



**WISH Academy High 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**

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AFFIRMATIONS AND ASSURANCES

WISH Academy High School (hereinafter “WISH High School,” “WISH HS,” 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).)

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

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

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

ACADEMIC CALENDAR AND SCHEDULES

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

MATHEMATICS PLACEMENT

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

TRANSITIONAL KINDERGARTEN

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

HIGH SCHOOL EXIT EXAMINATION

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

WASC ACCREDITATION

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

ENGLISH LEARNERS

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

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

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

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

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

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

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

STUDENTS WITH DISABILITIES

Federal Law Compliance

Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004.

Special Education Program

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

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

SELPA Reorganization

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code section 56195.1(a). As a single-District SELPA, the District has created two charter school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the reorganized LAUSD SELPA commenced in the 2013-2014 school year requiring all District-authorized charter schools to elect one of the three options available under the LAUSD SELPA. Prior to an option election, all District-authorized charter schools were required to participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that had previously executed an Option 3 Memorandum of Understanding ("MOU"), were required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated Program schools do not have LEA status for the purposes of special education but will function in a similar role in that each charter school will be responsible for all special education requirements, including but not limited to services, placement, due process, related services, special education classes, and special education supports. Charter schools that have elected to

participate in a District-operated programs option may apply for membership in the Charter-operated Program section of the SELPA. Charter schools accepted for participation in the Charter-operated Programs section receive support from a Special Education Director for the Charter-operated Programs.

Modified Consent Decree Requirements

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

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

- **End of Year Suspension**

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

- **Statewide Assessment Data**

The standard file including District ID.

- **Norm day**

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

- **CBEDS**

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

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

- **Dropout**

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

- **Monthly SESAC and Suspension data**

- Graduation roster from all charter schools with 12th grade students with disabilities

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

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:	Westchester, 90045
• This location is in LAUSD Board District:	4
• This location is in LAUSD Local District:	LWD
• The grade configuration of Charter School is:	9-12
• The number of students in the first year will be:	225
• The grade level(s) of the students in the first year will be:	9-12
• 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.)	500
• The type of instructional calendar (e.g., traditional/year-round, single track/multi-track, extended day/year) will be:	Traditional
• The bell schedule for Charter School will be:	8:00 – 4:00
• The term of this Charter shall be from:	July 1, 2019 to June 30, 2024

II. COMMUNITY NEED FOR CHARTER SCHOOL

WISH Academy High School (“WISH HS” or “Charter School”) serves as a small, high-performing 9th-12th 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 HS 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), and our TK-8th grade campuses.

WISH History

In March 2016, LAUSD authorized WISH HS; after a contentious and extended review process, the charter authorization was made for just a three-year term instead of the typical five-year charter term. Unfortunately, by the time the authorization was secured, WISH HS did not have a viable facilities option for the 2016-17 school year, and delayed opening by one year. In 2017-18, WISH HS opened with our first class of 74 students in 9th grade. **Thus, this Charter Renewal Petition is being submitted after just one year of operations.**

WISH HS also is co-located at Westchester Enriched Sciences Magnet School and is serving approximately 150 students in grades 9-10 in 2018-19, expanding to ultimately reach 500 students in grades 9-12 in 2020-21. WISH HS’ enrollment is 38% African American, 37% Hispanic/Latino, 10% Asian/Filipino/Pacific Islander, and 16% White; 45% of our students are SED; 3% are ELs; and 24% are SpEd, 10% of our total enrollment 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 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 was voted Best School. WISH High School was voted Best High School in the *Hometown News* in 2018. 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 HS 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. 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 CS 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 and look forward to continuing to develop and disseminate “best practices” from our exemplary model of education and social justice through inclusivity.

III. WISH HS'S PERFORMANCE DURING THE CURRENT CHARTER TERM MEETS RENEWAL CRITERIA

As noted above, WISH HS is ***just starting our second year of operations with 9th and 10th grades*** in 2018-19. Thus we only have data for one year of serving 74 students in 9th grade. This of course poses some challenges on renewal, yet we are confident that the data presented here provides a compelling case for renewal and a new five-year charter term. Based on its specific record of performance – as well as the success of our model in grades TK-8 – we are confident WISH HS will continue to meet the needs of the community it serves.

A. ACADEMIC PERFORMANCE DATA AND OTHER ABSOLUTE AND COMPARATIVE PERFORMANCE INDICATORS

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 HS’ 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))

WISH HS is co-located at Westchester Enriched Sciences Magnet (WESM). Not surprisingly, the majority of students reside in close proximity to our campus. Based on an analysis of the students’ residence addresses and the 2017-18 Data Set provided by LAUSD’s Charter Schools Division (CSD Data Set), the following tables list the top home district schools our students would otherwise be required to attend (Comps).

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
WESM Health/Sports Medicine Magnet	965	74%	12%	1%	20%	73%	2%	4%	18%	51%	20%	50%	15%
Venice Senior High	2,038	72%	13%	7%	64%	13%	8%	14%	20%	67%	41%	69%	36%

(<https://data1.cde.ca.gov/dataquest>)

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

Since we only served 9th graders in 2017-18, WISH HS does not have any CAASPP data to date. The first year WISH HS 11th graders will take the CAASPP is Spring 2020. We note that the Comp schools had the following CAASPP scores in 2017; WISH is working to meet or exceed these proficiency levels

	2017 CAASPP ELA - Overall	2017 CAASPP Math - Overall
WISH Academy HS	N/A	N/A
WESM Health/Sports Medicine	50%	15%
Venice Senior High	69%	36%
LAUSD (Grade 11)	55%	24%
State of California (Grade 11)	60%	32%

(<https://data1.cde.ca.gov/dataquest>)

Given the lack of official CAASPP data, we offer the following internal benchmark assessment data to demonstrate both growth and proficiency of our 9th graders over the 2017-18 school year.

Using the Illuminate Inspect assessments, we tested our 9th graders at the beginning and end of the year in ELA and Math.¹

Time	Subject	Exceeding	Meeting	Nearly Meeting	Not Meeting
Beginning of Year	ELA	26%	7%	6%	38%
End of Year	ELA	49%	19%	12%	20%
Beginning of Year	Math	0%	0%	6%	94%
End of Year	Math	13%	19%	13%	53%

In ELA, at the beginning of the year, 33% of our school wide population Met or Exceeded standards; by the end of the year, we more than doubled that rate to 68% Met/Exceeded. Notably, the percentage of students who Exceeded standards increased from 18% to 49% and the percentage of students who did Not Meet standards decreased over the year from 38% to 20%. 100% of our ELs (5 students) scored “Not Met” at the beginning of the year and 40% (2 students) increased to “Met” during the year. In ELA, only one student (White) had a decrease in proficiency; 95% of our subgroups showed a positive increase in the change in percentage towards proficiency of standards.

In Math, at the beginning of the year, 0% of our 9th graders Met or Exceeded standards and 94% were in the Not Met band; by the end of the year, 32% of our students were Meeting/Exceeding math standards and 13% were Nearly Meeting. In Algebra 1, the math level that most of our 9th graders took (50 students), we reduced the percentage of Not Met by 34%; 90% of our subgroups showed a positive increase in the change in percentage towards proficiency of standards. In Geometry, the majority of our students made positive growth and 49% made significant growth and another 50% moved out of the ‘not meeting’ band. Both of the two students enrolled in Algebra 2 made significant gains (one Met standards by the end of the year and the other was Nearly Met; both started at Not Met). It is clear that the strategies the teachers were using and the additional supports provided were utilized and effective in creating growth.

As detailed below, we have implemented a number of strategies and programs to increase student achievement for all learners (see Challenges section below), but we are very encouraged by the growth demonstrated in just one year.

English Learner Reclassification

In 2017-18, our first year of operation, we initially enrolled six EL students (8.1% of total 74 student enrollment), though one moved out of the Los Angeles area in January (thus only five were with us a full year). Our EL students’ home languages are Spanish, Russian and Urdu; two of

¹ Math assessments included Geometry, Algebra I and Algebra II. Results are combined here for efficiency.

these students also have a specific learning disability. One EL has been in the country for a year. Our 8.1% EL enrollment rate compares to 1% ELs at WESM Health/Sports Medicine and 7% at Venice Senior High. One of our 9th grade EL students was reclassified in 2017-18, resulting in a reclassification rate of 10.8%. While this was lower than LAUSD averages, given the small number of ELs, the data is skewed.² (<https://data1.cde.ca.gov/dataquest>) Three additional students have been reclassified at the beginning of this year. (Internal data.)

Graduation and A-G Completion Rates

WISH HS will graduate its first class of seniors in Spring 2021. We expect WISH HS will meet or exceed the graduation and A-G completion rates for the Comp schools as shown below. It is important to note that due to WISH HS' unique program as the only inclusive model high school for students with moderate/severe disabilities across LAUSD, and with current enrollment that includes 24% SpEd – almost half of whom have moderate/severe disabilities – we offer alternative paths to high school completion in accordance with applicable federal and state laws for students with disabilities.

	2016-17 Grad Rate	2017 A-G Completion Rates
WISH Academy HS	N/A	N/A
WESM Health/Sports Medicine	87%	61%
Venice Senior High	82%	58%
LAUSD	80%	60%
State of California	83%	47%

(<https://data1.cde.ca.gov/dataquest>)

Student Attendance Rate and Chronic Absenteeism

WISH HS's ADA for our first year of operation, 2017-18 was 95.75%. Chronic truancy was 2.78% of our student population last year. (Internal data.) At the start of the school year, we implemented a policy of making a personal call home to check in on children who were absent without excuse or prior notification. We follow LAUSD procedures for issuing Truancy letters with regularity, setting up SART meetings or SARB meetings as required. The WISH Academy HS Principal also made home visits to families to follow up on absences of any prolonged duration. WISH Academy Parent Leadership (WCA) made themselves available to help connect families to support car-pooling or travel-buddy efforts, to help encourage students to attend classes regularly.

Suspension/Expulsion Rate

² We note that CDE shows that 1 was reclassified yet lists this as zero percent; this is an error.

In 2017-18, WISH HS had three suspensions (4%) and zero expulsions (0%). While LAUSD had a 2016-17 suspension rate (the most recent year for which data is available) of just .80%, that is based on a dramatically larger student population -- 661,653 compared to WISH HS's 74 students.

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/>)

Parental Involvement

During the 2017-18 school year, 92% of parents attended parent/teacher conferences and 100% attended at least one of the WISH Community Association meetings, workshops, social evenings and additional fundraising experiences. Parents are encouraged to volunteer to support WISH HS and our programs based on areas they have expertise in and that they are passionate about; in 2017-18, 56% of our parents volunteered to support the WCA. (Internal data.)

Stakeholder Satisfaction

WISH HS conducted our first annual survey of stakeholders to gauge satisfaction levels and solicit crucial feedback for our operations. Results from the Proud Parent survey showed that *100% of parents rate their overall satisfaction with WISH HS as "Very Satisfied."* Also, 100% of parents who responded to the survey agreed that bullying is "Not a problem" at WISH HS. The data from the student survey indicates that 88% of WISH HS students feel like their curriculum is engaging and meaningful, 89% believe the teachers are invested in them, and 83% feel free from bullying. (Internal data.)

B. LAUSD ANNUAL OVERSIGHT VISIT RESULTS

WISH HS has completed one Annual Oversight Visit with staff from LAUSD's Charter School Division (CSD). In the resulting Oversight Visit Report, dated May 30, 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	No Rating	3	2

(CSD Annual Oversight Visit Report, 5/30/18.)

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, 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 school has demonstrated proficient levels of student achievement and progress as measured by school's internal assessments and other school data that are regularly monitored and analyzed and that reflect moderate growth in student achievement in ELA and Math for the majority of subgroups and grade-levels.
- The school uses Illuminate Inspect assessments for both English Language Arts (ELA) and Math. In the beginning of the year in ELA, the school had 33% of the 9th grade students were meeting/exceeding standards and by the end of the year 68% of the 9th grade students were meeting/exceeding standards. The school reduced the percentage of students not meeting standards by 17%. In analyzing subgroups, the school reports that 100% of English Learners were not meeting standards in the beginning of the year and by then end of the year 60% were not meeting standards. Although that demonstrated growth, the school determined that based on this data, the professional development plan changed to address the needs of English Learners.
- In the beginning of the year, in Math, the school had 0% of the 9th grade students meeting/exceeding standards and by the end of the year 29% of the 9th grade students were meeting/exceeding standards. In addition, 90% of the subgroups demonstrated growth. Per school leadership, the school has offered the following interventions: 1:1 meetings, coaching for teachers, MobyMax, lunch intervention, Loyola Marymount tutors, and Academic College Excellence (ACE) program to work on organization, study skills, and other academic skills.

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. The school has a visitor's policy, coordinated school safety

plan, regular meetings with the Westchester Enriched Sciences Magnet (WESM) site team, documentation of drills with reflection, suicide prevention training and policy, emergency training and all staff received the required child abuse awareness and blood borne training.

- The school has a highly developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree.
- In reviewing the Welligent reports, all services were delivered according to student's IEP's and all IEP's were held within legal timelines. In discussion with the Resource Specialist Teacher and the classroom observations, the special education teacher is collaborating and co-teaching in the classrooms and also has regularly scheduled planning time with the general education teachers.

Fiscal Operations

- 2017-2018 is WISHHS's first year of operation. The 2016-2017 independent audit report on file with the CSD reflected start-up funds of \$59,973 from the Public Charter Schools Grant Program (PCSGP). The school had miscellaneous expenses of \$63,314 prior to its first year of operation. According to the 2016-2017 independent audit report, the school had negative net assets of (\$3,341) and a net loss of (\$3,341). The 2017-2018 First Interim projects positive net assets of and net income of \$21,333.

(CSD Annual Oversight Visit Report, 5/30/18.)

C. 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.

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.

University Partnership to Conduct Research and Feedback for Improving Practices

LMU/ SOE 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.

Early College

Our qualified high-school students take college classes for college credit at the same time they are working toward their high-school diplomas via partnerships with local community colleges, online university course offerings and partners such as LMU. Based on highly successful early college programs throughout the nation, this program is designed to enable students to matriculate with up to one year of college credit upon graduation from high school. As our students complete these college courses, they receive extensive support from WISH faculty and staff in order to ensure their success. An early college program is a huge boon to our low-income and under-resourced students who have been largely shut out of California higher education due to rising tuition and slashed course offerings, and perhaps most importantly helps our most high-need students realize that they can succeed in college-level courses and earn a post-secondary degree.

Constructivist/Project-Based Approach

At WISH Academy HS, 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 myriad arts offerings, clubs and intramural sports.

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

As evidenced by the data and external reviews detailed above, WISH HS is on its way to becoming a great 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.

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

Like every start-up charter school, we have experienced some challenges in our start-up phase. Our experienced staff and WISH Board (which have started two previous schools) have been able to make adjustments and address these challenges proactively.

Finances

As CSD staff noted in our Annual Oversight Visit, our financial position is "developing" as a new school. A \$575,000 Public Charter Schools Grant Program (PCSGP) start-up grant from CDE has been a critical support to building staff capacity and one-time purchases such as books, computers and other necessary equipment and supplies. Our model is inherently more expensive than most schools due to the needs of our students, including our co-teaching model, additional support/resource staff, and need for adaptive equipment and supplies. As enrollment

increases and one-time expenses level off, we are confident our conservative fiscal planning will result in a fiscally stable organization.

Accessible Facilities

As noted above, given that our charter was authorized after some delays rather late in the school year (March 2016), we did not have a viable facilities plan and were forced to delay opening by one year. Though WISH is incredibly grateful for the Prop 39 space that we have received, ADA accessibility and meeting the needs of our students with disabilities has been an issue. WISH HS has been co-located at Westchester Enriched Sciences Magnet (WESM), along with our 6th-8th grades. While most of the rooms at this 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 HS 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/Discipline

With our older students, implementing restorative justice and positive behavior support practices has been a priority in our new high school. All three of the suspensions recorded last year were in-school suspensions allowing opportunities for an onsite teacher to monitor work completion, answer questions, and support with restorative justice activities. To 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 HS sent a team 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.

Academic Achievement

Finally, we are of course continuously seeking to increase student achievement. Although the growth data shows incredible progress in our first year, some scholars have not met standards and are not proficient at this time.

Based on data, our professional development plan shifted substantially to include targeted EL strategies, more vocabulary integration, and an emphasis on timely feedback on assignments so that students could make the growth that they needed. The Illuminate Inspect tests were new tests for our staff and we spent professional development time understanding our testing system, training staff, implementing the online testing, and aligning the test to standards taught at the 9th and 10th grade level. We continue to host 1:1 meetings, support our teachers with coaching, develop their capacity to use the data to inform instruction by identifying questions the greatest number of students got wrong, implement Achieve 3000 to support literacy and reading comprehension and MobyMax to support mathematical literacy, hold lunch intervention support, office hours, LMU tutors, data chats with students and families, and continue communication with families to support and encourage academic achievement throughout the year.

For EL students we have provided a targeted advisory group to support with literacy, reading comprehension, vocabulary practice, and increased use of Achieve 3000 to support reading strategies. We also hosted parent education evening with translators assisting in Amharic. For our Socio Economically Disadvantaged (SED) scholars, we have communicated regularly with families about attendance, grades, educational opportunities, opened office hours earlier to allow for more time accessible support for scholars, and have offered supplies and funded educational field trips for those who could not afford it otherwise. For our scholars with disabilities, we have implemented the academic reporting system so families and advisors can support regularly with academic achievement, we have developed the Academic College Excellence (ACE) program to work on organization, study skills, and 21st century skills to support them in Exhibitions, Presentations of Learning, homework, and classwork. We use Achieve 3000 to provide lower lexile level articles that are on grade level content. We have held regularly individual family meetings coordinated by the Education Specialist and held PD to support learning.

Based on a larger percentage of African American students and socioeconomically disadvantaged students not meeting standards in Math, we have identified both of these subgroups as needing additional attention and support. As described above, contacting parents and meeting with individual students to share data and set up an individualized support plan for students including

office hours, peer tutoring, ACE, and weekend math academics were offered and will continue to be refined. Additionally teachers were given supports described above in PD.

While we are only able to present one year of primarily internal data here, we believe we are establishing a solid foundation for our students' long-term success, both on 11th grade CAASPPs, critical college tests (SAT/ACT), and ultimately graduation and A-G completion rates.

We look forward to continuing to grow and strengthen all facets of our operations over the next charter term.

