Grades 7-12 Charter Petition
For a Five Year Term
(July 1, 2014 to June 30, 2019)

Presented to:

Los Angeles Unified School District
Board of Education

September 13, 2013

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WISH Secondary Charter (hereinafter “WISH” or “Charter School” shall:

- Be nonsectarian in its programs, admission policies, employment practices and all other operations. EC 47605(d)(1)

- Not charge tuition. EC 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. EC 47605(d)(1)

- Admit all pupils who wish to attend the school. EC 47605(d)(2)(A)

- Determine attendance by a public random drawing, if the number of pupils who wish to attend the charter exceeds the school’s capacity. Preference shall be extended to pupils who currently attend the Charter School and pupils who reside in the District. EC 47605(d)(2)(B)

- If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. EC 47605(d)(3)

- Meet all statewide standards and conduct the pupil assessments required pursuant to Educ. Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. EC 47605(c)(1)

- Consult, on a regular basis, with the charter school’s parents, legal guardians, and teachers regarding the school’s educational programs. EC 47605(c)(2)

NOTE: This charter contains specific “District Required Language” (DRL), including the Assurances and Affirmations above. The DRL should be highlighted in gray within each element or section. The charter includes 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 should exist between the DRL provisions contained within the body of the charter and the DRL contained in the addendum, the addendum shall control.
Name of Organization Applying for Charter: Westside Innovative School House, Inc.

Projected Grades Served-Year 1: 7th / Grades Served-Year 5: 7th - 12th

Projected Enrollment Year 1: 84 / Number of Students -Year 5: 616

Location Address or Target Neighborhood: Westchester, zip code 90045

Facility Status/Location: We have not yet secured a facility; we are searching for a private facility and also will apply for Prop 39.

Prop. 39 – Application Submitted? We will submit our Prop 39 application on or before November 1, 2013.

Does the location meet Board Policy? (Low API, Overcrowded) WISH, Inc. currently operates a highly successful K-6 charter school, WISH Charter School, authorized by LAUSD. WISH Secondary Charter is designed to build on this unique and successful model of offering a rigorous, meaningful curriculum for an inclusive population of students, including those with mild, moderate and severe disabilities. All students will graduate as collaborative, informed, resourceful and reflective individuals who are college-ready, career-prepared, and community-minded. This will be a high-performing public school option for students in the Westchester community and surrounding areas.

Board of Directors
Dan Beckerman, Chief Operating Officer and Chief Financial Officer for AEG, Board Treasurer
Daphne Bishop, Attorney
Suzanne Madison Goldstein, Attorney, Board Vice President and Co-Founder
Victoria Graf, Ph.D., Professor of Education, at Loyola Marymount University, School of Education
Irene Oliver, Ed.D., Chair, Elementary and Secondary Education Department, Loyola Marymount University, School of Education
Matthew Swanlund, Esq., McGuire Woods LLP, Board President
Paul Villarreal, CPA, Digital Entertainment Group
Michelle Windmueller, Ph.D., Principal, LAUSD Pilot Schools Director, Adjunct Professor, Loyola Marymount University, School of Education
Megan Rafferty, Founder of Egret Hill Consulting (special education consulting)

Description of Mission
Westside Innovative School House Secondary Charter will serve as a small, high-performing 7th-12th grade school that will model best practices for inclusive education, university partnerships, and a constructivist, interdisciplinary approach to instruction that leverages technology in a rigorous college-preparatory curriculum.
• **Description of Vision**
  All students will graduate as collaborative, informed, resourceful and reflective individuals who are college-ready, career-prepared, and community-minded. Our school will leverage best practices in project-based and real world learning to foster key academic, social, and ethical skills and attitudes that can only be developed when students with various abilities, needs, and backgrounds *learn together*.

• **Source/Core of Money**
  WISH Secondary Charter already has raised committed private donor support for its first year of operations, along with funds allocated by the WISH, Inc. Board of Directors to support the start-up. We are confident that the expertise and contacts of our Board members will result in significant additional donations from private donors. Our first school raised $134,000 in private donations during its first year, a success we expect to fully replicate. We will employ a diversified fundraising strategy that includes foundation grants, corporate contributions, special events, and individual donations.

