's parent/guardian. If a student is recommended for a period of suspension exceeding 5 consecutive days, a second conference will be scheduled between the parent/guardian and the Executive Director or the Principal to discuss the progress of the suspension upon the completion of the 10th day of suspension. The total number of days for which a pupil may be suspended from school shall not exceed a total of 20 school days in any school year, unless for purposes of adjustment, 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 30 days in any school year.

The primary classroom teacher or advisory teacher of the suspended student will collect and provide the student with classroom material and current assignments to be completed at home during the length of the suspension. Written notification listing all required assignments will be sent to the student's parents via email and mail, and all needed materials will be left in the front office to be picked up by a parent or guardian. The suspended student will be permitted to make up homework, class assignments, and missed tests upon return to the classroom setting and within one week of the suspension.

PROCESS FOR EXPULSION

If the Principal recommends expulsion, the student and the student's parents will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. This determination will be made by the Principal upon either of the following findings:

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

Upon this determination, the student's suspension will be extended pending the results of an expulsion hearing.

Students will be recommended for expulsion if the Principal finds that at least one of the following findings may be substantiated:

- Other means of correction are not feasible or have repeatedly failed to bring about proper conduct
- Due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

Expulsion Hearing

Students recommended for expulsion will be entitled to a hearing, if requested, to determine whether or not the student should be expelled. The hearing will be held if requested within 30 days, from the date of the recommended expulsion, after the Principal determines that an act subject to expulsion has occurred. The hearing will be presided over by the Expulsion Review Panel. The Expulsion Review Panel will include three or more certificated persons, none of whom have been members of the WISH Board or on the staff of the school in which the pupil is enrolled. A Facts and Findings document that includes dates, times, incidences, people present, and an objective anecdotal record of the events will be prepared by the Principal to summarize the evidence adduced at the hearing by the Expulsion Review Panel to substantiate the expulsion decision.

The Principal will prepare a written notice of the hearing, which will be emailed and mailed, within 48 hours of the request for the hearing, and it will be forwarded to the student and the student's parents at least 10 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 the disciplinary rules that relate to the alleged violation
- The opportunity for the student or the student's parents to appear in person at the hearing
- The opportunity for the student to be represented by counsel
- The reinstatement eligibility review date
- The type of educational placement during the period of expulsion
- Notice of appeal rights/procedures.
- Accommodations as needed by the family including language support
- For incidences that involve sexual assault specific information regarding incidences that involve sexual assault/ and or battery will be included
- Evidence that cross-examination of witnesses was conducted and other evidence related to the incidence.

The decision of the Expulsion Review Panel shall be in the form of written findings of fact and a determination regarding the expulsion. If the Expulsion Review Panel decides not to expel, the pupil shall immediately be returned to his/her educational program.

Special procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon finding a good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the Expulsion Review Panel copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the complaining witness a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the Expulsion Review Panel, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The Expulsion Review Panel may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The Expulsion Review Panel may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the member of the Expulsion Review Panel presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The Expulsion Review Panel may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the hearing room during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the Expulsion Review Panel conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made per request. If recording devices are needed by the parents the school will provide them per request.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A determination by the Expulsion Review Panel to expel must be supported by substantial evidence presented at the hearing that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Expulsion Review Panel, or WISH Board on appeal, determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the accused pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

If the Expulsion Review Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program at the Charter School.

Written Notice to Expel

Following a decision of the Expulsion Review Panel to expel, within three (3) school days after the hearing the Executive Director shall send written notice of the decision to expel, including the Expulsion Review Panel's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense(s) committed by the student
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.
3. Notice of appeal rights
4. Information about alternative placement options
5. The reinstatement eligibility review date
6. The type of educational placement during the period of expulsion
7. Notice of appeal rights/procedures.

The Executive Director shall send a copy of the written notice of the decision to expel to the education office for the student's district of residence and to LAUSD as required by any operative DRL.

APPEAL OF SUSPENSION OR EXPULSION

Parents will be notified by the principal through a telephone call and in writing in advance to enactment of the suspension or expulsion and can appeal a student's suspension or expulsion.

A suspension appeal may be made to the Executive Director within ten days of the notice of suspension. The Executive Director shall review the written appeal and make a final determination of whether the student committed the offense(s) serving as the basis of the suspension and then submit his/her written determination to the student's parents/guardians within three (3) school days of considering the appeal. Following due consideration of the facts and safety of students, a decision by the Executive Director regarding student suspension will be considered final.