IV. TARGET STUDENT POPULATION

A. SURROUNDING COMMUNITY: WESTCHESTER

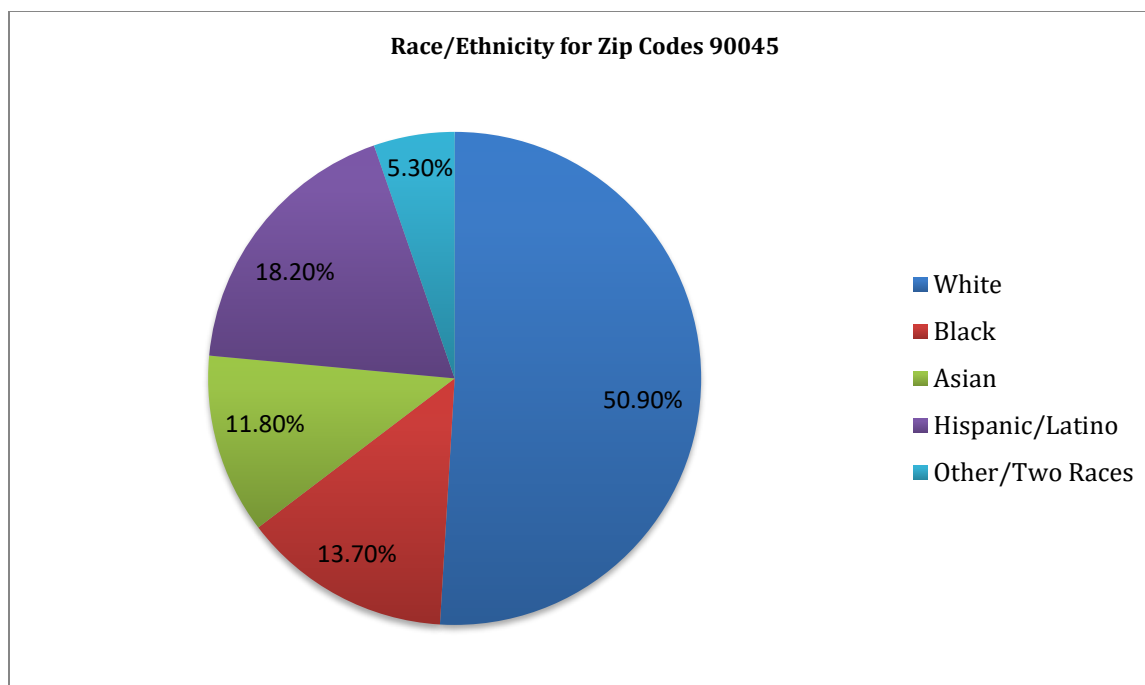
We are co-located on the Westchester Enriched Sciences Magnet school Los Angeles (zip code 90045) in order to serve a highly diverse student body, which is core to our mission and model, while being in close proximity to our sister TK-8 school, WISH Charter School, and our university partner, Loyola Marymount University, School of Education (LMU/SOE). WISH HS serves students primarily from the Westchester neighborhood, along with surrounding areas. Currently, almost half of the students who attend WISH HS school reside in zip code 90045 (Westchester), with the remainder 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: healthycity.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: healthycity.org/Census2010.) Our specific target community, while similarly diverse, has significantly fewer Hispanic/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).

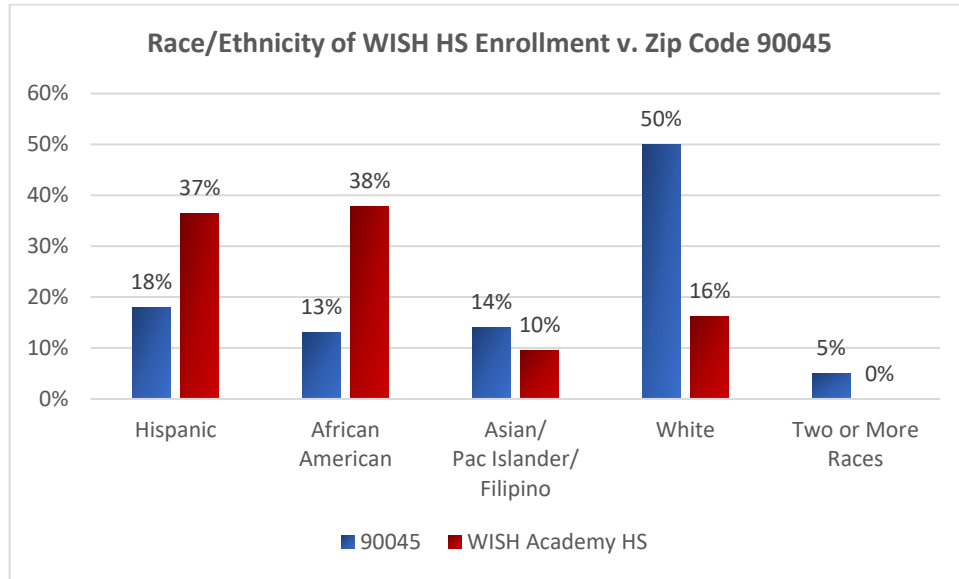
As illustrated in the chart below, WISH HS is very proud that our school is authentically integrated and reflective of the surrounding community, with even higher representations of Hispanic, Black and mixed-race students and fewer whites. Recent research has increasingly demonstrated compelling reasons 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. 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.’”³

Research demonstrates significant benefits for minority/impoverished students attending integrated schools, including reduced dropout rates, higher college-going and completion, and improved academic outcomes.⁴ 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

³ 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.

⁴ 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.)

working in multiracial settings, and an increase of critical thinking. . . . Numerous studies indicate that school desegregation or resegregation 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.⁵



WISH High 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 adolescents 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.

B. 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:

Levels	Year 1	Year 2	Year 3	Year 4	Year 5
9	100	125	125	125	125

⁵ 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).

10	75	100	125	125	125
11	75	75	100	125	125
12	0	75	75	100	125
Total	250	375	425	475	500

V. GOALS AND PHILOSOPHY

A. MISSION

WISH Academy Charter High School serves as a small high 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 graduate as collaborative, informed, resourceful and reflective individuals who are college-ready, career-prepared and community-minded. Through a culture of high expectations for all, students grow in knowledge and wisdom, develop new skills, and form safe and strong relationships with teachers, peers, parents and the community. Based on the success of our K-8 school, WISH HS 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 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 (teaching kids to do the right thing even when no one is looking) 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 receive individualized supports that 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 preventing 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.

VI. 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:⁶

- 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 college and meaningful careers.

VII. HOW LEARNING BEST OCCURS

"Tell me and I forget. Teach me and I remember. Involve me and I learn."

--Benjamin Franklin

Based on our WISH Board's experience operating the WISH schools and extensive research, we believe strongly that:

⁶ Partnership for 21st Century Learning. Resources for Educators. <http://www.p21.org/our-work/resources/for-educators#SkillsMaps>. Accessed on August 3, 2018.

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.⁷ Outcomes for students with severe disabilities include: increased social participation and access to general education curriculum;⁸ learning and generalization of new social, sensory, motor, and communication behaviors;⁹ and improvement of the overall quality of individualized education program (IEP) objectives.¹⁰ 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.¹¹ In a study where academic and behavioral progress of students who were considered to have moderate intellectual disabilities were monitored, students in an inclusive setting made more behavioral progress than those who were not in that environment and there was a sharp decrease in discipline referrals.¹²

Learning best occurs when students are expected to meet high standards for achievement and

⁷ 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.

⁸ 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.

⁹ 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.

¹⁰ 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.

¹¹ 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.

¹² 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.

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.¹³ 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.¹⁴ 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.”¹⁵

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.¹⁶ Also, research strongly emphasizes the superiority of small schools as places where the learning environment is enhanced.¹⁷ 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.¹⁸ Small schools also tend to increase student participation across the board resulting in lower dropout rates and higher attendance rates.¹⁹

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 “teachers matter more to student achievement than any other aspect of schooling.”²⁰ 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.²¹

¹³ Resnick, L, Hall, M. Principles of Learning for Effort-based Education. Institute for Learning, University of Pittsburg. 2005.

¹⁴ Boyd-Zaharias, J. Project Star: The Story of the Tennessee Class-Size Study. *American Educator*. 1999:Summer:1-6.

¹⁵ 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.

¹⁶ Klonsky, M. 1998. *Small Schools: The Numbers Tell a Story*. Chicago, Ill.: University of Illinois at Chicago, Small Schools Workshop.

¹⁷ Raywid, M. Small Schools: A Reform That Works. *Educational Leadership*. 1998;55(4):34-39.

¹⁸ 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

¹⁹ Fine, M. 1998. *Small schools, big imaginations: A creative look at urban public schools*. Chicago, IL: Cross City Campaign for Urban School Reform.

²⁰ RAND Corporation. Teachers Matter: Understanding Teachers’ Impact on Student Achievement. 2012. https://www.rand.org/pubs/corporate_pubs/CP693z1-2012-09.html.

²¹ Leana, C. The Missing Link in School Reform. *Stanford Social Innovation Review*. 2011. www.ssireview.org/articles/entry/the_missing_link_in_school_reform/

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.”²² 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.”²³ Extensive research supports the effectiveness of active learning, “particularly in improving the achievement level of the lowest-performing students and minorities.”²⁴ 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.²⁵ The more actively engaged students are in the learning process, the more effectively they understand and retain concepts and skills that are delineated in the State Standards, and even more importantly, the better equipped they are 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.”²⁶

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.²⁷ We believe that learning best occurs when students are self-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.²⁸

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

²² Ibid.

²³ Learning Theories. Constructivism. www.learning-theories.com/constructivism.html. Access on: August 4, 2018.

²⁴ National Drop Out Prevention Center. Active Learning. <http://dropoutprevention.org/effective-strategies/active-learning/>. Accessed on August 4, 2018.

²⁵ Freire, P. 1972. Pedagogy of the Oppressed. New York: Penguin Books.

²⁶ Ibid.

²⁷ Sill, D. Integrative Thinking, Synthesis and Creativity in Interdisciplinary Studies. *The Journal of General Education*. 2001;50(4):288-311.

²⁸ Freire, P. 1972. Pedagogy of the Oppressed. New York: Penguin Books.

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.²⁹ 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.³⁰

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.”³¹ 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.³²

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 colleagues³³ 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 (including error corrections, performance feedback, differential reinforcement, planned ignoring plus praise and/or instruction of classroom rules, response cost and timeout from reinforcement strategies).³⁴

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

²⁹ Csikszentmihalyi, M. Flow: The Psychology of Optimal Experience. *Journal of Leisure Research*. 1990;24(1):93-94.

³⁰ Gardner, H. *Multiple Intelligences: New Horizons*. Completely rev. and updated. New York: BasicBooks, 2006.

³¹ 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.

³² Resnick, L, Hall, M. 2005. Principles of Learning for Effort-based Education. Institute for Learning, University of Pittsburgh.

³³ 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.

³⁴ Safe & Civil Schools. Is CHAMPS Evidence Based? <http://www.safeandcivilschools.com/research/references/is-champs-evidence-based.pdf>. Accessed on August 4, 2013.

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.”³⁵ He also specifies that technology use seems most effective for otherwise low achieving and at-risk use.³⁶

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.”³⁷

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.”³⁸ 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.”³⁹

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.⁴⁰ By constantly “beginning with the end 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.”⁴¹

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

WISH HS pursues the following school wide and subgroup outcome goals, based on the state priorities detailed in California Education Code § 52060(d). Student performance and

³⁵ Noeth, R, Volkov, B. Evaluating the Effectiveness of Technology in Our Schools. *ACT Policy Report*. 2004.

³⁶ Ibid.

³⁷ 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.

³⁸ Vijay, R. Parental Involvement and Academic Achievement among High School Students. *International Journal of Multidisciplinary Research Review*. 2016; 5(12).

³⁹ [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.

⁴⁰ 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. 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.

⁴¹ Schmoker, M. 1996. *Results: The key to continuous school improvement*. Alexandria, VA: Association of Supervision and Curriculum Development.

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 Charter School's goals as of this petition submission, for all pupils (including statistically significant subgroups) pursuant to California Education Code Section 47605(b)(5)(A)(ii), 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. We note that as required under the California Education Code, WISH HS stakeholders will engage in a collaborative process each year to update and prepare an annual Local Control and Accountability Plan (LCAP) as a basis for prioritizing allocation of funds. The following is intended to be illustrative of the goals and actions WISH HS anticipates at this point in time.

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:
<input type="checkbox"/> : <input type="checkbox"/> :	
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 HS will hire, supervise, evaluate and retain qualified teaching staff. - WISH HS will ensure verification of proper credentials and Department of Justice clearance prior to start of employment. - WISH HS will actively recruit qualified teachers reflecting student ethnic demographics - 100% of teachers will receive Professional Development on CCSS ELA/ELD Frameworks, Math & NGSS <p><i>Priority 1 Outcome 2 - Pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119.</i></p> <ul style="list-style-type: none"> - WISH HS will provide appropriate, standards-aligned (including CA CCSS and the academic content and performance standards) textbooks/curriculum materials. - WISH HS will review alignment of instructional materials to standards. - WISH HS will maintain an annual inventory of instructional materials and respective purchase of materials. - WISH HS 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 HS facilities will be maintained and cleaned by custodial staff
- WISH HS will do annual and monthly facility inspections to screen for safety hazards.
- WISH HS 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, Illuminate Inspect 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 HS 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 HS students (including all statistically significant subgroups) will have access to standards-aligned materials and technology.

Metric/Method for Measuring: % of WISH HS 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 HS 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 HS 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 HS 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 HS student will receive engaging, balanced instruction including hands-on, project-based activities and differentiated instruction.

Related State Priorities:

☐ 1 ☒ 4 ☐ 7
☐ 2 ☐ 5 ☒ 8
☐ 3 ☐ 6

Local Priorities:

☐:
☐:

Specific Annual Actions to Achieve Goal

Priority 4 (Pupil Achievement)

Priority 4 Outcome 1 – Performance on standardized tests and overall schoolwide assessments including the new California School Dashboard

- WISH HS 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 HS will provide comprehensive professional development to support student achievement.
- WISH HS will hold Data Meetings three times each year (summer pre-opening, January and March) to analyze CAASPP/CAA, Illuminate Inpect assessments and other state and internal assessment scores at to review progress towards annual targets.

Priority 4 Outcome 2 – Share of English Learners that become English proficient

- See above; plus: WISH will implement the LAUSD English Learner Master Plan.
- WISH HS will provide high qualified and experienced teachers with appropriate EL authorization who will continuously monitor instruction and achievement of ELs
- WISH HS will identify English Learners by proficiency level, ensure ELD instruction is aligned to the new standards, and monitor student progress in program implementation.

- WISH HS will provide professional development related to EL support, including ELPAC training and reclassification criteria.
- WISH HS will ensure re-designated ELs will continue to be supported via a multi-tiered system including support for struggling readers.
- Provide new teacher assistance and support Beginning Teacher Support Assistance (BTSA), specifically relating to ELs.
- Provide professional development activities focused on CCSS implementation with ELs.
- EL students will have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction.
- Re-designated ELs will continue to be supported via a multi-tiered system including support for struggling readers.
- Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring.

Priority 4 Outcome 3- English learner reclassification rate

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

Priority 4 Outcome 4 – A-G Completion Rate

- Same as Priority 4 Outcome 2 above plus:
- Offer individual graduation plans, outlining the classes students will take during their high school years.
- Charter School will offer “Advisory” classes (college planning and career exploration program) and “College Readiness” classes and programs preparing students for college readiness, including test prep for ACT/SAT.

Priority 4 Outcome 5 – AP Test Passage Rate

- Same as Priority 4 Outcome 2 above plus:
- Provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.

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

Priority 8 Outcome 2 - Students with IEPs will excel in an inclusive, supportive learning environment and become prepared for post-secondary school and/or meaningful careers.

- Provide differentiated instruction, depth and complexity for all students.
- Provide technology support and resources for instructional staff to continuously monitor student achievement through paper and online benchmark assessments, SST meetings, and other assessments and protocols.
- Provide additional support and intervention services for students including counseling/psycho-social support, after-school tutoring and enrichments.

Expected Annual Measurable Outcomes

Priority 4 Outcome 1: WISH HS 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)	<i>TBD with spring 2019 test scores</i>	<i>School-wide and all significant subgroups will meet or exceed targets for growth on the CAASPP in ELA and Math.</i>	<i>School-wide and all significant subgroups will meet or exceed targets for growth on the CAASPP in ELA and Math.</i>	<i>School-wide and all significant subgroups will meet or exceed targets for growth on the CAASPP in ELA and Math.</i>	<i>School-wide and all significant subgroups will meet or exceed targets for growth on the CAASPP in ELA and Math.</i>	<i>School-wide and all significant subgroups will meet or exceed targets for growth on the CAASPP in ELA and Math.</i>

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	<i>Establish benchmark (2018-19) with ELPAC test implementation</i>	<i>Percentage of students who achieve one level of growth on the ELPAC each year will meet or exceed District rate.</i>	<i>Percentage of students who achieve one level of growth on the ELPAC each year will meet or exceed District rate.</i>	<i>Percentage of students who achieve one level of growth on the ELPAC each year will meet or exceed District rate.</i>	<i>Percentage of students who achieve one level of growth on the ELPAC each year will meet or exceed District rate.</i>	<i>Percentage of students who achieve one level of growth on the ELPAC each year will meet or exceed District rate.</i>

Priority 4 Outcome 3: 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	<i>TBD with 2018-19 reclassification rate</i>	<i>Percentage of students reclassified</i>	<i>Percentage of students reclassified</i>	<i>Percentage of students reclassified</i>	<i>Percentage of students reclassified</i>	<i>Percentage of students reclassified</i>

		<i>each year will meet or exceed District rate.</i>	<i>each year will meet or exceed District rate.</i>	<i>each year will meet or exceed District rate.</i>	<i>each year will meet or exceed District rate.</i>	<i>each year will meet or exceed District rate.</i>
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Priority 4 Outcome 4: Graduating seniors will have successfully completed courses that satisfy the A-G requirements.

Metric/Method for Measuring: Percentage of graduating seniors who will have successfully completed courses that satisfy the A-G requirements.

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	<i>First graduating class in 2020-21</i>	<i>N/A</i>	<i>100%</i>	<i>100%</i>	<i>100%</i>	<i>100%</i>

Priority 4 Outcome 5: Graduating seniors will have passed an AP exam with a score of 3 or higher.

Metric/Method for Measuring: Percentage of graduating seniors who have passed an AP exam with a score of 3 or higher.

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	<i>First graduating class in 2020-21</i>	<i>N/A</i>	<i>Establish baseline</i>	<i>Increase percentage of graduating seniors who pass at least one AP exam with score of 3 or higher per annual LCAP goal (est. 2-3%)</i>	<i>Increase percentage of graduating seniors who pass at least one AP exam with score of 3 or higher per annual LCAP goal (est. 2-3%)</i>	<i>Increase percentage of graduating seniors who pass at least one AP exam with score of 3 or higher per annual LCAP goal (est. 2-3%)</i>

Priority 8 Outcome 1: All WISH HS 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)	<i>N/A</i>	<i>100%</i>	<i>100%</i>	<i>100%</i>	<i>100%</i>	<i>100%</i>

Priority 8 Outcome 2: Students with IEPs will excel in an inclusive, supportive learning environment and become prepared for post-secondary school and/or meaningful careers.

Metric/Method for Measuring: % of students with IEPs that meet annual goals

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	<i>N/A</i>	<i>100% of students with IEPs will meet the annual</i>	<i>100% of students with IEPs will meet the annual</i>	<i>100% of students with IEPs will meet the annual</i>	<i>100% of students with IEPs will meet the annual</i>	<i>100% of students with IEPs will meet the annual</i>

		goals stated in their IEPs	goals stated in their IEPs	goals stated in their IEPs	goals stated in their IEPs	goals stated in their IEPs
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LCFF STATE PRIORITIES

GOAL # 3

<p><i>As a parent-founded school, WISH HS students will actively promote and encourage parent engagement in school life.</i></p> <p><i>WISH HS 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</i></p>	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:		
	<input type="checkbox"/> :		
	<input type="checkbox"/> :		

Specific Annual Actions to Achieve Goal

Priority 3 (Parental Involvement)

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

- WISH HS 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 HS will maintain school website and utilize the Parentsquare online platform to facilitate two-way home/school communication.
- WISH HS will communicate with parents via weekly and monthly updates via email and text; teachers send weekly messages to parents via Parentsquare.
- WISH HS will conduct annual parent surveys to seek parent feedback on the success of our program and areas for improvement.
- The WISH Community Association will facilitate parent engagement and volunteerism in school life.
- Parent representatives will continue to serve on the WISH Board of Directors, School Site Council, WCA School Site Council.

Priority 5 (Pupil Engagement)

Priority 5 Outcome 1 – School attendance rates and Chronic absenteeism

- WISH HS parent outreach and communications will continue to stress the importance of attendance and arriving at school on time each day
- WISH HS'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 5 Outcome 2 – High School Dropouts

- Prevent dropouts by ensuring all students have access to the curriculum, parents are engaged and there are significant wrap-around supports for students at-risk of dropping out.
- WISH will provide training and support for Advisory and other non-scholastic support for students.
- WISH will support site-based student clubs.

Priority 5 Outcome 3 – Graduation Rates

- See above for Outcome 2 plus

- WISH HS will offer individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.

Priority 6 (School Climate)

Priority 6 Outcome 1 - pupil suspension rates

- WISH HS will provide training and support for restorative justice practices and positive discipline
- WISH HS 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 HS will provide training and support for restorative justice practices and positive discipline
- WISH HS 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 HS will continue to implement annual surveys to assess stakeholder satisfaction

Expected Annual Measurable Outcomes

Priority 3 Outcome 1: WISH HS 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 HS School Site Council will continue to meet 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 HS 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)	TBD with 2018-19 rates	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)	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)	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)	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)	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)

Priority 5 Outcome 2: WISH HS will maintain a low high school dropout rate.

Metric/Method for Measuring: High school dropout rate

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	TBD with 2018-19 rates	The dropout rate will be equal to, or less than that of comparison schools.	The dropout rate will be equal to, or less than that of comparison schools.	The dropout rate will be equal to, or less than that of comparison schools.	The dropout rate will be equal to, or less than that of comparison schools.	The dropout rate will be equal to, or less than that of comparison schools.

Priority 5 Outcome 3: WISH HS will maintain a high graduation rate.

Metric/Method for Measuring: Four-year cohort graduation rate

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	N/A	N/A	<i>Establish baseline with first graduating class of seniors.</i>	<i>The graduation rate will be equal to, or less than that of comparison schools.</i>	<i>The graduation rate will be equal to, or less than that of comparison schools.</i>	<i>The graduation rate will be equal to, or less than that of comparison schools.</i>
Priority 6 Outcome 1: WISH HS 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 HS will maintain a low expulsion rate that is $\leq 1\%$. 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>	$\leq 1\%$	$\leq 1\%$	$\leq 1\%$	$\leq 1\%$	$\leq 1\%$
Priority 6 Outcome 3: WISH HS 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	<i>Maintain high stakeholder approval ratings as needed on annual surveys (>85%)</i>	<i>Maintain high stakeholder approval ratings as needed on annual surveys (>85%)</i>	<i>Maintain high stakeholder approval ratings as needed on annual surveys (>85%)</i>	<i>Maintain high stakeholder approval ratings as needed on annual surveys (>85%)</i>	<i>Maintain high stakeholder approval ratings as needed on annual surveys (>85%)</i>

IX. INSTRUCTIONAL DESIGN

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

WISH HS provides a rigorous, college-preparatory program aligned to the Common Core State Standards and University of California/California State University's A-G requirements.⁴² All students are encouraged to complete A-G graduation requirements for admission to the UC/CSU system. As partnerships formalize, students are referred to dual enrollment/early college classes both at LMU and a local community colleges as well as online university partnerships.⁴³

Students with IEPs that are on a non-diploma track participate in a specially designed alternate curriculum – offered in the general education classroom – that remains rooted in the A-G course content. The goals and objectives highlighted in their individualized programs emphasize the functional aspects of the general education standards. Students on an alternative track have a right to access their education until the age of 22. WISH HS provides all educational supports, services and programs to students who qualify up to this maximum attendance age; however, when it is also appropriate, WISH HS works closely with Charter Operated Programs option 3 of LAUSD to provide access for students to programs that best fit their continuing education and career goals. Students who are on a non-diploma track and do not wish to obtain a certificate of completion may continue to engage in a uniquely designed course of study at WISH HS past their senior year or partner with WISH HS and LAUSD to develop a course of study that best fits their needs.

Whether or not students are working towards a diploma or a certificate of completion is an individualized decision made by IEP teams. If students receive modified material and/or instructional approaches in core academic classes and/or are working toward alternate achievement standards, this is consistent with expectations for a certificate of completion. Alternate achievement standards are considered to be aligned with Common Core standards at a modified level.

Student IEP goals are individually determined and aligned with CCSS using the Core Content Connectors (or other California-specific resource) as a guideline. In addition to academic goals, students working toward a Certificate of Completion also address social, communication, behavior and transition/vocational goals within academic classes, on-campus jobs and activities, and off-campus instruction (CBI). IEP teams serving students with moderate to severe disabilities

⁴² As an inclusive model school serving students with moderate to severe disabilities, we recognize that not all of our students will be able to complete A-G within four years. For this reason, we are not requiring A-G completion for all students as a condition of graduation, yet ambitious goals – including A-G completion – will be expected for each student based on his/her individual needs, as detailed in their individualized learning plans.

⁴² We note that LAUSD and other local districts and charter schools are working with the LA Community College District to establish more streamlined and cohesive dual enrollment agreements across Los Angeles. We look forward to benefiting from this important work as we undertake a dual enrollment program starting in 2018-19 with our first class of juniors. Where possible, agreements will be established to ensure the transferability of credits earned to the UC/CSU system.

⁴³ We note that LAUSD and other local districts and charter schools are working with the LA Community College District to establish more streamlined and cohesive dual enrollment agreements across Los Angeles. We look forward to benefiting from this important work as we undertake a dual enrollment program starting in 2018-19 with our first class of juniors. Where possible, agreements will be established to ensure the transferability of credits earned to the UC/CSU system.

design an inclusive program around each student's unique needs, which may include time in general education classes, the school or surrounding community (e.g., vocational skills training), and Learning Center support (see below).

Students have the opportunity to participate in elective courses in the arts, languages, literature/journalism and computer sciences on a rotating "wheel" basis – specific electives are determined based on teacher expertise and student interest.

As detailed throughout this petition, our focus on personalized instruction includes a variety of in-class supports and targeted interventions for students to ensure their success. Our collaborative teaching model ensures that all students receive personalized support within our inclusive classrooms, and as needed, extra supports. Teachers differentiate instruction, including depth and complexity for all students, including those performing above grade level, those with IEPs or those who are struggling to master a particular lesson. Highly-qualified educational support personnel (RSP teachers, Psychologist, Counselor, Designated Instructional Service (DIS) Counselors, Speech Pathologist, Psychologists, Occupational Therapist) support our data-driven, differentiated model of instruction.

The Learning Center plays a central role in the life of the school. Unlike traditional learning center models, the Learning Center at WISH HS provides enrichment, support and guidance for all students based on individual needs. Students who require support and intervention (whether they have an IEP or not) receive support from DIS providers, teachers, and paraprofessionals in the Learning Center, both during dedicated time each day in the bell schedule as well as through scheduled appointments (including before and after-school) and drop-ins. Students who struggle academically or otherwise are enrolled in Guided Studies at the Learning Center (progress is monitored by checking attendance, grades, and other feedback from teachers and staff). These classes (grouped by types of academic needs or intervention needed) focus on study skills, organization, emotional intelligence, and tutoring on specific skills and content students need to master (based on individual student assessment data). The goal of the Guided Studies class is to inspire and instill a love of learning through academic support and exploration of student's strengths and talents.

Likewise, students who need additional enrichment or intervention also receive individualized instruction and support at the Learning Center. Students planning to take AP exams take AP prep courses in the Learning Center. Students who are seeking a course that isn't offered on campus (e.g. a world language other than Spanish, or an advanced arts course) are also able to pursue this opportunity online with guidance from the Learning Center. A computer lab enables students to engage in online learning, including credit recovery, potential early college courses and remedial support, as well as research for individual and small group projects and more. These supports are provided in addition to the resources and supports available to students in the general education classroom.

B. WISH HS SCHOOL ENABLES ALL STUDENTS TO BECOME SELF-MOTIVATED, COMPETENT, LIFELONG LEARNERS

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

At WISH High 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 HS 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 High School graduate from our school prepared for success as self-motivated, competent, lifelong learners.

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.

⁴⁴ Pink, D. Drive: The Surprising Truth About What Motivates Us. New York: Riverhead Books, 2010.

Core Tenets	Instructional Strategies
Small Class Size	<p><i>Small Class Sizes and Low Adult: Student Ratios</i></p> <p>Class sizes are approximately 28 students per class, with approximately 2-3 students with special needs in each class, 1-2 of whom we anticipate will have moderate-severe disabilities. There are at least 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.</p>
Co-teaching and collaboration	<p>WISH HS 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.</p> <p><i>Co-Teaching and Collaboration</i></p> <p>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.</p> <p>Additional support staff are utilized due to the diverse special needs of the population of students WISH HS serves. 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 art, drama, and music teachers to develop an enriched and stimulating curriculum for all students. This co-teaching 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</p>

Core Tenets	Instructional Strategies
	<p>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> 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 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.
Teacher growth and development cycle and teacher observation and feedback cycle	<p><i>Extensive Professional Development</i> Our teachers and support staff at WISH High 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 principals, lead teachers, and 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

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>of their own interest as well, so long as the topics have significant relevance towards increasing student achievement.</p> <ul style="list-style-type: none"> Monthly Professional Development Afternoon Sessions: 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 survey. The facilitators for the professional development sessions vary depending on the topic; sometimes LMU faculty lead the sessions, others are led by in-house teachers or principals, and others by outside experts. Pupil-Free PD/Data Days: 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. Coaching: Principals have coaching teams and support teachers directly with observation and feedback and data chats each month. LMU provides faculty mentors to regularly observe classes and provide coaching support as needed to help teachers develop their instructional practice.
University Partnerships	<p><i>University Partnership to Conduct Research and Feedback for Improving Practices</i></p> <p>LMU/ SOE 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.</p> <p><i>Early College</i></p> <p>Our qualified high-school students take college classes for college credit at the same time they are working toward their high-school diplomas via partnerships with local community colleges, online university course offerings and partners such as LMU. Based on highly successful early college programs throughout the nation, this program is designed to enable students to matriculate with up to one year of college credit upon graduation from high school. As our students complete these college courses, they receive extensive support from WISH faculty and staff in order to ensure their success. An early college program is a huge boon to our low-income and under-resourced students who have been largely shut out</p>

Core Tenets	Instructional Strategies
	<p>of California higher education due to rising tuition and slashed course offerings, and perhaps most importantly helps our most high-need students realize that they <u>can</u> succeed in college-level courses and earn a post-secondary degree.</p>
<p>Active and Engaged Learning Leading to Deeper Conceptual Understanding</p>	<p><i>Constructivist/Project-Based Approach</i> At WISH HS 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 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>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>Interdisciplinary Lessons</i> An important part of active learning and constructivism is ensuring students see the relevance of what is being taught. Interdisciplinary lessons allow WISH High 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</p>

Core Tenets	Instructional Strategies
	<p>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>Block Scheduling Classes at WISH HS are taught using block scheduling, which facilitate opportunities for deeper learning through hands-on projects and investigations that would be challenging to complete in shorter class periods due to time constraints.</p>
High Expectations and Embedded Student Supports	<p>High Expectations 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 standards, along with as much time and expert instruction as they need to meet or exceed expectations. • 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.

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	<ul style="list-style-type: none"> 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 are 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 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. 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

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	<p>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.</p> <ul style="list-style-type: none"> 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"> <i>CHAMPS/Achieve</i> – Similar to our sister schools, WISH HS utilizes the CHAMPS/Achieve 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. <i>Link Crew</i> – A high school transition program that welcomes freshmen and makes them feel comfortable throughout the first year of their high school experience. Built on the belief that students can help students succeed, Boomerang Project’s proven high school transition program trains mentors from junior and senior classes to be Link Crew Leaders. As positive role models, Link Crew Leaders are mentors and student leaders who guide the freshmen to discover what it takes to be successful during the transition to high school and help facilitate freshmen success. <i>Advisory</i> – All students participate in advisory each day, providing students with a dedicated adult champion available to support their socio-emotional needs.

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	<p><i>Academic Interventions and Supports</i></p> <ul style="list-style-type: none"> • <u><i>Learning Center/Intervention</i></u> Before, during and after-school, WISH HS utilizes a Learning Center model for students to receive targeted, personalized support from WISH HS faculty, LMU faculty and student teachers, volunteer tutors and more. At least twice a semester, tutors meet with their students' teachers to discuss progress and propose strategies to implement in the classroom. Parents are invited to observe sessions in order to learn about strategies to support progress in math skills at home. • <u><i>Specialist/Resource Teacher Supports</i></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 embedded in the regular classroom structure and benefit both those with and without IEPs. • <u><i>Mentor Program</i></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></p> <p>We have a strong college-going culture. Every student goes on yearly college visits, starting in 9th grade. Seniors are required to take a mandatory senior seminar to learn how to research colleges, write personal essays, complete college applications, research scholarships, and more. College acceptances will be celebrated and posted in the halls for everyone to see. We have established a high-quality college and career center, with counseling staff that is able to provide personalized support, encouragement, and expert guidance throughout the career-planning and assessment, college-preparation, search, application and admissions process. Students needing extra help are identified from internal assessments, team meetings with parents regarding student progress, teacher and counselor referrals 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 9th grade.</p>
All Students Growing and	At WISH HS we embrace, support, and welcome all learners and we value diversity of ability level, gender, religion, race, family, ethnicity and so forth.

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Thriving: Social Justice Through Inclusivity	<p>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 HS 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 HS implements a one-to-one device ratio, currently Chromebooks. These devices support our active learning approach and facilitate interdisciplinary projects. Not only does our technology use make lessons more engaging for students, but interactive, standards-based online curriculum such as Achieve 3000, Illuminate Inspect, 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. Illuminate, a web-based student management system, enables families to check their child's progress 24/7.</p> <p><i>Engaging Creative Electives</i> WISH HS offers a range of creative standards-based electives for our students to appeal to their interests. Core teachers teach these classes and receive support from specialists in the community. In particular for our film electives, we partner with Inclusive Films, a non-profit designed to help children and adults with development disabilities engage in film-making. Inclusive Films staff assist our students with film production and editing and also supports students seeking ancillary internships or jobs.</p>
Parent and Family Involvement	<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</p>

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	<p>to communications regarding student GATE plans, 504 plans, team meetings, and IEPs for those with identified or suspected disabilities (see below), 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. 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 Academy School has one parent representatives on the WISH, Inc. Board of Directors. 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 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

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	<p>about such things as: the University of California and California State University's A-G requirements and the college admissions process, college financial aid, standardized testing, drug and alcohol awareness and much more.</p> <ul style="list-style-type: none"> • 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.).
Data Driven Instruction	<p><i>Use of Illuminate</i> 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> At least monthly, the Principal facilitates data conferences to engage teachers in conversations, reflection, and planning based on student achievement data. In order 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 CAASPP 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</p>

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	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).

C. CURRICULUM AND INSTRUCTION

As a small school that will serve 375 high school students (grades 9-12, the array of courses is not broad, yet the depth and complexity of learning is designed to provide a rigorous college- and career-preparatory curriculum in which each and every student can complete A-G requirements and enroll in the post-secondary school, technical program or career of his/her choice. In addition, students take a pathway course each semester in either Engineering, BioMedical Science, Performing and Visual Arts, or Liberal Arts/Civics Pathway.

1. *English Language Arts*

The English Language Arts program is aligned fully with 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 in order to be ready for higher education and a range of career options, while the 9-12th grade standards inform more specific grade level expectations.

WISH HS's English Language Arts curriculum in high school aims to cultivate literacy through a cohesive, comprehensive and progressive learning sequence. Lessons are aligned to the CCSS for ELA, ensuring the curriculum cultivates the skills in reading, writing, speaking and listening that are the foundation for any creative and purposeful expression in language. Curriculum is supported by blended learning programs, both in class and in the ACE lab for students in need of remediation or advanced work. Students learn to closely read and analyze critical works of literature and an array of nonfiction text in a print and digital world. Through a balanced curriculum, students use research and technology to engage in collaborative conversations, sharing and reforming viewpoints through a variety of written and speaking applications. Students practice critical and innovative thinking, problem solving, and flexibility and adaptability. The literacy program emphasizes reading fluency, comprehension, writing for varied audiences and purposes, a love of literature, and a deep understanding of the significance of reading and writing to the goals of learning, working and living well.

For struggling readers, low-achieving students and English Learners (ELs), scaffolding and SDAIE strategies (such as explicit teaching of vocabulary and teacher modeling of scientific methodology) are necessary to promote English acquisition and content acquisition. Auditory

presentations of primary source material, graphic organizers, laboratory opportunities, hands-on activities, manipulatives, models, scientific drawings and diagrams, and classroom pairings are examples of strategies that offer support to students. Modifications to pacing, offering more accessible language/texts, developing self-guided learning for advanced students, and student/teacher conferences are among differentiation strategies that are used. To accommodate struggling readers, online materials from Achieve 3000 and MobyMax are also used to provide grade level content at lower reading levels.

The entire 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 at WISH HS, consistent with our constructivist approach and interdisciplinary model. For example, in 11th grade, our history teachers and ELA teachers will co-plan interdisciplinary units where the 11th grade students may be reading *Common Sense* by Thomas Paine (1776) to reinforce the 11th grade history standards on the American Revolution. Meanwhile, the 11th grade history teacher may require students to write a persuasive essay on the causes of the World War II that would ultimately reinforce 11th grade 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. Other effective program elements include differentiated instruction to meet the needs of all. 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 at WISH High School.

The ultimate language arts program goal is to ensure access to high-quality instruction for all students so they 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.

ELA classes are designed to ensure students attain a level of literacy and communication skills (oral and written) needed to succeed at the university level. Independent research, critical analysis, persuasive writing and oral presentations and more help students develop skills and habits necessary for success beyond high school.

Four years of ELA courses are required.

English 9AB - Core/College preparatory

This course covers the CCSS for English Language Arts 9th grade, and build upon students' skills in writing, reading, comprehension and communication skills. Students examine many aspects of English literature, including novels, plays, poetry, graphic novels, expository pieces and musical lyrics. Throughout the year, students complete narrative, persuasive, literary analysis, expository, informational and poetry writing.

English 10AB - Core/College preparatory

Focusing on various elements of the English Language Arts, English 10 student continue to strengthen critical thinking and writing skills obtained in English 9. Students read literature and identify literary archetypes and universal themes across works. Students learn to identify literary terms and the author's use of them. Students write compositions throughout the year based on the literature read in class. Special attention is given to the development of scholarly artistic expression and as such visual and dramatic arts, music, dance and media is woven into the curriculum and enhances the understanding of literary concepts, respectful collaboration, and listening and speaking strategies.

English 11AB - Core/College preparatory

English 11 spans various genres of American literature dating from the pre-colonial period through modern day. Genres explored during this course include poetry, drama and classic American literature with an emphasis on persuasive, narrative, informational/technological, and expository approaches to literature. Students develop in-depth understanding of the evolution of American literature through critical analysis, writing assignments, group and individual projects, and various forms of assessment. A clear understanding of historical connections to literature guides students in the area of reading comprehension and provides them with solid footing in their ability to analyze and critically discuss American literature. Throughout this course, students are introduced to new vocabulary terms to advance their use of vocabulary in written and oral communication as well as aid them in their preparation for the SATs.

English 12AB - Core/College preparatory

English 12 is an extensive examination of World Literature: novels, plays, short stories and poems. The curriculum stresses the development of critical thinking and writing, with a focus on analysis of authorial intent and technique. Frequent assessment, oral and written, individual and group, reinforces our study and practice of the persuasive, expository, narrative, informational and technological writing approaches.

Advanced Placement English Language & Composition - Core/College preparatory

As defined on AP Central's website, AP English Language & Composition aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, cite research and develop a personal style through appropriate grammatical choices. Students also read and analyze rhetorical elements and their effects in non-fiction texts from many disciplines and historical periods, including graphic images.