Parents/Guardians may appeal the expulsion decision of the Expulsion Review Panel by making a written request and submitting it to the Board within fifteen (15) school days of the expulsion decision. The student will be considered suspended until a Board meeting is convened (within thirty (30) days) at which time the parent(s)/guardian(s) must attend to present their appeal. Reasonable accommodations will be made, and language support offered, for students and parents/guardians who wish to appeal. Following the appeal hearing, the Board will make a final decision based on the information presented at the appeal hearing by the parent(s)/guardian(s) and information from the original expulsion hearing. The Executive Director or designee will send written notice to the student or parent/guardian of the Board's decision within ten (10) working days of the appeal hearing. If the expulsion is overturned on appeal, the student will be immediately reinstated at the Charter School. The Charter School Board's decision to uphold the Expulsion Review Panel's decision to expel shall be final.

The student will be notified in writing of the decision within 10 working days. For a student who is not reinstated upon appeal, the family will be sent written notification by the principal, within 24 hours of such decision, including specific reasons why reinstatement was denied, and will be given a new eligibility review date. A decision by the WISH Board of Directors regarding student expulsion will be considered final.

Following expulsion, the Executive Director will collaborate with the family through meetings, emails, and phone calls to:

- Identify an appropriate and timely educational placement
- Share appropriate information as requested by the family to support the student in receiving needed services and supports
- Consult, collaborate, and coordinate school staff with community agency personnel (police officers, Child protective services, hospital personnel, etc.)

- Provide written directions for how to appeal an expulsion decision
- Notify in writing the parents right to have an impartial appeals panel whose members were not involved in the expulsion recommendation or decision
- Adequate notice and meaningful opportunity to be heard, within a reasonable timeline, given needed accommodations and language support
- All due process protections and rights will be upheld

POLICIES AND PROCEDURES REGARDING REHABILITATION, REINSTATEMENT, AND READMISSION

In the event of a decision to expel a student, the school will work cooperatively with the District to assist with appropriate educational placement of the expelled student. Any incident of violent and/or serious student behavior shall be communicated to the District/school to which the student matriculates. Students who are expelled shall be given a rehabilitation plan upon expulsion at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the charter school for readmission. All rehabilitation plans must include behavioral, academic, and attendance expectations, as well as, needed supports and student/parent intake assessments.

Reinstatement

When a student is eligible to be considered for reinstatement the school counselor will facilitate a reinstatement review committee meeting. Parents will be notified of this review by phone and US mail. If it is determined that the student has made sufficient progress and meets the legal criteria (1) The student has met the conditions of his/her rehabilitation plan and (2) The student no longer appears to pose a danger to campus safety, other students, or school employees, the counselor will recommend reinstatement to the WISH Board. If the student is reinstated the counselor will collaborate with the student, parents(s), and school staff to make an appropriate placement. The WISH Board of Directors will conduct reinstatement reviews for students who have met eligibility criteria as determined by the reinstatement review committee. Should the student not meet eligibility criteria, WISH will continue to be in contact with school officials connected to the alternative placement and will support modification of an existing rehabilitation plan, including services, supports and educational placement. A new reinstatement eligibility data will be established and the student will have the opportunity for reinstatement within 90 days.

EXPULLED PUPILS/ALTERNATIVE EDUCATION

The school will help provide the parent necessary information and a list of placement options. The Charter School shall work with LAUSD, the County or the student's school district of residence for a post-expulsion placement of a student at a county community school or other alternative program.

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.

WISH CS will make participation in State Teachers’ Retirement System (STRS) available to teachers working at the school. WISH CS will make any contribution that is legally required of the employer, including social security, and unemployment insurance. All withholdings from employees and the Charter School will be forwarded to the STRS fund as required. Charter School will continue participation in STRS for the duration of Charter School’s existence under the same CDS code.

Staff Retirement Allocations

1. STRS: All certificated personnel including teachers, Principal, and guidance counselor
2. Classified staff will be offered a 403b
3. Federal Social Security: Classified staff, including the Executive Director, Office Manager, Finance Manager, etc.

Responsible Staff Member

The Executive Director is responsible for ensuring that appropriate arrangements for the aforementioned coverage will be made with approval of the WISH Board.

STRS Reporting

WISH CS will submit all retirement data through LACOE and will comply with all policies and procedures for payroll reporting. Employees will accumulate service credit years in the same manner as all other members of STRS. The Executive Director shall be solely responsible for ensuring that such retirement coverage is arranged and shall forward any required payroll deductions and related data to LACOE as required by Education Code Section 47611.3.

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.

As a school of choice, WISH CS does not have restrictive enrollment based on residence, etc. Parents and students are informed of their public school attendance alternatives during the enrollment process by sharing district literature such as the Choices brochure.

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

Dr. Shawna Draxton, Executive Director
WISH, Inc.
6550 West 80th Street

- 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

Dr. Shawna Draxton, Executive Director
WISH, Inc.
6550 West 80th Street
Los Angeles CA 90045

- 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.

The Executive Director will serve as the school's closure agent in the event that 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).)