English Language Development (ELD) - Core/Non-College Prep

This multi-leveled class (with multiple sections, as needed, based on enrollment) includes students with varying English proficiencies. It is designed to allow students to grow in their English skills at a pace that best fits their learning style and needs. WISH HS's ELD program implements both the California ELD Standards and the new *English Language Arts/English Language Development Framework for California Public Schools* (ELA/ELD Framework). WISH HS's ELD goals are directly aligned with the goals detailed in the ELD Standards and Framework "to ensure that ELs are fully supported as they:

- Read, analyze, interpret, and create a variety of literary and informational text types;
- Develop an understanding of how language is a complex, dynamic, and social resource for making meaning;
- Develop an understanding of how content is organized in different text types across disciplines using text organization and structure, language features, and vocabulary depending on purpose and audience;
- Become aware that different languages and varieties of English exist;
- Recognize their home languages and cultures as resources to value in their own right and to draw upon in order to build proficiency in English;
- Contribute actively to class and group discussions by asking questions, responding appropriately, and providing useful feedback;
- Demonstrate knowledge of content through oral presentations, writing, collaborative conversations and multimedia; and
- Develop proficiency in shifting registers based on task, purpose, audience, and text type.⁴⁶

⁴⁶ 2018. California Department of Education. *English Language Arts/English Language Development Framework for California Public Schools*. Accessed on August 15, 2018. <https://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp>.

We facilitate the English development and mastery of our English Learners through direct instruction, collaboration with content teachers and communication with parents. English Learners gain progress in each of the following: listening, speaking, reading and writing. We manage students' progress by reviewing grades, communicating with teachers, and sending updates to parents and family members. The course uses Achieve 3000 and MobyMax as its foundation, with the structure and direction of the class differentiated significantly based on individual students' needs.

WISH High School follows the LAUSD EL Master Plan. (See English Learners, below, for extensive details.)

2. *Mathematics*

Our math program is entirely aligned with Common Core standards. The 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, and 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. Students 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.

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.

WISH HS students are required to take and pass 3 years of course work (4 years recommended) in Math.

Algebra 1AB - Core/College preparatory

Algebra 1AB is the foundation for high school mathematics courses, requiring satisfactory completion of a math placement exam. It bridges the concrete to the abstract in practical mathematical applications. A strong foundation in working with fractions, decimals, percentages, and arithmetic operations is necessary for successful completion of this course. Students learn exponents, polynomials, factoring, various relations and functions, rational and radical expressions and equations, and quadratic equations.

Geometry AB - Core/College preparatory

The prerequisite of Geometry AB is either the Algebra 1A/1B series with grade of "C" or better for all semesters or satisfactory completion of math placement exam. The focus of Geometry AB is to build a strong foundation in abstract and logical thinking through the use of deductive and inductive reasoning. A strong foundation in algebra is necessary for successful completion of this course. Students explore the following topics: Euclidean Space and 3 dimensional solids: points, lines, planes, angles, deductive reasoning and proof writing, congruent and similar polygons, coordinate geometry, quadrilaterals, inequalities, right triangles, circles, constructions, and areas of volumes and solids.

Algebra 2AB - Core/College preparatory

The prerequisite of Algebra 2AB is Geometry AB with grade of "C" or better for both semesters. Students gain experience in several content areas, including rational numbers and expressions, systems of equations, matrices and determinants, logarithmic and exponential functions, sequences and series, probability and statistics, and the complex number system.

Pre-Calculus – Core/College preparatory

The prerequisite of Pre-Calculus is Algebra 2AB with grade of "C" or better for both semesters. Students gain a thorough understanding of polynomial, rational, exponential, logarithmic, and trigonometric functions. Students are introduced to basic linear algebra concepts such as working with determinants to find the inverse of a square matrix, and applications of determinants and matrices. Students are introduced to polar graphs and equations, parametric graphs and equations, and limits.

Calculus – Core/College preparatory

The prerequisite of Calculus is Pre-Calculus with grade of "C" or better for both semesters. This course is designed to provide an understanding of the topics covered in a first semester college calculus course. A good understanding of polynomial, logarithmic, exponential, and the six basic trigonometric functions are essential. The course of study is broadly divided into four topics: limits, continuity, derivatives, integrals, and applications. Active participation is integral to success in this course.

Advanced Placement Calculus AB - Core/College preparatory

The prerequisite for this course is pre-calculus. As described on AP Central's website, this course covers topics in differential and integral calculus, including concepts and skills of limits, derivatives, definite integrals and the Fundamental Theorem of Calculus. Students approach calculus concepts and problems that are presented graphically, numerically, analytically and verbally, and learn how to make connections amongst these representations. Technology is integrated to help solve problems, experiment, interpret results and support conclusions.

Sports Statistics (Non-Core/Non-College Prep)

A semester course that offers instruction in the fundamentals of sports statistics and analysis. Instruction stresses the importance of common statistics through the lens of fans, players, agents, and sports commentators. Coursework includes such sports as baseball, football, basketball, hockey, and soccer. Statistics covered include, but are not limited to batting average, shooting efficiency, earned run average, quarterback rating, winning record, and yards per carry/game. The culmination project includes a self-created activity project taken from a perspective listed above. Possible projects include reimagining the lottery draft given current statistics, an ESPY like award show based on current statistics, or a debate on who is the best player at a certain sport or position within that sport, etc.

3. *History-Social Science*

The social studies curriculum is based on core knowledge in history and social sciences and the California 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.

WISH HS uses the *History Alive!*, *Government Alive!*, and *Economics Alive!* series. These series are well-aligned to WISH HS's emphasis on engaging, curiosity-inspiring curriculum with real world relevance for students. Students read primary sources and historic literature, conduct research, write and present findings. Much of the grade level reading material is presented with scaffolds for comprehension, particularly primary source or other high-interest or high-authenticity materials that would otherwise be above students' comprehension levels. Social studies also includes instruction in expository writing.

There are a growing number of high-quality websites that provide secondary history teachers with a wealth of resources, both instructional and informational. Many of these websites are interactive and have primary source documents, news from around the world, educational games on historical events and much more. These sources, such as Books that Grow and BrainPop provide an excellent source of material for planning authentic and challenging standards-based instruction.

Students exceed A-G requirements by taking at least 3 years of History-Social Science courses.

American Government (one semester) and Community Civics (one semester)
- Core/College preparatory

This course introduces students to American government and politics. Students analyze the structures of institutions that make up the American system of government such as the fundamental characteristics and how the U.S. Constitution effects the organization of government. The course also covers the historical perspective and influences of the Founding Fathers and the framers of the constitution; political behavior as it is expressed individually and collectively within our communities; and how and why the three branches of government are organized and the role they have in the policymaking process in the United States. In particular, students analyze the relationship among federal, state and local governments, analyzing key historical documents such as the Federalist Papers. The second semester of this class prepares students to take on the responsibilities associated with being an active citizen, including voting, participating in community activities, and assuming the critical responsibilities of citizenship. Students demonstrate understanding through research papers, in-depth debates and current event analysis.

Modern World History AB - Core/College preparatory

This course is designed to engage students in learning about the historical origins of the political, social and economic foundations of the modern world. Students analyze the development of modern political thought from its origins in ancient times to the events and people shaping our world today. Some of the topics covered in this course include: Ancient Greece, the Roman Republic, the spread of Western religions, the French Revolution, the American Revolution, the Latin American Revolutions, the Industrial Revolution, the Age of Nationalism, World War I, World War II and the Cold War.

US History 20th Century AB - Core/College preparatory

This course is a survey of the critical, political, social and economic developments in American History from “The Discovery” to the Election of 1992. Students use primary and secondary sources to analyze and critique the developments of American history and culture. Students trace the evolution of how the events of the past have shaped the United States. Led by the overarching question, “How does history help us define the American identity,” students study

the various themes and time periods in American history in order to develop a better understanding of the development and growth of America.

Human Geography- Pathway Course

Geography as an academic discipline links the social sciences with the physical; the mission of human geography is to understand world cultures and the natural environment in which societies develop. The main objective of this course is to introduce students to the patterns and processes that have shaped human use and alteration of the earth's surface. It integrates the study of geography with current international political relations, emphasizing an understanding of the dramatic impact of globalization. Challenges that recent cultural, economic, and environmental trends pose to nation-states are presented, and students consider whether those challenges promote cooperation or conflict in the international system. One unit is devoted exclusively to participation in an online simulation of international diplomacy; the class assumes the identity of a contemporary nation and negotiates with other "countries" to devise solutions to global problems. This exercise encourages a multicultural perspective at the same time that it enhances student understanding of social and political organization—people, places, and events—and how these factors interact.

World Religions (Core; College Prep)

What is religion, and what does it attempt to explain? Is religion distinct from morality, and how does it shape behavior? What, if anything, differentiates religion from spirituality? This course attempts to answer these questions as well as others. Historical origins, central teachings, and devotional practices of seven major religious traditions—Hinduism, Buddhism, Confucianism, Taoism, Judaism, Christianity, and Islam—are explored in relation to the common themes of human experience. In so doing, this course offers students an introduction to religious literacy: identifying similarities and differences in thought and practices among the traditions and clarifying and articulating one's own religious attitudes and orientations. Traditions are examined not only through readings, but also by visiting devotional spaces, speaking with the faithful, listening to sacred music, and exploring the religion through its relationship with other disciplines.

Reel History -- Non-Core; College prep (Semester Course)

This class will focus on the study of American History using motion pictures to fuel discussion, understanding, debate, empathy, and care for our past, present, and future. The study of United States History through major motion pictures is a unique and exciting approach that will provide you primary, secondary, and tertiary evidence of different perspectives, stakeholders, people with agency, and those working for equity. Reel American History is a study of selected topics in United States history using film as a main source of information. 20 films will be viewed throughout the course. Each of the films is directly related to some aspect of U.S. history. Before each film we will study the historical background of the events portrayed. After watching the

films we will analyze and compare the films to the reality of the historical record. Students will be using Primary Source Documents as a basis of our comparison.

Economics - Core/College preparatory (semester course)

This course explores the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within an economic system. Students learn about the nature and functions of product markets and factor markets and about the role of government in promoting greater efficiency and equity in the economy. The course teaches students how to generate, interpret, label and analyze graphs, charts and data to describe and explain economic concepts.

For our most advanced students who desire deeper learning and/or are ready for a more accelerated course sequence in History/Social Science than our small school may be able to provide, we provide online courses and early-college partnerships that allow upper-class students (11th and 12th grades) in particular, to have a maximum number of options.

Advanced Placement United States History - Core/College preparatory

AP United States History focuses on developing students' abilities to think conceptually about U.S. history from approximately 1491 to the present. Students apply historical thinking skills as they learn about the past and the themes that are explored — identity; peopling; politics and power; work, exchange, and technology; America in the world; environment and geography; and ideas, beliefs, and culture — provide areas of historical inquiry for investigation throughout the course. These require students to reason historically about continuity and change over time and make comparisons among various historical developments in different times and places.

4. Science

Drawing from the recommendations of the Next Generation Science Standards, the science curricula develops student exploration and analysis. Students develop critical thinking skills, as well as creativity in scientific thought. Students explore concepts through lab investigations, simulations, and mathematical problem solving and practice lab procedures and develop sound reasoning and thoughtful questioning. 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.”⁴⁷

⁴⁷ (2011) *A Framework for K-12 Science Education: Practices, crosscutting concepts, and core ideas*. (p. 11). Washington, DC: The National Academies Press.

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 and includes physical science, life science and earth systems science. Students learn more than just scientific fact, because they couple their knowledge of disciplinary core ideas with actual scientific practice.

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. Lab activities reinforce critical thinking, writing and communication skills and help students develop a deeper understanding of the nature of science. Reading, writing, listening and speaking is emphasized for obtaining and communicating information. 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.

In 9th grade, all WISH HS students enroll in a Conceptual Physics course, in keeping with the Physics First approach to science and the NGSS recommendations. This is the approach used at the Da Vinci Schools in the Wiseburn District, High Tech High schools in San Diego, Pacific Collegiate City in Santa Cruz, and many of the top private schools. The rationale for Physics First is stated by the American Association of Physics Teachers:

Placing physics first would expose more students to the discipline that provides the foundation for understanding engineering concepts and provides real-world connections to mathematical concepts. In a beginning course in physics, students explore their own notions about common, everyday phenomena, discuss their observations with peers, and draw conclusions that can be tested. They begin to make predictions, practice data collection and graphing techniques, apply some mathematical skills to real situations, and start to make sense of their observations. Exposing a greater number of students to the concrete concepts of physics can provide the basis for understanding the more abstract concepts introduced in chemistry and biology.⁴⁸

After 9th grade, students have choices in their science coursework. In alignment with A-G requirements, students are expected to complete at least two years of lab science over their high school years, though three years is recommended. As with math, we explore online and early college options for our most advanced students to engage in deeper science learning.

⁴⁸ American Association of Physics Teachers. 2006. Physics First: An Informational Guide for Teachers, School Administrators, Parents, Scientists, and the Public. Accessed on August 15, 2018. <http://www.aapt.org/aboutaapt/updates/upload/physicsfirst.pdf>.

Physics AB – Core/College preparatory

The science of physics focuses on the laws of nature that help to explain real world phenomenon. Although this course has a conceptual focus, throughout the year students use measurement, observation, and the language of mathematics to better their understanding of how those laws govern the physical world. Among other things, students calculate speed, velocity and acceleration; apply Newton's Laws of Motion; demonstrate the effects of force on the motion of an object; identify evidence for the work-energy theorem; describe examples of kinetic and potential energy along with their transformations; use conservation of energy and momentum to solve problems; identify the characteristics and behaviors of sound and electromagnetic waves; and recognize the relationships between electricity and magnetism. In addition, students conduct field and laboratory investigations; apply the scientific method; develop hypotheses; use variables; and collect, manipulate, graph and interpret data from laboratory investigations.

Biology 1AB - Core/College preparatory

This course is designed to give the students a general understanding of the biological processes. This class focuses on cell biology, genetics, evolution, ecology, and physiology to develop an understanding of the complexity of living organisms. Understanding how to scientifically problem solve and use higher levels of thinking is intertwined in the curriculum throughout the year.

Chemistry AB - Core/College preparatory

This course explores the chemical and physical properties of matter. It uses measurement, calculation and analytical thinking to create a better understanding of the chemical and physical laws that govern the organization and behavior of matter. Students classify matter; comprehend atomic structure and electron arrangement; understand periodic law and chemical bonding; use chemical formulas and balance chemical equations; solve Stoichiometry problems; compare and contrast the phases of matter; characterize the properties of acids and bases; explain reaction energy and chemical equilibrium; balance oxidation-reduction reactions; describe the functional groups of organic molecules; and explore nuclear chemistry. In addition, students perform a wide range of qualitative and quantitative laboratory investigations; apply the scientific method; develop hypotheses; use variables; and collect, manipulate, graph, and interpret data from laboratory investigations.

For our most advanced students who desire deeper learning and/or are ready for a more accelerated course sequence in math than our small school may be able to provide, we research online courses and early-college partnerships that allow upper-class students (11th and 12th grades) in particular, to have a maximum number of options.

Advanced Placement Biology - Core/College preparatory

The prerequisite for AP Biology is completion of Biology with a minimum of a "B." Completion of Chemistry is highly recommended. AP Biology is an introductory college-level biology course.

Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes — energy and communication, genetics, information transfer, ecology, and interactions. In this course, 25% of the instructional time is spent in hands-on laboratory work, with an emphasis on inquiry-based investigations.

AP Computer Science A – Core/College preparatory

Students in this AP course are introduced to computer science with fundamental topics including problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design using Java language. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. The AP Computer Science A course curriculum is compatible with many CS1 courses in colleges and universities.

Health (Non-Core/Non-College Prep)

It is essential that young people leave high school with a concrete understanding of the health-related choices that await them and the importance of establishing healthy habits early in their adult lives. Students taking this course will learn how to establish good diet and nutrition practices, including moderation, reading food labels, and understanding nutritional contents of various foods. They will examine the benefits to good nutritional practices and the possible consequences of poor eating habits. Students will learn about conception, stages of pregnancy, and responsibilities of raising children, as well as contraceptive methods and use in preventing pregnancy and reducing risks of certain sexually transmitted infections. Students will understand the impacts, legal issues, and risks of drug and alcohol use and describe how to practice health-enhancing behaviors. Finally, by the end of this course, students will be able to demonstrate proper first aid and CPR procedures.

Project Lead The Way (PLTW) Principles of Biomedical Science- Pathway Course

In Principles of Biomedical Science (PBS), the introductory course of the PLTW Biomedical Science program, students explore concepts of biology and medicine to determine factors that led to the death of a fictional person. While investigating the case, students examine autopsy reports, investigate medical history, and explore medical treatments that might have prolonged the person's life. The activities and projects introduce students to human physiology, basic biology, medicine, and research processes while allowing them to design their own experiments to solve problems.

5. 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 HS take Spanish beginning in 9th grade.

Our school's foreign language program incorporates the California World Language Standards and the California Framework for Foreign Language K-12. Per A-G requirements, students must take at least two years of a foreign language with a grade of C or better. Counselors work closely with students who wish to take additional languages offered at neighboring community colleges or online, including high-quality summer school options.

Spanish1AB– Core/College preparatory

Spanish IA/B emphasizes communication skills in listening and speaking, reading and writing. Students in this course learn a basic vocabulary in contextual units that are reinforced by reading and writing as well as listening and speaking. A strong emphasis is placed on acquiring basic vocabulary, but cultural authenticity is also an integral part of the curriculum. Special cultural units further this understanding as well as the students' knowledge of the Hispanic world.

Spanish 2AB – Core/College preparatory

Spanish 2 is a continuation of the language skill development initiated in Spanish 1 (or placement may be made based on student proficiency from Spanish at a prior school, as measured by an entry assessment). Oral and written communicative proficiency is emphasized in free-responses, situational activities in order that language usage moves towards real-life, natural production. Short literary reading selections provide cultural enrichment while enhancing basic skill acquisitions. Creative problem solving techniques provide opportunity for higher-level thinking skills. Students engage in cultural activities for proficiency practice and knowledge extension of the Hispanic world.

Spanish 3AB – Core/College preparatory

Spanish 3 is a continuation of the language skill development initiated in Spanish 2 (or placement may be made based on student proficiency from Spanish at a prior school, as measured by an entry assessment). This course provides students with materials and methods to enhance their oral and written fluency and proficiency by enabling them to speak primarily in Spanish. The content of this course includes an extensive study of grammar through opportunities to apply designated vocabulary, syntax, and idiomatic expression in both oral and written situations. Students are introduced to literary works representing a variety of genres. Unique to this course are the opportunities to perfect the language skills through instruction and communication in the class in the target language as well as to develop an understanding of the Spanish culture through activities requiring high levels of cognition.

Spanish Speakers 1-4 – Core/College preparatory

These courses, adapted based on student need/interest, are designed for heritage learners of Spanish who bring strong proficiency and literacy skills in Spanish. This course focuses on the development of communicative competence in reading, writing, speaking, listening, and viewing, as well as on understanding Hispanic cultures and issues of identity of heritage speakers of Spanish in the United States. Students continue to develop awareness and understanding of Hispanic cultures, including language variations, customs, geography, history, and current events.

American Sign Language I– Core/College preparatory

This is an introductory course of American Sign Language with an emphasis on signing, receptive skills, signing parameters, the alphabet, numbers. This course also provides a historical introduction, cultural awareness and cross-cultural adjustments. This is a full immersion course here at WISH Academy High School.

American Sign Language II – Core/College preparatory

This course is a continuation of ASL 1. Instruction will include further studies of elementary skills for the fundamentals of ASL: grammar, receptive, and expressive. There will also be extensive instruction on the Deaf Culture and Community which will be presented in readings, videos and discussion in ASL. Non-verbal communication is emphasized.

6. *Visual and Performing Arts (Non-Core/College Prep)*

Using the CA Visual and Performing Arts Standards as a base, WISH HS's arts programs ground students in the discipline, detail and focus of the arts. Students explore their own creative processes and the skills and techniques of professional artists. The curriculum stresses the artistic process over the final product and strives to foster an appreciation for the creative endeavor and the willingness to take risks, the inherent discipline and rewards of the creative process, cultural relevance, and a sense of art history, and a sense of one's own infinite creative possibility. We offer a Visual Arts sequence and may expand to include other arts as student population and interest demands.

A minimum grade of a C in at least one year of Visual or Performing arts is required to meet UC/CSU A-G requirements; a second year also meets the "G" requirement. Advanced visual arts courses as well as instruction in music, drama and dance are offered in partnership with LMU and/or community college partners.

Visual Arts 1 AB: Drawing and Painting –Non-Core/College preparatory

The purpose of this class is to promote an interest in art and to encourage students to continue their education in the visual arts. Students cultivate cultural awareness, are exposed to art skills, development of self-confidence and inner discipline, nurturing of art appreciation throughout history, and the promotion of aesthetic sensitivity that is vital for a full and meaningful life. Conceptual challenges are combined with exploration of varied media through traditional and experimental drawing and painting projects as students review drawing and painting techniques and design principles. Students work with still life, figure, and the conceptual with emphasis on the development of individual techniques and continuity of style.

Visual Arts 2: Digital Media –Non-Core/College preparatory

This is an upper level course requires one prerequisite year of Visual Arts and is offered for serious art students. Students are introduced to the elements of art and principles of design through photography, and digital image creation and manipulation, using Canon DSLR cameras, iPhoto, and Adobe Photoshop. This course builds a foundation in the visual communication and storytelling skills needed for a career in the growing fields of photography, photo editing and retouching, and graphic, web, video, and motion design. Students practice using the elements of art and principles of design through photography, digital image editing and compositing, music video and commercial production, animation, and graphic design. Students use these abilities to complete projects for their other core academic courses and for personal projects.

The Theater & Stage-Pathways Course/Non-Core/College preparatory

This course concentrates on developing the stage presence, imagination, and self confidence of the beginning- and intermediate-level student. The workshop focuses on basic stage skills, body awareness, and vocal technique. Students develop their instincts through improvisation, storytelling, cold readings, and prepared scenes. The course begins with a series of theater games and exercises to give students a basic knowledge of stagecraft, ensemble work, character development, and movement for the stage. Over the course of the semester, guest artists are brought in to teach workshops on the use of neutral masks as a training tool, comedy improvisation, and movement. Students perform monologues from modern and classical dramatic literature, including a Shakespearean sonnet, for an audience.

Theatre Arts II: Playwriting Pathways Course/Non-Core/College preparatory

Theatre Arts I is a continuation of the work covered in Theatre Arts I in an advanced context with the addition of playwriting. Students will engage in more intensive preparation of their craft. The creative physical, emotional, and mental aspects of performance are studied through scene work, monologues, and improvisations. Auditioning techniques will be examined as well. Students will be required to view and analyze one professional production during the semester. This course also includes an introduction to directing theatre. The director's concept and responsibilities are studied through scene work. Students will be required to view and analyze one professional production during the semester. Written critiques and analyses will be required. Guest speakers will be featured.

Contemporary Public Art Pathways Course/Non-Core/College preparatory

This introductory drawing and painting course is open to students who did not take Drawing and Painting I/The History and Art of Modern Europe and the World in the tenth grade and are interested in honing the skills of making two-dimensional art. The first semester focuses on foundational drawing and visual literacy; the second semester builds upon those skills by exploring representational and abstract wet-media techniques. Areas of study include line, contour, perspective, light logic, and color theory using professional artist's materials such as charcoal, graphite, ink and wash, watercolors, and acrylics. Historical and contemporary art examples illustrate the use of technique and ideological content. Students keep a sketchbook to which they contribute weekly. Students are evaluated based upon their enthusiasm for learning, full attention and effort, and active participation in class activities, including discussions, slide presentations, studio critiques, visiting-artist lectures, and field trips.

Photography Pathways Course/Non-Core/College preparatory

This course introduces dynamic composition and expressive exposure techniques that apply to digital and film photography. Students create portfolios of printed photographs, and their work is exhibited on a regular basis. Coursework is performed contemporary cell phone photography programs and with Nikon® digital single-lens reflex (SLR) cameras provided by the school and common "point-and-shoot" digital cameras provided by the student. Students learn to organize, edit, and print their photographs using Adobe® Photoshop® and Epson ink-jet printers.

Concert Choir Pathways Course/Non-Core/College preparatory

This performing ensemble allows students to explore a wide variety of vocal music from pop to classical while mastering proper rehearsal etiquette, performance etiquette, and audience etiquette. Members will become skilled in reading and performing intermediate to advanced level repertoire and become skilled in sight-singing, interval recognition, and understanding of chord progressions. Musicians will learn about the history of choral music from antiquity through the modern era as well as be exposed to career path opportunities and professionals associated with music and the arts. Students will be required to perform at all concerts, community events, and any chosen festivals throughout the school year.

Digital Music Pathways Course/Non-Core/College preparatory

This digital composition course will take you from rhythm and phrasing, through to scales and tonality, and then conclude with intervals and chord building. This course will also examine notational systems and the specifics of notating music, teaching you to put your own music into a form that will be transferable to others in the field. Advanced topics in this music composition course include modes, chord scales and tensions, as well as modal interchange and melodic and compositional techniques. In addition, there will be a focus on writing for the rhythm section.

On a weekly basis, students will be asked to engage with classmates and the instructor as they work your way through each lesson. To help students thoroughly experience and understand the material, students will be given activities and exercises to complete for each topic. There will also be weekly digital composition assignment, giving students the opportunity to practice writing, with approximately half of these assignments scored to a visual media clip.

Music and Band Ensemble Pathways Course/Non-Core/College preparatory

In this course, students will gain playing experience in musical instruments and band performance. Students are exposed to string, wind, and symphonic literature throughout the course, and the classwork provides appropriate challenges and technical difficulties to all members. This music and band ensemble performs in three concerts and participates in a nationally recognized competition or festival. Extra rehearsals outside the classroom, while minimal, are required. Students learn how to play an instrument in a large ensemble, how to follow a conductor, and what it means to be part of a musical team. Students are exposed to a variety of musical styles, ranging from classical to popular. The repertoire is sequenced so that concepts learned in class are continually reinforced, and students are engaged and challenged. After-school rehearsals, usually one each in the winter and spring, prepare students for the biannual concerts in which they perform.

7. Technology

Throughout the core curriculum, skills and fluency in technology use are developed including:

- Basic operations and concepts
- Social, ethical and human issues such as copyright and Fair Use issues
- Technology productivity tools, including using formulas in Excel/spreadsheet, 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.

8. Advisory

Our 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 are 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 college prep support and academic skill-building customized to individual student needs.

Social/behavioral skills instruction during Advisory 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

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.”⁴⁹ 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.”⁵⁰

9. ACE and Pathways Courses

Project Lead the Way: Introduction to Engineering and Design-Pathway Course- College Prep

Introduction to Engineering Design (IED) is a high school level foundation course in the PLTW Engineering Program. In IED students are introduced to the engineering profession and a common approach to the solution of engineering problems, an engineering design process. Utilizing the activity-project-problem-based (APB) teaching and learning pedagogy, students will progress from completing structured activities to solving open-ended projects and problems that require them to develop planning, documentation, communication, and other professional skills. Through both individual and collaborative team activities, projects, and problems, students will problem solve as they practice common engineering design and development protocols such as project management and peer review. Students will develop skill in technical representation and documentation of design solutions according to accepted technical standards, and they will use current 3D design and modeling software to represent and communicate solutions. In addition the development of computational methods that are commonly used in engineering problem solving, including statistical analysis and mathematical modeling, are emphasized. Ethical issues related to professional practice and product development are also presented.

PLTW- Principles of Engineering-Pathway Course- College Prep

⁴⁹ Makkonen, Reino. Advisory Program Research and Evaluation. *Advisories in Essential Schools*. 2004;4.

⁵⁰ MacIver, D, Epstein, J. Middle grades research: Not yet mature, but no longer a child. *Elementary School Journal*. 1993; 93:519-533.

Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation. In Principles of Engineering (POE) Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation. Principles of Engineering (POE) is a foundation course of the high school engineering pathway. This survey course exposes students to some of the major concepts that they will encounter in a postsecondary engineering course of study. Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of materials and structures, automation, and kinematics. The course applies and concurrently develops secondary level knowledge and skills in mathematics, science, and technology. Students have the opportunity to develop skills and understanding of course concepts through activity-, project-, and problem-based (APB) learning. By solving rigorous and relevant design problems using engineering and science concepts within a collaborative learning environment, APB learning challenges students to continually hone their interpersonal skills, creative abilities, and problem solving skills. Students will also learn how to document their work and communicate their solutions to their peers and members of the professional community. It also allows students to develop strategies to enable and direct their own learning, which is the ultimate goal of education.

Robotics-Pathway Course- Pathways Course College Prep

Full year — Grades 9 & 10. This course presents basic principles behind robot construction and, in the second semester, delves more deeply into topics determined by students' interests. Because it is designed for students with no previous experience in robotics, programming, or electronics, those with substantial knowledge of robotics should not enroll. Learning is project based, with basic circuitry, programming, and mechanics covered through the building of increasingly complex robots. The course encourages creative thinking to solve open-ended problems.

Critical Thinking and Logic-Pathway Course- College Prep

A yearlong course offers instruction in the fundamentals of problem solving, including critical thinking, analysis, inductive and deductive reasoning, and logic. Instruction stresses the importance of strategic and organized thinking along with expressing thought both verbally and in writing. Coursework includes, but is not limited to analysis of number puzzles, truth tables, comparison of theoretical probability and experimental probability, and number sense of extremely large quantities and extremely small quantities. The culmination project includes a detailed written explanation of the approach, process, and conclusion of a problem chosen and approved by the student participant.

Public Speaking-Pathway Course- College Prep

A yearlong course offers instruction in the fundamentals of effective oral delivery, including body control, use of voice and diction, and analysis of audience. Instruction stresses organization,

selection, and arrangement of material and use of transitions and rhetorical effects in making speeches to inform, persuade, or entertain. Supporting material, methods of research, critical thinking, logical argumentation, and effective language are applied in learning discussion and debate techniques.

Academic Collegiate Excellence (ACE) Non-Core

Individualized Instruction is a semester long course in which students work on individual academic goals as specified by their core subject teacher. These goals can be content or skills based depending on the student's individualized student success plan. The idea is to give students access to further individualized instruction with an experienced instructor, providing them with an opportunity to complete assignments in a productive learning environment, with teacher support.

Students will be responsible for holding a weekly meeting with their core subject teachers, identifying areas of strength and areas of growth for the student. Based on these meetings, student's will gain an understanding of what they need to focus on that week for each class. Based on this data, the individualized instruction course teacher will create goals for the student to work on that week in class, and scaffold assignments as necessary, making the material more accessible for a diverse group of students.

ASB Leadership Non-Core

This project-based course is designed for students with a serious interest in leadership. Class work centers on discussion, development, and implementation of crucial aspects of good leadership (teamwork, self-awareness, effective communication, conflict resolution, etc.). Students reflect on their beliefs and opinions about leadership, exchange ideas and perspectives with their peers, and then apply what they learn to a project proposal. Students engage in in-class activities designed to help them put theory into practice. These activities enable students to identify their leadership style and recognize the strengths and contributions of others. In the final project, students consider the type of leader they are currently and the work they would like to do to benefit the WISH Academy community. Elected ninth- and 10th grade Student Council senators are required to enroll in this course.

Financial Literacy Pathways Course/Non-Core/College preparatory

This financial literacy course is designed to alert, inform, and educate students in concepts of personal finance and money management. Students will begin to develop the skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy. Effective money management is a disciplined behavior. It is difficult to master, and much easier when learned earlier in life. This course will start students on a path toward being in control of their financial futures. Five broad

topics will be the foundation of the course: college and career planning, money management, savings and investing, income, and spending. The course will teach students to search and assess college and career opportunities, identify and prioritize their personal money management goals, develop personal spending and savings plans, comprehend the impact of time on the value of money, understand the cost of using credit, and protect assets.

Introduction to Business & Enterprise Pathways Course/Non-Core/College preparatory

Introduction to Business & Social Enterprise is a project based course focusing on business, finance, managing a team, leadership skills and demonstrating this knowledge through events planned for WISH HS. Students research, design and pitch an exciting new products and ideas to sell in school, developing presentation skills before putting their ideas into action. Students are commissioned by a law firm, building staying positive and problem solving skills by interpreting information to help them argue a successful case at trial. These multi-part projects (lasting 6-12 hours each) bring your students' learning to life, giving them a chance to develop and apply their skills, while widening their understanding of the world of work. We provide projects with a broad focus that support WISH HS events, through understanding and demonstrating the skills taught within this course.

X. CURRICULAR AND INSTRUCTIONAL MATERIALS

All of WISH HS's courses are designed in alignment with State Standards. 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.⁵¹ Therefore, the teachers start with the goal of having their students master all of the Common Core and California standards and then plan backwards to determine the most appropriate sequencing of instruction.

For our core textbooks/online curricula, WISH HS uses materials aligned with the California and Common Core standards. 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.

<i>Content Area</i>	<i>High School (9th-12th) Instructional Materials</i>
English Language Arts	<ul style="list-style-type: none"> • California Collections (HMH) • Achieve 3000 (www.achieve3000.com) • AP Approved Texts (www.collegeboard.com/html/apcourseaudit/courses/english_lit_textbook_list.html)

⁵¹ Wiggins, G & McTighe, J. (2001) Understanding by Design. Prentice Hall.

<i>Content Area</i>	<i>High School (9th-12th) Instructional Materials</i>
Math	<ul style="list-style-type: none"> • Geometry - Houghton Mifflin • Algebra II - Houghton Mifflin • Pre-Calculus/Trigonometry - Houghton Mifflin • Single Variable Calculus - Houghton Mifflin • AP Approved texts for Calculus http://www.hmhco.com/shop/education-curriculum/math/secondary-mathematics/hmh-algebra-1-geometry-algebra-2
Social Studies/ History	<ul style="list-style-type: none"> • HMH Social Studies World History Student Edition-Houghton Mifflin • Online resources at www.myhrw.com
Science	<ul style="list-style-type: none"> • PLTW Created Curriculum Resources for Engineering and Biomedical Science • HMH Physics w/ 5 Year Digital Premium Student Resource Package-Houghton Mifflin • HMH Modern Chemistry w/ 5 Year Digital Premium Teacher Resource Package- Houghton Mifflin • HMH Biology w/ 5year digital program Houghton Mifflin • SEP-UP 9-12 kits • Other resources as available aligned to Next Generation Science Standards (still in development) • AP Approved Texts www.collegeboard.com/html/apcourseaudit/courses/english_lit_textbook_list.html
Language Other Than English	<ul style="list-style-type: none"> • Pearson-Autentico-Level 1 Program Grades 6-12 • Signing Naturally Units 1-6
Health	<ul style="list-style-type: none"> • Holt Lifetime Health 6 Year Subscription Interactive Online Edition
Art	Teacher-created materials, varies by subject
Other Electives	APEX for credit recovery intervention

All of our materials are selected based on rigor, alignment with the 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.

A. COMPREHENSIVE COURSE LIST

	Ninth Grade	Tenth Grade	Eleventh Grade	Twelfth Grade
ELA (4 years)	English 9	English 10	English 11	English 12
Math (3 years)	Algebra I Geometry	Geometry Algebra II	Algebra II Pre-Calculus	Pre-Calculus Calculus
Lab Science (2 years)	Physics	Biology Chemistry	Biology Chemistry	Biology Chemistry
History/Social Studies (3 years)	American Gov't & Community Civics	Modern World History	U.S. History 20 th Century	Economics (semester)
Art (1 yr.)	Visual Art I	Visual Art I Visual Art II	Visual Art I Visual Art II	Visual Art I Visual Art II
World Lang. (2 yrs.)	Spanish 1 Spanish 2 Spanish 3	Spanish 1 Spanish 2 Spanish 3	Spanish 1 Spanish 2 Spanish 3	Spanish 2 Spanish 3
	ASL 1 ASL 2	ASL 1 ASL 2	ASL 1 ASL 2	ASL 1 ASL 2
Project Lead the Way Pathway Courses-Engineering	Introduction to Engineering	Principles of Engineering	Aerospace Engineering	Civil Engineering and Architecture
Project Lead the Way Pathway Courses-BioMedical Science	Principles of Biomedical Science	Human Body Systems	Medical Interventions	Biomedical Innovation
Visual and Performing Arts Pathway Courses-	Choir	Music Ensemble	Public Art	Photography
ACE	ACE	ACE	ACE	ACE
Advisory	Advisory	Advisory	Advisory	Advisory

Intervention and Enrichment Programs

WISH 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 Instructional Methods and Strategies.

XI. INSTRUCTIONAL METHODS AND STRATEGIES

Our core tenets, key strategies and curriculum sources used are all research-based and have been proven effective with our targeted student population.

Highly accredited universities have designed whole programs around a secondary school inclusive education model due to the large body of research supporting this model 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:⁵²

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.

Our university partner, LMU/ SOE, similarly recognizes the importance of an inclusion model, and

⁵² Teachers College Columbia University. Department of Curriculum and Teaching: Secondary Inclusive Education. 2018. Accessed on August 15, 2018. <http://www.tc.columbia.edu/c%26t/inclusive-secondary/>.

continues to build the body of research supporting the model and its implementation through the university's research conducted at WISH High School.

Additional details about the research base for our instructional model and teaching methodologies are included above.

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

Differentiated Instruction

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

Team Teaching

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.

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 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. 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

At WISH HS, 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 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 HS 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 HS 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

ACE (Academic Collegiate Excellence) Course

The ACE course provides designated instruction and services to students. The ACE course is also used a learning lab to bolster individualized educational experiences, depending upon the individual needs of the students and their respective grade levels. At WISH HS, the ACE course also acts as an additional resource for the daily work taking place in the classroom at that given time.

Specialist/Special Education Teacher Supports

All students, not only those with IEPs, benefit from the special education support staff (speech therapists, behavior specialists, 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 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.

College Counseling

We have a strong college-going culture. Every student goes on yearly college visits, starting in 9th grade. Seniors are required to take a mandatory senior seminar to learn how to research colleges, write personal essays, complete college applications, research scholarships, and more. College acceptances are celebrated and posted in the halls for everyone to see. We have established a high-quality college and career center, with counseling staff that is able to provide personalized support, encouragement, and expert guidance throughout the career-planning and assessment, college-preparation, search, application and admissions process. 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 9th grade.

A. HOW THE SCHOOL'S INSTRUCTIONAL METHODOLOGIES AND CURRICULUM WILL ENSURE STUDENT MASTERY OF THE CALIFORNIA CCS AND OTHER STATE CONTENT STANDARDS

As detailed throughout this petition, instructional methodologies and curriculum at WISH High School align directly with the CCSS in ELA and math, and other state content standards (including Next Generation Science Standards), and are designed using the State's Educational Frameworks. Extensive professional development is built in the annual calendar and weekly schedule to ensure all faculty receive appropriate training and ongoing coaching in aligning curriculum planning to desired outcomes (CCSS) via backwards planning.

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

WISH High School integrates technology throughout the program, both to ensure that students develop critical 21st century skills in using tech-based tools, as well as helping to personalize instruction and maximize student achievement. All students are provided a 1:1 Chromebook to use while attending WISH Academy HS and technology is integrated throughout every class period and students take SBAC Interim Assessment Blocks further preparing them for computer-based standardized assessments. The Learning Center also has several computers available at all times for student use. Students learn basic computer skills (Word, Excel, Prezi, etc.), as well as internet research skills and online communication proficiency. The school utilizes an integrated data management system, Illuminate, to collect, analyze and report student achievement data and other required measures (e.g., attendance, student behavior, etc.). Parents and students have real-time access to Illuminate to access current grading and homework assignments.

XII. GRADUATION REQUIREMENTS (INCLUDING THE NUMBER/TYPE OF UNITS REQUIRED) AND A-G REQUIREMENTS

A core part of our mission is to provide students with the instruction and life skills necessary for them to succeed at the college or university of their choice, including the California State University, University of California and other national college and university systems. As noted above, as an inclusive model school, many of our students have individual plans that do not include meeting A-G as a requisite for high school graduation, yet for our typically developing students, graduation requirements mirror and exceed A-G, as illustrated in the following chart:

<i>COURSES</i>	WISH HS GRADUATION REQUIREMENTS (Years)	UC COURSE REQUIREMENTS (Years)
History & Social Science ("A")	3 (4 recommended)	2
English ("B")	4	4
Mathematics ("C")	3 (4 recommended)	3 (4 Recommended)
Science (1 Lab, 1 Bio) ("D")	2 (3 recommended)	2 (3 Recommended)
Language other than English ("E")	2	2 (3 Recommended)
Visual & Performing Arts ("F")	1	1
College Prep Electives ("G")	1 (Advanced elective in: visual/performing arts, history, social science, English, advanced mathematics, laboratory science or language other than English)	1 (2 semesters of one College Prep Elective Course)
Pathway Courses and/or ACE	4 years	
Advisory	4 years	

Each yearlong course earns 10 credits; students are required to complete a minimum of 220 credits for graduation unless otherwise indicated in an individual graduation plan. Students are required to pass courses with a C or better.

XIII. CREDIT RECOVERY OPPORTUNITIES

Advisory teachers and the college counselor are responsible for monitoring transcripts of all students and including credit recovery in each student's transcript record. If a student is not making adequate progress, the counselor meets with the student and discuss options such as: summer school at WISH HS, online classes (e.g., APEX) and adult school. Credit can also be earned through community college. Five week progress reports are sent to parents and if a student is not making appropriate gains with additional supports or interventions to ensure that he or she is passing a course students are given the opportunity to recover credits during school breaks, including summer, and throughout the school year if deemed appropriate as facilitated by the school counselor and at the expense of the school through online accredited programs paired with teacher support. We anticipate that most students will complete credit recovery courses in the summers, but in more urgent situations (e.g. graduating seniors, or 11th or 12th graders who enroll late in our school with substantial credit deficits), we may provide an option for credit recovery during advisory, elective blocks or in the Learning Center or as described above on breaks supported by teachers and facilitated by the school counselor.

XIV. ENSURING TRANSFER STUDENTS CAN MEET GRADUATION AND COLLEGE ENTRANCE REQUIREMENTS

Upon enrollment, Advisors work with individual students to create an Individual Graduation Plan that details the student's specific path to graduation. This plan is monitored three times during the school year. Advisors help ensure that each student is enrolled in appropriate courses, and that each student has the support he or she needs to successfully complete graduation requirements. Our college-going culture encourages all students to complete the A-G requirements and, when appropriate, enroll in community college coursework to both complete advanced study and begin to understand how to be successful in college.

XV. WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES (WASC) ACCREDITATION

WISH HS is currently going through the WASC accreditation process. **WISH** HS fully complies with WASC standards and processes while under review. Full accreditation will be pursued beginning in 2018-2019, including completion of the comprehensive WASC self-study and WASC visiting team site visit.

XVI. HOW CHARTER SCHOOL WILL INFORM PARENTS, INCLUDING PARENTS WITH LIMITED ENGLISH, ABOUT COURSE TRANSFERABILITY AND COLLEGE ENTRANCE REQUIREMENTS

In compliance with California Education Code Section 52060(d)(iii), WISH High School provides all students and parents/guardians with a course catalog or its equivalent – in both English and Spanish (with translation in other languages as needed) – notifying parents/guardians about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements.

Parents are notified in writing within five (5) business days should any issues or problems arise regarding the eligibility of WISH Academy HS's courses to meet college entrance requirements. As noted in the previous section, WISH High School is currently going through the formal WASC accreditation process and ensures that courses meet the standards of the UC/CSU "A-G" course requirements for college entrance eligibility into the UC/CSU systems. Thus, all of our high school courses are transferable to other local high schools.

XVII. ACADEMIC CALENDAR AND SCHEDULES

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.

A. ACADEMIC CALENDAR

Period 3	1:15 PM	3:00 PM	105 min
ACE/Pathway	3:05 PM	3:30 PM	25 min

	Start	End	Minutes
Tuesday/Friday			
ELA Lab (before school)/Designated ELD	7:30 AM	8:00 AM	
ACE/Pathway	8:00 AM	8:50 AM	50 min
Period 4	8:50 AM	10:45 AM	115 min
Period 5	10:45 AM	12:30 PM	105 min
Lunch	12:30 PM	1:10 PM	
Period 6	1:15 PM	3:00pm	105 min
Advisory	3:05pm	3:30 PM	25 min

	Start	End	Minutes
Thursday			
ACE/Pathway	8:00 AM	8:50 AM	50 min
Period 1	8:50 AM	9:40 AM	50 min
Period 2	9:40 AM	10:30 AM	50 min
Period 3	10:30 AM	11:20 AM	50 min
Period 4	11:20 AM	12:10 PM	50 min
Lunch	12:10 PM	1:10 PM	
Period 5	1:15 PM	2:05 PM	50 min
Period 6	2:10 PM	3:00 PM	50 min
Advisory	3:05pm	3:30 PM	25 min

Minimum Day schedule A			
ACE/Pathway	8:00 AM	8:50 AM	50 min
Period 1	8:50 AM	10:00 AM	70 min
Period 2	10:00 AM	11:10AM	70 min
Period 3	11:10 AM	12:30 PM	80 min
Lunch	12:30 PM	1:10 PM	
Advisory	1:10 PM	2:00 PM	50 min
Dismissal	2:00 PM		

Minimum Day schedule B			
ACE/Pathway	8:00 AM	8:50 AM	50 min
Period 4	8:50 AM	10:00 AM	70 min
Period 5	10:00 AM	11:10AM	70 min
Period 6	11:10 AM	12:30 PM	80 min

Lunch	12:30 PM	1:10 PM	
Advisory	1:10 PM	2:00 PM	50 min
Dismissal	2:00 PM		

Short Day Schedule A			
ACE/Pathway	8:00 AM	8:50 AM	50 min
Period 1	8:50 AM	10:15 AM	85 min
Period 2	10:15 AM	11:40 AM	85 min
Period 3	11:40 AM	12:30 PM	50 min
Dismissal	12:30 PM		

Short Day Schedule B			
ACE/Pathway	8:00 AM	8:50 AM	50 min
Period 4	8:50 AM	10:15 AM	85 min
Period 5	10:15 AM	11:40 AM	85 min
Period 6	11:40 AM	12:30 PM	50 min
Dismissal	12:30 PM		

C. INSTRUCTIONAL DAYS AND MINUTES

With 180 instructional days, and 400 instructional minutes Monday-Wednesday and Friday, plus 320 instructional minutes on Thursday, WISH HS exceeds the 64,800 minimum required instructional minutes for high schools. Ed. Code 46201(b).

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of Short Days	Number of Instr. Minutes Per Short Day	Number of Other Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/ Below State Req't.
TK/K	Select Y/N									0	36000	0	-36000
1	Select Y/N									0	50400	0	-50400
2	Select Y/N									0	50400	0	-50400
3	Select Y/N									0	50400	0	-50400
4	Select Y/N									0	54000	0	-54000
5	Select Y/N									0	54000	0	-54000
6	Select Y/N									0	54000	0	-54000
7	Select Y/N									0	54000	0	-54000
8	Select Y/N									0	54000	0	-54000
9	Select Y/N	133	392	35	333	3	217	9	183	180	64800	66089	1289
10	Select Y/N	133	392	35	333	3	217	9	183	180	64800	66089	1289
11	Select Y/N	133	392	35	333	3	217	9	183	180	64800	66089	1289
12	Select Y/N	133	392	35	333	3	217	9	183	180	64800	66089	1289

Pending the availability of funding, WISH High School plans to offer:

After-School Program: Every afternoon (Monday through Friday) from dismissal time until 6:00 p.m. The afternoon's activities would consist of supervised activities with a heavy focus on learning and homework help. An appropriate hourly rate for services rendered would be determined by the school Board and assessed on a yearly basis. Currently WISH HS is not offering an afterschool program.

Enrichment Program: Enrichment program that would operate every afternoon (Monday through Friday) from dismissal time until 6:00 p.m. The afternoon's activities would consist of arts, sports and curriculum clubs. An appropriate hourly rate for services rendered would be determined by the school Board and assessed on a yearly basis. Current enrichment programs are provided to all students free of charge.

Summer School: Four weeks during the summer break. Students with disabilities who require ESY would receive intervention in accordance with IDEA and their Individualized Education Programs. Students who credit recovery have the opportunity to take courses with teacher guidance. This program is provided free of charge to all students.

D. EARLY COLLEGE AND MIDDLE COLLEGE HIGH SCHOOLS ATTENDANCE REQUIREMENTS OF ED. CODE SECTION 46146.5, AS AMENDED BY SB 379

WISH HS is currently working with El Camino Community College and West Los Angeles community college to confirm dual enrollment options for students in PLTW courses. In addition, many of our students are taking advanced math courses at the local community colleges. As a demonstration site for LMU, WISH HS students have many opportunities for college visits, guidance and support, and may audit university classes. Developing these partnerships with local community colleges and our partner university allows WISH HS students to have a broader range of courses.

XVIII. PROFESSIONAL DEVELOPMENT

A. TEACHER RECRUITMENT

WISH High School recognizes that it takes an extraordinarily talented and committed team to deliver its instructional model in a fully inclusive setting. 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). The WISH Board has established a Personnel Committee to conduct the candidate search.

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 and our university affiliation with Loyola Marymount University, School of Education.

WISH High 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 it can communicate the school's needs and help potential candidates identify themselves as good matches. WISH High School builds clarity and high standards in relationships with staff members whom we ultimately hire. The school builds 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. We also leverage our network of existing teachers at WISH Community school during the recruitment process.

Strategy 1: Write a Performance Description for Each Staff Role

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

Strategy 2: Identify Required and Desired Qualifications and Characteristics

Using the role description, WISH HS identifies specific qualifications and characteristics that support each goal. This helps us ensure that the qualifications we choose serve a real performance purpose. Categories WISH HS reviews to determine qualifications and characteristics 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 HS's Governance and Personnel Committee creates recruiting sources. This occurs through our affiliation with LMU/SOE and through advertising in large educational databases, such as Edjoin. Governance and Personnel Committee members attend or send materials to conferences (e.g., ASCD, AERA, TASH) that have candidates that seek the jobs we offer. WISH High School contacts the career placement offices for both undergraduate and graduate programs of the surrounding universities, most notably its university affiliate, LMU/SOE. Additionally, WISH HS works 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 HS encourages paraprofessionals to get the necessary education and to apply for teaching positions.

In order to have staff reflect the student population, WISH HS seeks to hire a diverse staff. We 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 High School

WISH Academy HS seeks the best candidates by presenting the school so that the most highly qualified and best-matched candidates want to accept positions. Candidates "get a feel" for the school so that they also may decide if they share the **WISH** Academy HS philosophy of education. Some recruiting methods WISH uses 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 High School, we 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.

B. PROFESSIONAL DEVELOPMENT

The WISH HS professional development plan incorporates 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 the 9th – 12th grades 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 4:45 pm to collaborate with one another and work on lesson-planning.

All teachers also participate in 10 days of teacher summer training and 2 in-service days throughout the year. Our professional development system offers growth opportunities for all staff members and educators. All members of WISH HS faculty and staff receive on-site training and support throughout the year and be given opportunities to attend national and regional conferences.

In the 2019-2020 school year the primary focus of staff development is centered on developing proficiency in collaboration and co-teaching and positive behavior support. As the implementation of the WISH HS instructional model evolves, professional development topics become driven largely by staff surveys that our university partner, LMU/ SOE, conducts. These surveys help us to gain insights into areas that our teachers believe they need to further develop their knowledge or skills.

The chart below serves as a skeletal overview of our PD plan for the 2019-2020 school year, but adjustments may be made depending on the actual staff needs as self-identified or observed by our administrators.

Theme	Area of Focus	Rationale	Allocated Time	Providers
WISH High School Review	Elements 1, 2, and 3 – Instruction, Student Outcomes and Assessment	To understand and share the vision and mission of WISH HS through review of the Charter Petition	New Teacher Orientation 5-day professional development (August)	Administrator WISH Board Members
Co-teaching-Collaboration	Co-Teaching: Models for classroom instruction Planning Debriefing Building strong relationships with Families Communication systems Family support for literacy at home Strengthening collaborative planning and instruction Joint planning for active instruction Conflict resolutions	To train staff on collaboration skills in order to facilitate the model of inclusion and instruction	All staff 5-day professional development – 4 hrs (August) 2-hour Follow-up professional development day (November) Collaborative Inclusive model site visits	Teacher Leaders
Instruction	Universal Design Modifications for students with cognitive disabilities	To train staff on effective use of adopted school wide enrichment model	All staff 5-day professional development – 6 hrs (August) 1 hour follow-up Illuminate	University affiliates Teacher Leaders School Leaders

Theme	Area of Focus	Rationale	Allocated Time	Providers
	<p>Meeting the needs of English Language Learners</p> <p>Collecting, analyzing and using pupil achievement data</p> <p>Incorporating the Common Core</p> <p>Response to Intervention</p> <p>Project Based Learning</p> <p>Reclassification of English Language Learners</p> <p>Analyzing and using pupil achievement data</p>	<p>To train all teachers how to provide academic support to students with cognitive disabilities</p> <p>To support second language instruction for English Language Learners (ELL)</p> <p>To learn how to collect and interpret student achievement</p> <p>To engage in critical analysis of data</p> <p>To determine how the school can address deficiencies or negative data trends</p> <p>To ensure staff are knowledgeable about the new Common Core standards and planning their lessons accordingly</p>	<p>training (November)</p> <p>3 hour follow-up Universal Design & Depth and Complexity GATE instruction (January)</p> <p>One staff meeting per quarter dedicated to discussion and analysis of Illuminate Data</p>	Illuminate Administrator
Positive Behavior Support	<p>School- Wide Positive Behavior Support Systems for supporting all students</p> <p>Establishing school rules and</p>	<p>To ensure all staff has a common understanding of the communicative nature of behavior</p> <p>To develop preventative</p>	<p>All staff 5-day professional development – 4 hrs (August)</p> <p>Two 2-hour follow up sessions (November & March)</p>	School Leaders Teacher Leaders

Theme	Area of Focus	Rationale	Allocated Time	Providers
	common expectations Implementation of PBS on a classroom level; discipline policy	strategies for managing behavior To ensure that all classrooms are embracing the school wide model and are implementing them at the classroom level		
Pedagogy	Inclusive philosophy Neurodevelopment: Individual learner differences Cultural Understandings Constructivism Assessment Special Education: Matrixing IEP goals Mindsets and motivation: - Students - Teachers Reflecting on cooperative methods	Development of school culture to ensure consistency with mission and vision Teacher training to enhance skill development in addressing individual students needs Development of school culture to ensure consistency with mission and vision Teacher training to enhance skill development in addressing individual students needs	All staff 5-day professional development – 6 hrs (August) Two 2-hour follow up sessions (Feb & March)	University affiliates Administrator Teacher Leaders

Explanation of Themes

WISH HS Petition Review: At the beginning of each academic year, the WISH High School staff revisits 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 HS's model for inclusion and instruction for all students. Teachers receive intensive 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 delves 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 also 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 need ongoing professional development and mentoring to scaffold their understanding and use of positive behavior support. All school staff receive training in SWPBS systems for supporting all students and work collaboratively to develop school rules and common expectations for student behavior. Teachers receive training on implementation of PBS on a classroom level and using the STOIC and the CHAMPs model of behavior management. Training is provided to all staff on how to implement conflict resolution.

Instruction: Teachers 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 is 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 for so that teachers can enhance their understanding of tailoring instructional methodologies to support the learning of all students.

Pedagogy: Pedagogy support focuses on the inclusive philosophy of WISH HS, 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 HS and to provide teacher training that enhances skill development in addressing the needs of individual learners. Further training focuses on constructivist assessment for all students as well as teacher/student mindsets and their influence on the educational experience.

XIX. MEETING THE NEEDS OF ALL STUDENTS

As noted throughout this petition, inclusion of students with special needs 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 High 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.

WISH HS 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 supports all students to keep pace with class work, and targeted academic interventions addresses 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.

WISH HS implements 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 HS integrates designated instructional services and supports into the natural classroom environment for all students. At WISH HS, interventions are also provided in the ACE course which acts 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 classroom to receive interventions or therapies. Tier 2 and Tier 3 interventions are implemented within the general education classrooms, in ACE, 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.

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 SST 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 the team 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 is 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.
- Small group and one-on-one support, along with online learning, and the ACE course to close skills gaps and to help students stay on pace.
- Additional help 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 HS due to his/her English language fluency, academic achievement, IEP or suspected disability, or any other factor. WISH HS is committed to serving all students who wish to attend our school and actively seeks out and recruits 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

B. ENGLISH LEARNERS

WISH HS meets all applicable legal requirements for English Learners (“EL”) as it pertains to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. The Charter School implements strategies for serving English Learners which are research based, supported by Charter School resources, and evaluated annually for effectiveness. WISH HS follows the LAUSD EL Master Plan.

1. Identification of English Learners

After a student enrolls at WISH HS, the school will request information regarding the primary language spoken at home through a Home Language Survey (HLS). The purpose of the HLS is to determine if a language other than English is used in the student's home. Prior to completing the HLS, parents will receive an explanation regarding its purpose, as well as the possibility that their child may be given an assessment to measure their English language proficiency level. The student's cumulative file and CALPADS records will also be checked for information about the student's English language proficiency status.

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**.

Students from homes where the primary language is not English (as determined by the HLS) will take the English Language Proficiency for California (ELPAC); within thirty⁵³ days of enrollment and at least annually thereafter until re-designated as fluent English proficient), unless the school has proper documentation of the student's re-designation as fluent English proficient. The ELPAC, (along with scores on the Smarter Balanced ELA/Literacy test, benchmark assessments, teacher evaluations, and English Language Arts grades) will be used for the annual assessment of each student's English Language Development (ELD) level.

Students will be 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

⁵³ The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been ELPAC tested. All other students who have indicated a home language other than English will continue with annual ELPAC testing based upon the date last tested at the prior school of enrollment.

	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>)

WISH HS will provide parents of ELs with required Title III notifications, as well as any applicable information regarding their child in both English and in the parent’s primary language (whenever possible and practical; all notifications are provided in Spanish). Within the first month of the school year (or within thirty days of the student’s enrollment), WISH HS will notify the parents of its responsibility for ELPAC testing, student’s prior ELPAC results if available, EL identification, program placement options, student’s academic achievement level, and reclassification information. The ELPAC shall be used to fulfill the requirements of federal and state laws for annual English proficiency testing, and the Charter School will notify parents of student’s ELPAC results within thirty days of receiving the results from the publisher. Parents of ELs are invited to attend a meeting during the first two months of school to discuss parent rights, program placement, the reclassification process, the school’s responsibilities, and available resources. School staff also are available to answer parent questions and address parent concerns.

The ELPAC will be used for the initial and annual assessment of each student’s ELD level, along with basic skills assessments (Smarter Balanced ELA/Literacy test and benchmark tests.) Depending on the assessment results, the school administration, teachers and EL Coordinator will determine the most appropriate placement and support strategies for the student, and inform parents (in writing) of their child’s placement (the parent notification letter). Using teacher

feedback, observations, and analysis of the student performance data, the school team collaborates to create a portfolio for each EL student that will include recommended student placement and support strategies. The school team then reviews the portfolio at least once annually and makes adjustments when necessary to best fit the individual student's needs.

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. WISH High School's staff 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.

1. Educational Program for English Language Acquisition

At the high school level, we focus instruction on vocabulary acquisition and applying a variety of linguistic structures in the content areas. ELs fully participate in grade level tasks in all content areas with varying degrees of scaffolding in order to develop both content knowledge and English.

WISH Academy High School administered the Summative ELPAC tests in February 2018 to designated EL students enrolled in our first class of 9th graders. After analyzing the test results during our end of year Language Assistance Team (LAT) meeting, we determined that 60% of our designated EL students should be reclassified as English proficient and the other 40% should remain designated as English Learners.

As WISH Academy High School begins its second operational year in 2018-2019, we will identify and support EL's entering our school this year, as well as continue to support our designated EL's prior to the Summative ELPAC assessments scheduled for February. The WISH Academy High School will continue to hold quarterly LAT meetings throughout this year and convene following the ELPAC to assess the re-designation of English Learners enrolled at our school.

Comprehensive ELD instruction is provided through both Designated and Integrated ELD. Designated English Language Development instruction as defined in the California 2014 ELA/ELD Standards Framework is a protected time during the regular school day where teachers use the ELD standards as the focal standards in ways that build into and from content instruction toward the development of critical academic English language skills, knowledge, and abilities needed for content learning in English. For English Learners this includes an option for students to listen to the text in addition to reading it themselves. This strategy increases student comprehension of the material while supporting their English language skills. At the HS level students have designated EL instruction during advisory.

Two key components supporting our English Learners are identification and support from paraprofessionals and contracted service providers. This instruction provides WISH HS English Learners with the necessary counseling and academic planning necessary to ensure all ELs graduate college and career ready. English Language Development goals are developed in students' EL plan and monitored. Newcomer students' specific needs are assessed by the initial ELPAC, which WISH HS administers within mandated timelines. WISH HS teachers are trained in the use of strategies such as SDAIE to support ELs throughout instructional delivery and differentiated practice.

2. How The Program Will Meet The New State ELD Standards And Use The Results Of The ELPAC

WISH HS bases its English Learner support program on the new California ELD Standards. As guided by the CA ELD Standards, WISH HS teachers provide instruction grounded in the best available research on supporting ELs in an English Immersion environment. Students will be expected to advance at least one ELD level, or the equivalent ELPAC Proficiency Level Descriptor, annually. Our EL 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.

If students are not making sufficient academic progress as indicated through ELPAC data, we will modify our EL program as needed.

WISH HS ensures that teachers are qualified and supported to meet the needs of ELs. We strive to hire teachers that are CLAD/BCLAD certified, and teacher(s) that speak Spanish and English and can provide strong instruction within a structured immersion classroom. We also support teachers by providing professional development on structured immersion instruction, specially designed academic instruction in English (SDAIE) teaching strategies, language development, monitoring, and assessment of ELs. We commit to monthly professional development specifically addressing the instructional effectiveness, reviewing assessment data and revising curriculum to meet our EL students' needs.

3. Services And Supports For English Learners, Including Instructional Strategies And Intervention

As an integral component of WISH HS's English Language Development Program (ELDP), all English learners receive intensive designated daily English Language Development (ELD) instruction during their advisory period in the schedule. Students are also able to receive before and after school support as needed.

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. As they emerge into content reading and writing, extensive

language and academic support is 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 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.

4. Process For Annual Evaluation Of The School's English Learner Program

The Principal at WISH High School is responsible for ensuring the quality and success of all instructional programs, and reports to the WISH Board monthly on progress towards academic goals, including serving EL students. The Principal conducts regular observations in every classroom. Feedback, trouble-shooting and professional goal setting follow each observation. In addition to this ongoing practice, the Principal works with relevant staff annually to review summative data on student progress, including our annual ELPAC scores. This data analysis is followed by conversation and, if necessary, additional staff training. We expect our English Learners to show proficiency in content areas and that our ELs will improve at least one ELD level annually as measured by the ELPAC.

5. Process And Specific Criteria For Reclassification

The established criteria for reclassification are as follows: EL student classification uses the 2012 California English Language Development Standards' three Proficiency Level Descriptors -- Emerging, Expanding, and Bridging (see next section, below) -- in conjunction with the more recently approved (2016) ELPAC four Performance Level Descriptors (Levels 1-4) detailed above.⁵⁴

WISH HS monitors student mastery of the ELD standards through the use of portfolios. The portfolio is used as a guide that, when implemented systematically and consistently, ensures the implementation of a quality ELD program as defined by the current LAUSD Master Plan. Teachers

⁵⁴ <http://www.cde.ca.gov/ta/tg/ep/elpacgpld.asp>

select assessments and work samples that accurately represent the student's current level of performance in listening, speaking, reading, writing and language.

As English Learners progress, work samples that no longer characterize the student's best work are replaced with more representative samples. By the time an ELD portfolio is complete, it contains at least one sample for each domain. The ELD Coordinator reviews EL portfolios at the end of each reporting period and EL students receive ELD grades in addition to ELA grades in reading, writing, listening and speaking.

The following assessments are examples of EL portfolio evidence:

- Publisher ELD assessments
- End-of-unit assessments from state-adopted ELD programs
- Teacher/grade-level created performance tasks
- Checklists to informally observe student performance in everyday activities
- Core content area assignments scored using an ELD standards-based scoring rubric

It is the responsibility of the Principal to work with the EL Coordinator and classroom teachers to carry out the EL Master Plan. The EL Coordinator maintains EL portfolios, monitors classroom instruction, updates ELD levels in the WISH Student Information System (Illuminate) places ELs according to ELD level, 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 EL Coordinator works with teachers to make the final decision regarding progression to the next ELD Proficiency Level.

Reclassification criteria are as follows:

- Students must score a 3 or 4 in the four domains of the ELPAC Test
- Students must earn a C or better in ELA
- Students must score met or above on the benchmark assessments or students must score a Nearly Met or above on the CAASPP
- Teacher recommendations
- Parent Consultation

Once students reclassify, they are recognized school-wide, and parents and community members are invited to acknowledge their academic progress.

6. Process For Monitoring Progress Of English Learners And Reclassified Students

In order to meet the individual needs of each English Learner, the EL Coordinator carefully monitors student performance on both classroom assignments and standardized testing. Students scoring at the lowest levels of the ELPAC are provided supplemental English Instruction, focusing on skills, vocabulary and information that support both their oral and written English language acquisition. The goal is to ensure a quality instructional program that enables English

Learners to attain English proficiency, achievement of all learning plan goals, and to have full access to the range of educational opportunities that **WISH** HS provides for all students.

Students are monitored in conjunction with the following CA ELD Standards Proficiency Level Descriptors (PLDs). The PLDs describe student knowledge, skills and abilities across a continuum, identifying what ELs know and can do at early stages and at exit from each of three proficiency levels: Emerging, Expanding, and Bridging. These descriptors guide **WISH** HS teachers as they provide ELs with targeted instruction in English language development as well as differentiated instruction in academic content areas:

- **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.
- **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 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.

It is our philosophy that ELs at all proficiency levels are capable of high-level thinking and can engage in complex, cognitively demanding social and academic activities requiring language as long as they are provided appropriate linguistic support. The extent of support needed varies depending on the familiarity and complexity of the task and topic, as well as on the student’s English language proficiency level.

Within the PLDs, three general levels of support are identified: Substantial, Moderate, and Light:

- **Overall Proficiency:** A general descriptor of ELs’ abilities at entry to, progress through, and exit from the level;
- **Early Stages:** Descriptors of abilities in English language that ELs have at the early stages of the level; and
- **Exit Stages:** Descriptors of abilities in English language students have at exit from the level.

The descriptors for early and exit stages of each proficiency level are detailed across:

- Three Modes of Communication: Collaborative (engagement in dialogue with others); interpretive (comprehension and analysis of written and spoken texts); and productive (creation of oral presentations and written texts); and
- Two dimensions of Knowledge of Language: “Metalinguistic Awareness,” or the extent of language awareness and self-monitoring students have at the level; and “Accuracy of Production,” or the extent of accuracy in production ELs can be expected to exhibit at the level; English learners increase in accuracy of linguistic production as they develop proficiency in English. Accuracy may vary within a level depending on context, such as extent of cognitive demand or familiarity of a task.

English Learners continue to be re-evaluated annually using the ELPAC assessment until such time as they have demonstrated that they are able to compete effectively with English-speaking peers in mainstream classrooms and are reclassified as fluent English proficient. WISH HS sets a demanding reclassification target annually. The EL Coordinator serves as the ELPAC testing coordinator and meets periodically with teachers to discuss the progress of English learners toward mastery of the CA ELD standards. The testing coordinator continues to monitor students who are reclassified as RFEP during a period of four years, by meeting regularly with their teachers and reviewing their benchmark assessments and standardized testing results to ensure that they are able to keep up with their peers.

7. Process for monitoring progress and supports for Long Term English Learners (LTELs)

Because the programs at WISH HS are highly individualized, the specific needs of LTELs are readily identified and addressed. For ELs and long-term ELs (LTELs), the SSPT reviews progress at least quarterly (i.e., four times per year) to determine supports needed and readiness for reclassification. In the event that an EL meets the ELPAC and basic skills criteria, but does not meet the Teacher Evaluation criteria, the student must be referred to the SSPT for review and possible reclassification recommendation. Based on analysis of student data, the SSPT will either recommend the student for reclassification or develop an instructional/intervention action plan. A potential long-term (PTEL) or an LTEL student, with the support of the parent/guardian, teacher, and LTEL designee, could then set targeted instructional goals within his/her Individual Reclassification Plan to meet the reclassification criteria. For LTELs with a disability it is possible for the IEP team to consider reclassification based on alternate means to examine the impact of his/her disabilities on English language development including the use of the Communication Observation Matrix (COM), the new alternate ELD assessment, the VCCALPS, current progress towards goals and objectives, and the impact of disability on language development. LTELs participate in ELD courses in which their academic language and specific academic vocabulary and language structures are developed. Other options may be explored to support our LTELs including enrolling in ESL classes at Loyola Marymount University, Westchester, or using computer programs to support language acquisition. Because the needs of LTELs are varied, we work with our ELD Coordinator and classroom teachers 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** Academy HS prioritizes resources (e.g. curriculum for ELD instruction, more tutoring time) for LTELs. 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.

C. GIFTED AND TALENTED STUDENTS AND STUDENTS ACHIEVING ABOVE GRADE LEVEL

At WISH HS, differentiation for students who are identified as high achieving and/or gifted is 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 HS 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.⁵⁵ Support for 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 HS 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 is covered in the unit. Therefore, teachers use appropriate assessment tools to evaluate mastery of specific learning outcomes for each unit of study – these may include end-of-unit tests, chapter tests, response to writing prompts, etc. Once students have been 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.

⁵⁵ See, e.g., Renzulli, J. S. (1997, July). *Five dimensions of differentiation*. Keynote presentation at the 20th Annual Confratute Conference, Storrs, CT.

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 work in many patterns including alone, in pairs, and in flexible groups.

WISH HS 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.

Gifted or High Achieving students are identified by standardized test scores, portfolios, and informal assessments. Students who teachers feel meet the criteria for Gifted and Talented based on school performance, classroom assessments, and state testing are tested for identification using the Otis-Lennon School Ability Test (OLSAT). Teachers collaboratively determine what kinds of extension activities are offered, what skills students are developed further, and how these skills are assessed. Extension activities are integrated into daily routines and are offered to any student, regardless of their eligibility for GATE. Depth, complexity, novelty, acceleration and a tiered curriculum are all integral components of the "universally designed" approach to teaching, and the "depth and complexity icons" are incorporated into all classrooms to support the teaching of critical and analytical thinking skills to all students. Strategies such as the development of expertise in areas of interest, the use of novelty, and the incorporation of depth and complexity are integrated into daily routines as well as into curricular units of study.

Students are encouraged to take AP courses and exams. Test prep and coaching is offered in the Learning Center. As noted, planned dual enrollment partnerships with LMU and other colleges/universities enables GATE students to access higher-level courses and simultaneously earn college credits.

D. STUDENTS ACHIEVING BELOW GRADE LEVEL

WISH HS utilizes systematic identification measures and multi-tiered system of support (MTSS) with three tiers to approach 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) as well as scientific research. Using MTSS, WISH provides high-quality instruction and intervention matched to student need, monitors progress frequently to make decisions about changes in instruction or goals, and applies child response data to important educational decisions. The process of MTSS involves: 1)

screening for at-risk students; 2) monitoring of responsiveness to instruction; and 3) determination of the course of action.⁵⁶

At-risk students are identified using portfolio review, work samples, curriculum-based measurements, and summative and formative assessments. Students are monitored for their responsiveness to instruction and responses to basic differentiation techniques. If it is concluded that the instructional program needs additional supports integrated for student achievement, then the student begins to receive targeted, empirically validated intervention strategies described throughout this petition. WISH HS 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 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 Assistance Team (SAT), 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 using the Student Support and Progress Team process and forms. A formal plan is prepared utilizing the three-tier MTSS approach, and implementation is monitored by the team. Interventions identified in the third tier that the SAT determines necessary are implemented and data is collected to determine their effectiveness.

In addition, during Intensive Workshop Time, 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. 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 integrate 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 and Achieve 3000 are used for students performing below grade level. Parents participate in conferences regarding their child's progress following each semester of Intensive Workshop Time.

WISH HS uses the Three Tier Model for Student Success to address the needs of all students. Students who do not demonstrate appropriate developmental, or age/grade level mastery of academics or behavior receive early intervention based on their individual needs. This is achieved through the adoption and implementation of consistent school-wide positive behavior support and well-designed academic systems. WISH HS schoolwide model includes: teaching school rules and social emotional skills; reinforcing appropriate student behavior; using effective classroom

⁵⁶ 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.

management and positive behavior support strategies by providing early intervention and appropriate use of consequences.

Embedded in each tier is a set of unique support structures or activities that help teachers implement research-based curriculum and instructional practices at levels of fidelity that are designed to improve student achievement.

Ongoing assessment is conducted to determine a students' proficiency on critical academic and/or behavioral skills. Progress monitoring data is used to inform instruction at each tier and also to identify the appropriate level of service for each student in a timely fashion. The student's response to research-based interventions are used as basic data on which decisions are made through team meetings with each students' primary support team. The primary support team consists of the student, as appropriate, parent(s), teachers, and additional staff members whose presence would benefit the decision-making process.

In order to best serve our students and community, WISH HS examines and refines the tools used to assess student performance over time to ensure our assessments are always as fair and accurate as possible, and reflect any changes to State Standards

E. SOCIOECONOMICALLY DISADVANTAGED/LOW-INCOME STUDENTS

Our teachers and staff all 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 extend to the parents and families of our students as well.

We believe that income is a not a determinate 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 HS 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. 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 WISH Board.

Equity is provided by furnishing all necessary resources to students who require them. This includes materials, uniforms and any additional items necessary for full access to the curriculum. WISH HS 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 are 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 HS 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 WISH Board.

F. STUDENTS WITH DISABILITIES

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

G. STUDENTS IN OTHER SUBGROUPS

As an inclusive learning community, WISH High School offers a variety of support for students with extraordinary needs, such as foster and homeless youth. As detailed extensively throughout this petition, WISH HS's individualized program ensures that students with special needs – no matter the type of need or challenge the student may face – are identified through our highly collaborative and data-driven program that ensure each individual student is known and supported in meeting personalized goals. Our extensive intervention program provides several levels of guidance depending on the need of the student, as detailed above. As needed referrals are made to outside services to support students and families with crisis needs.

In order to help facilitate the enrollment, placement, and transfer of foster youth to WISH HS, we have designated our Principals as the Foster Youth Liaison. The Foster Youth Liaison, in consultation and agreement with the foster youth and the individual assigned educational rights, shall make educational and placement decisions in the "best interests" of the foster youth.

Best interests mean that consideration is given to, among other factors, the opportunity to be educated in the least restrictive educational program and that the foster youth has equitable access to the academic resources, student services related to counseling and health, supplemental instruction, and extracurricular and enrichment activities that are available to all WISH HS students. WISH HS will make appropriate referrals to ensure that eligible students in foster care receive necessary special education services and services under Section 504 of the Federal Rehabilitation Act of 1973. Additionally, it will collaborate with the county placing agency, social services, probation officers, juvenile court officers, and other appropriate agencies. WISH HS will develop protocols and procedures for creating awareness for its staff, including but not limited to, the Principal, teachers, attendance clerks, and office staff, of the requirements for proper enrollment, placement, transfer and support of foster youth.

WISH HS refers to “homeless youth” as individuals who lack a fixed, regular and adequate night-time residence due to economic hardship. It includes children and youth who (42 USC 11434 (a)):

- Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason;
- Have a primary night-time residence that is a public or private place not designated for or ordinarily used as a regular sleeping accommodation for human beings;
- Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;
- Runaway children or children who are abandoned; and
- Migratory children and unaccompanied youth may be considered homeless if they meet the above definition of “homeless”

The Principal at WISH HS shall serve as the Homeless Liaison for homeless students ((42 USC 22432 (g)(1)(J) & (e)(3)(c).) The Homeless Liaison shall ensure that:

- Homeless students are identified by Charter School personnel and through coordination activities with other entities and agencies
- Homeless students enroll in, and have full and equal opportunity to succeed at WISH HS
- Homeless students and families receive educational services for which they are eligible
- Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
- Homeless children and youth shall be provided services comparable to those received by other students in the Charter School, including transportation services, educational programs, services provided under Title 1, programs for students with disabilities, programs for students with Limited English Proficiency (“LEP”), vocational and technical programs, gifted and talented programs, and school nutrition programs.

XX. A TYPICAL DAY

If someone were to visit WISH HS 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.

Meet John. He and his best friend, Jack, have very different learning styles and personalities. They both attend WISH High School, a specialized learning environment which includes a personalized learning program supported by meaningful relationships with peers, parents and teachers. From the time these students are dropped off in the front of WISH HS they are engaged in a learning experience unlike any other.

When students walk through the entry courtyard into the main foyer, they are surrounded by an eco-pond, a windmill and an above ground cistern. As they enter the new facility, they view the rainwater being captured in the cistern to help regulate the water level of the eco-pond. They pass the Discovery Center, which allows students to monitor the energy and water use of the building. Life-size thermometers, world maps with time zones, worm boxes and sundials all can be operated by students. See-through solar panels display these powerful systems inner workings on the side of the WISH HS Weather Station, which allows students to read barometric pressure, temperature, rain percentage and sunrise/sunset times.

While John and Jack's minds are being immediately stimulated in an eco and STEM manner, their social-emotional experiences are being led by hands on, project based and community-based experiences starting with their Advisory classrooms. Classroom time is used to complete labs, work on projects, foster synergy, answer student questions, help with homework, and other activities that help students apply what they've learned. WISH HS students are given the opportunity to work at their own pace, while getting the individualized support they need, promoting collaboration between groups of students while giving teachers increased time for each student and building better, stronger relationships. Dry erase boards are filled with ideas as co-teachers guide the group.

After this brief session, students quickly head to their classes where the 9th graders might prepare for a debate on good versus evil in English class, create computer-generated geometric designs in mathematics, design and test a bridge in Pre-Engineering, or evaluate the beaks of finches in their Living Environment class. With the help of parent volunteers and community

members, students practice their handshake and elevator speech in College and Career Foundations, a seminar preparing them for their first internship.

During lunchtime, John heads to clubs such as robotics, Green Team, Anime and Gaming Club, Movie Club, Community Service Club, or Arts Club. Jack chooses to spend his time with basketball, sports conditioning, all while working with his physical therapist. Encouraged by his passion for sports, he leaves his wheelchair and plays side-by-side with his peers aided by his paraprofessional.

Later in the day, John and Jack arrive at Freshman Seminar, where students are sitting in a circle, discussing the ways in which 9th grade differs from the middle school experience and setting goals for the semester. Jack's speech therapist joins the class, integrating his therapy as part of the curriculum, encouraging him to verbalize his own goals. In classes down the hall, 10th graders are annotating and analyzing texts in English, giving one another feedback about graphs in Algebra II/Trigonometry, analyzing and writing about primary and secondary sources and documents in Global Studies, and conducting scientific experiments in the Chemistry laboratory. There are 11th grade students returning to WISH HS from the classes they are taking at Loyola Marymount University—they are talking about the discussion they had in English and the designs they are working on in their engineering labs. Toward the end of the day, you may even find groups of students in the lecture hall talking with a professor about perception and belief systems in the Critical Thinking college course that they take at WISH HS after school on Thursdays.

As John and Jack leave campus at the end of the day, one of their teachers stops them in the hallway to talk to John about the essay he turned in and encourages Jack to join a group of students using laptops to work on a coding project. Both Jack and John use the same technology with different applications that serve their individual needs. Days at WISH HS are certainly full and it is exciting to be part of a new, unique school.

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. 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 History 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. 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.

After lunch, students take another 105-minute block class, 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 25 minutes and students can either attend the ACE, office hours, or Learning Center and get 1:1 help from teachers or use this time to attend an off-site apprenticeship to gain work experience. 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 athletics, band, clubs, and after school tutoring supported by our university partner.

A visitor would leave our school after observing a typical day inspired by level of student and staff engagement and recognize the strong sense of community and inclusion that makes WISH High 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 D.5, *The Requirements Of California Education Code § 47605(B)(5)(A)(ii)*.

II. MEASURING PUPIL OUTCOMES: SUMMATIVE ASSESSMENT PERFORMANCE TARGETS

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

III. MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT TARGETS

In addition to formal summative assessments, we utilize a variety of assessment measures consistent with the educational program outlined in Element I to ensure that students are making regular progress toward achievement of academic goals. We employ multiple measures of assessment ranging from publisher made tests to student created portfolios in order to ensure that teachers and students have a holistic picture of academic progress and achievement. This information, then, is used to inform our instructional practice in order to improve student achievement.

As an inclusion model school, it is important to note that in each core academic area, students are expected to achieve outcomes appropriate to their development, age and grade level, based upon the goals in the IEP. 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 explicitly defined for each grade level in alignment with state standards, these are adjusted according to students' individual abilities and developmental levels.

A. BASELINE ASSESSMENT AND PLANNING

At the beginning of each academic year, WISH Charter High School conducts school wide assessments to establish an individual learner profile for each student using Illuminate Inspect, MobyMax, and Achieve 3000 assessments. These scores are used in conjunction with a parent survey that is given at the beginning of each year that asks specific questions about each student. The Curriculum and Instruction Committee, in collaboration with LMU faculty, adapts the model and observation instruments for students with more significant disabilities. These learning profiles provide a baseline for use in monitoring all students' progress throughout the school year and assist in tailoring learning plans to meet individual student needs.

As detailed above, the school also uses the student learning profiles, informal academic assessments, and schoolwide assessments such as Illuminate Inspect assessments as part of the key inputs used to develop Individual Education Programs (IEPs) for students eligible for special education services. Students play an active role in identifying specific goals related to areas of strength as well as areas of weakness. The IEP process and content for students with disabilities conforms to all State and Federal regulations. IEPs include specific benchmarks for determining whether students meet their individual goals related to achievement of State Standards in the core academic areas.

WISH Academy HS provides authentic, rigorous, and diverse assessment opportunities for students to communicate and demonstrate understanding and individual growth. Because of our commitment to meeting the needs of the whole child, our assessment methods incorporate

opportunities for students to demonstrate social and emotional learning, in addition to academic learning.

All assessment tools are chosen or designed to assess the core competencies delineated in our outcomes. Assessment data is collected over time and used formally several times throughout the year to engage teachers in reflection on student achievement and to inform professional development opportunities for teachers that may be necessary to meet the needs of all students.

Students are tested in core academic subjects through benchmark assessments at least quarterly. The specific nature of the assessments varies by content area. The Principal collaborates with teachers to develop or select authentic assessments with clear rubrics to complement the student achievement reflected by standardized exams. The results of these in-house exams drive instruction and additional testing. For example, if the student body does poorly on a quarterly benchmark exam, teachers would re-teach lessons and another benchmark exam would be given in advance of the scheduled quarterly exam

B. PROJECT ASSESSMENTS

WISH Academy High School uses “authentic” assessments such as student presentations of learning, and teacher-developed rubrics to help measure student academic growth over time. In addition to providing additional “value-added” growth measures for academic content areas, these authentic assessments also measure whether our students are achieving the social and emotional skills they need to be successful academically.

Students work individually and/or in heterogeneous cooperative groups on cross-curricular projects that incorporate several core academic areas. The projects include multi-media reports with written components that incorporate multiple approaches to writing and a variety of genres. These projects are presented to faculty, students, parents and the community through an “open house” format. A rubric is used for scoring these projects/presentations on specific benchmarks related to the school's educational outcomes in each core academic area and in relation to each student's IEP goals. For example, one project might focus on electricity. Students would use literacy and technology skills to acquire and access new information, and to interpret a variety of informational texts. They would need to understand, summarize and recount information on electricity. When working in heterogeneous groups, students would work productively as a member of an investigative team studying scientific phenomena, use multiple approaches to writing (e.g., shared writing, buddy writing) a report, and evaluate their own and other's writing. They would apply mathematical concepts and procedures and demonstrate age/grade level mastery of science content. They would demonstrate speaking and communication skills when presenting their project.

Rubrics are shared with students and families prior to and following the annual project date. Feedback is gathered from families through an evaluation form on the day of the event. Parent feedback is shared amongst staff and used to guide and refine the development of subsequent Annual Project events.

C. PORTFOLIOS AND STUDENT-LED CONFERENCES

As another form of authentic assessment, each student keeps a Progress Portfolio with samples of their work collected throughout the year on identical or parallel assignments in all content areas to show their levels of improvement. The Progress Portfolio also includes student reflections on their own work. Teachers use rubrics for evaluating the portfolios at least quarterly that capture not only the quality of the work, but also the quality and thoughtfulness of the students' reflections. Students present their portfolios to family members through a "Student-Led Conference" format at the end of the year as a means for communicating achievements in each curriculum area.

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

A major goal of WISH HS 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** HS 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 HS 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.

Assessment	Purpose	Grade	Timeline
Internally-Created Tests and Performance Tasks (presentations,	Measure standards mastery across all courses/subjects.	9-12	Daily and/or weekly

papers, experiments, etc.)			
Publisher-Designed Assessments	Assess mastery of unit/lesson content.	9-12	End of unit/end of semester or year.
AP Exams	Determine eligibility for college credit	10-12	May
CAASPP	State Criterion-Based Assessment in ELA and Math	11	May
California Science Test (CAST)	State Criterion-Based Assessment in Science	10	May
Illuminate Inspect	Benchmark assessments	9-11	BOY, MOY, EOY
PSAT/SAT/ACT	College entrance	9-12	October, November, or December
ELPAC	Measure language acquisition	9-12	Initial: within 30 days of enrollment Annual: February to May
SBAC /Interim Assessment Blocks	To support teaching and learning throughout the year	9-12	Throughout the year
SBAC Interim Comprehensive Assessment Block	Designed to provide meaningful information for gauging student progress	9-12	February
PFT	To assist students in establishing lifetime habits of regular physical activity	9	February to May

IV. DATA ANALYSIS

WISH's Board of Directors directs the Executive Director and Principal to oversee the evaluation and monitoring of the program through strategies that are directly linked to measurable goals and benchmarks. The evaluation plan calls for administering assessments and collection and analysis of data to evaluate changes in academic performance at a school-wide level as well as by grade, content area, and individual student.

WISH HS incorporates the use of Illuminate, a sophisticated online data management/student information system (SIS) to make possible longitudinal tracking and reporting of student assessment data. State and local assessment data is entered by school staff and stored within the system so that 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 in order 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 are aggregated to enable school leaders to identify trends and address specific needs.

WISH HS uses 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 is engaged in critical analysis of the data to determine how the school can address performance deficiencies or negative data trends. The data analysis is tied to professional development on standards-based instruction, so that teachers can enhance their understanding of student performance in light of normative data and modify their instructional designs accordingly. In these ways, staff are continuously challenged to rethink current pedagogical practices to meet the changing needs of new and existing student populations.

The Team Debriefing and Collaboration Time (which occurs daily immediately after student dismissal) is capitalized upon by WISH HS to provide teachers with time to meet in grade level teams to discuss and rethink current pedagogical practices. Teachers use this opportunity for collaboration, discussion and planning to review assessment results and make plans for addressing specific student needs.

Student achievement data gathered through internal and external assessments provides 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 school principal conferences individually with teachers at least twice each year to discuss the progress of individual and groups of students in every classroom in order to ensure that all students are making satisfactory progress toward mastery of grade level standards. The principal also leads discussions focused on student achievement data at least three times each year (Fall, Winter, Spring) with the faculty as a whole. In depth discussions around student progress occur during professional development

meetings. **WISH** HS regularly measures student progress against the clearly established, standards-based learning outcomes articulated within the WISH HS curriculum (see Element 1) in order to make data-driven decisions regarding how to modify our instructional program that appropriately challenges and supports all groups of students and individuals across the learning continuum.

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 HS 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 – in order 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 are collected and analyzed continuously in order to drive program improvement across all facets of the school. The Principal regularly reports on and distributes information about school progress to the school community and interested members of the community through two WCA meetings, once per semester to the WISH Board of Directors, and through email twice per year, 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 School relative to compliance with the terms of the charter generally.

V. GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION

Reporting student progress is a continuous process with teachers communicating with students and their families. WISH HS uses a semester reporting system that gauges the progress of each student in meeting the school's curricular standards, which are based on Common Core and 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 are 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. 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 standard. 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, effort is needed to meet subject standard. Frequently requires assistance.
0/F		Performance does not meet expectations for a basic level of competency attainment and understanding.

If a student is not making adequate progress and becomes a candidate for retention, the school notifies the parent/guardian in writing and also contacts the child's parent by phone. Before March 1 of the current year, the child's teacher consults with the Principal and parent/guardian in each case concerning possible retention. An interpreter is provided for parents whose native language is not English. In all cases, parents/guardians are encouraged to remain involved throughout the process. Without parental agreement as part of the decision to retain, the success of the retention is questionable. After intensive interventions have been implemented and the results documented, a collaborative decision to retain may be made. As needed, the Coordinated Services Team convenes a meeting to determine whether assessment for special education services is needed.

In the event the student is retained, the retention folder is added to and remains in the child's cumulative folder. If the retention is no longer a consideration, the retention folder is stored in the school office throughout the following academic year, then discarded. If the student moves or transfers to another school, the retention folder accompanies the cumulative file.

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.⁵⁷

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.

⁵⁷The 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

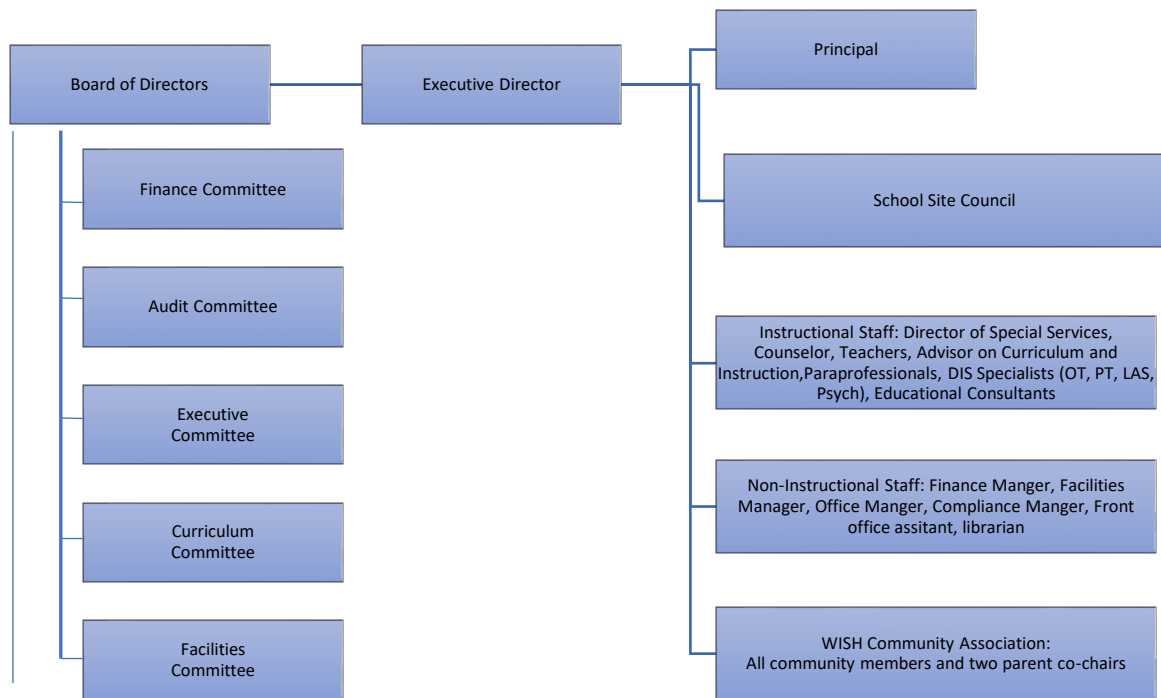
WISH HS is a directly funded independent charter school and operated by The Westside Innovative School House, Inc., a California Non-Profit Public Benefit Corporation with 501(c)(3) designation from the IRS.

A.

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 HS 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 HS. 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 HS 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 ^[1]_{SEP}

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 ^[1]_{SEP}

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.

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.

D. 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 HS 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 HS 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 HS including but not limited to the following:

- Ensure WISH HS 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 HS;
- 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 HS 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 HS 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 HS 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 HS. 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 HS 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.⁵⁸

The **WISH** HS 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 HS, 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 HS.
- 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 HS’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.

⁵⁸ 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(I). 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 HS. 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 both WISH Community and WISH Academy HS 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, Inc. 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 HS 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 HS and to working collaboratively with staff, parents and 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 HS 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 HS 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 HS programs
- A firm commitment and demonstrated record to quality education and efficient approaches to program management, development and implementationn

Major Job Responsibilities:

- Maintains the vision of WISH HS
- Oversees adherence to the WISH HS 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 HS and assumes responsibilities for the direction of the instructional program and the operation of the school, under the direction of the Executive Director.

Qualifications:

- Bachelor's degree (Required; Master's Degree Preferred)
- Teaching experience in a variety of instructional settings (Required)
- 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 preferable (Preferred)

Responsibilities:

- Is responsible for day-to-day operations of the charter school
- Oversees the instructional program
- Evaluates WISH HS 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 partnerships, specifically the 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 HS 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 HS 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 HS 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 HS 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:

- Bachelor’s degree (Required; Master’s Degree 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, SST Coordinator, etc.
- Other duties as appropriate to the specific position.

F. DESIGNATED INSTRUCTION & SERVICES (DIS)

WISH HS 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:

- Bachelor’s degree (Required; Master’s Degree Preferred)
- Current California teaching credentials, permits, licenses, certificates appropriate to the discipline
- Demonstrated commitment to the Charter School vision and mission
- Demonstrated ability or potential to work as a member of a transdisciplinary team

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

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 are preferred (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;
 - 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.

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;
- 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 High School's Custodian of Records.

II. STUDENT HEALTH AND WELLNESS

In addition, pursuant to the Healthy, Hunger-Free Kids Act of 2010, WISH HS offers the National School Lunch Program and participate in a health course. In the health course WISH HS students gain current knowledge about selected health topics that impact the individual and the community. Student learn how genetics, choices, and the environment impact their health. The course covers:

- Drugs: drug information, drug use/abuse, impacts of drugs, addiction, social factors, societal issues relating to drug use
- Family Life and Sexual Health: abstinence, anatomy and physiology, birth control, communicable and non-communicable diseases, domestic violence, gender orientation, gender roles, healthy relationships, parenting, pregnancy, sexual assault, and sexual harassment.
- Mental Health: self-esteem, understanding emotions, anger management, stress management, depression, suicide and grief and loss.
- Consumerism: Nutrition concepts, in-depth analysis of consumer products and origins, health risks associated with consumerism and environmental hazards, and a focus on skills to empower students to make thoughtful behavioral choices for personal and occupational health.

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 HS 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. 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 HS continues to reach out to diverse students to ensure that the school continues to reflect the myriad of races, cultures, and socio-economic groups located in Los Angeles and Westchester in particular. We conduct targeted outreach at the Mar Vista Family Center, Neighborhood Youth Association, Mar Vista Gardens, local church programs, medical clinics, regional centers serving students who are at-risk or identified with a disability and government agencies. In addition, we did several outreach meetings to current and potential families with

interpreters and native speakers of Amheric (we have many Ethiopian families) and Spanish present. WISH HS 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. WISH also actively recruits racially and ethnically diverse teachers and staff through focused outreach. WISH HS has established relationships with leaders of diverse groups, such as The Association for the Severely Handicapped, West Los Angeles Community College, Community Action Network, and the USC Latino and Minority Language Teacher Project. Finally, WISH HS promotes equality by ensuring that students from different backgrounds, who have different ability levels have the opportunity to learn together with their same-age peers in a high-quality classroom led by a teacher committed to serving all students, including those with the most severe disabilities.

WISH HS maintains an accurate accounting of ethnic and racial balance of students enrolled in the Charter school. WISH HS also keeps on file documentation of the school's efforts to achieve racial and ethnic balance.

WISH HS 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 HS is committed to establishing a school community that is truly reflective and inclusive of all community members.

WISH HS 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, Neighborhood Youth Association, Mar Vista Gardens, local church programs, medical clinics, and government agencies.

WISH HS tracks student recruitment efforts through feedback from community leaders and direct contact with families. WISH HS also implements different recruitment strategies in different neighborhoods to compare the impact. Collecting contact data from interested families allows WISH HS to create a database for more specific and targeted recruitment efforts.

Key Stakeholders

WISH High School establishes outreach efforts to build relationships and to market our school program to the following key stakeholders:

- Families: A key cornerstone of our Charter 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 HS 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, lead staff at local programs and regional centers, in order to gain buy-in and support for the Charter 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 HS 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 Charter School and its benefits.
- Churches: WISH HS 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 Charter School and its benefits.
- Neighborhood Schools/Educational Programs: WISH HS reaches out to all neighborhood school principals in order to let them know about the Charter School's mission through monthly principals' meetings at the LAX Chamber of Commerce. At these monthly meetings, the Principals share about the programs at each school. WISH HS 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 HS 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 Charter School on many levels including fundraising opportunities.
- Local Medical Community: WISH HS 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 HS 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 etc.
- Local Media: WISH HS works to establish relationships with the local media to gain their support and to utilize TV, print and electronic media communication channels.

WISH HS works to effectively communicate the mission of the Charter 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

High School strongly believes it brings a truly beneficial Charter 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 HS is a school of choice. WISH HS 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 resident of the State of California. Admission to WISH HS is not determined according to the place of residence of the pupil or his/her parent.

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, Inc.

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.

Board may 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 High School 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 HS 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 HS 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 Board. The lottery occurs in mid March at 5 p.m.

Lottery tickets 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 within one week via email and through phone calls that a spot is available for their child to attend WISH HS. 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 HS 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 the 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)(l).)

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)(l) 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)(l), 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 Governing 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 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, Inc. Board of Directors with recommendations on how to resolve them.
- The Governing Board reviews and approves the audit no later than December 15.
- The 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 HS 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 HS implements a comprehensive set of student discipline policies. The WISH HS student discipline policy and procedures for suspension and expulsion include positive behavioral interventions. WISH HS 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 HS discipline policy, and there will be school-wide systems for assigning both positive and negative consequences. The WISH HS principal hosts a community education night at the beginning of the year to review schoolwide policies and procedures including teaching, communicating, and modeling to the WISH community the school's discipline policy to ensure practices are consistent. 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 HS 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"> Verbal Praise 	<ul style="list-style-type: none"> Putting in more effort than expected 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

		<ul style="list-style-type: none"> • Refusing to follow directions • Leaving seat without permission • Wearing hat/hood in the classroom • Cell phone usage
C2	<p>Reminder 2</p> <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)
- 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 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.
- 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 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.

- possessing, selling or otherwise furnishing 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 Academy HS 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 HS will make participation in State Teachers’ Retirement System (STRS) available to teachers and working at the school. WISH HS 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 HS 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 Charter High School 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
Los Angeles CA 90045

- 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, inceptions, 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).)