  WISH Secondary Charter will apply for the CDE PCSGP start-up grant ($575,000), which we secured for the founding of our first school.¹ While we are optimistic about the fundraising potential from private sources, the Board and Executive Director will continuously review all budgets and financial plans to ensure sufficient reserves for cash flow and contingencies, making expenditure cuts as necessary.

• **3 – 5 Top Leaders/Charter Development Team**
  Dr. Shawna Draxton, Executive Director
  Jennie Brook, Financial Manager
  Daphne Bishop, Board Member

• **Has your charter applied to any other jurisdiction for approval?** No.

• **Are there any sister charters?** Yes, WISH Charter School was originally authorized by LAUSD as a K-5 charter school in 2010, and in spring 2013, following discussions with the District about a potential pilot school for middle grades, the pilot project was abandoned due to some barriers relating to our independent charter status. As a result, LAUSD expedited approval for an amendment to WISH’s charter petition on June 11, 2013 to add a 6th grade.

• **What innovative elements of your charter could be considered “best practices” and replicated by other schools?** WISH Secondary Charter will build on the innovative model and success of WISH’s K-6 charter school (which was originally modeled after the highly successful CHIME Charter School in LAUSD). Noteworthy “best practice” elements will include:

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¹ For purposes of this charter petition, consistent with LAUSD policy, we have not included PCSGP funds in our start-up budget. We understand the grant application process is rigorous and competitive, yet are confident in our ability to secure the grant.
Inclusion Model: We believe that important academic, social, and ethical skills and attitudes are developed when students with various strengths, needs, and backgrounds learn together. Our Secondary Charter will serve as a best practice site for differentiated instruction and how to accelerate student achievement for all students, particularly those with moderate to severe special needs, through an inclusion model. Diversity in the context of our school is defined to include diversity of learning styles, language and cultural backgrounds, developmental levels, social and emotional understandings, and learning abilities. Recognizing this range of diversity, our goal is to respond in constructive ways that honor the richness that this diversity provides, including understanding instruction from the point of view of our differing students and using approaches that allow each of them maximum entry into the academic and social life of the classroom and school community. Additionally, it means that we, students, teachers, and parents alike, respect and esteem the very attributes that accompany such diversity, realizing that everyone contributes in unique ways.

University Partnership with Loyola Marymount University, School of Education: Our school will demonstrate the importance and broader benefits of a Secondary Charter partnership with a university. As with our existing K-6 school, through our co-founding partnership Loyola Marymount University, we will be able to provide our teachers with exceptional professional development by university faculty, offer a low adult: student ratio via LMU’s student teachers, and create a valuable feedback loop, all at no cost to our school. Meanwhile, LMU will benefit from its role in the partnership by having a practicum site for its student teachers that aligns with its School of Education’s standards and where innovative instructional strategies can be studied. In addition, counseling students will support our college-ready commitment by counseling secondary students about college options and ways in which students can prepare to apply for colleges.

Disseminating Best Practices: As a school with a unique inclusion model, we leverage our partnership with LMU/SOE and other partners to disseminate best practices that are tested and proven in our school. In the same way that we value collaboration as a core tenet for improving instruction at the classroom level, we know that collaboration more broadly within the education sector is of critical importance for improving instruction at the local and national level. WISH Charter (K-6) has been 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, $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). The SWIFT Center has been founded in order to assist districts and schools engage in a transformational process in order to achieve equity and excellence for all students in an inclusive model. WISH Charter 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 will be able to disseminate our accomplishments and influence an extensive technical assistance system with the rest of the country.
Parent/Community Partnerships and Real World Learning: Parents, community members, and other industry professionals will bring real world learning and expertise into the classroom and beyond. Collaborative support may include project planning, facilitating student internships, mentoring, guest lecturing, co-teaching (with an appropriately certified teacher), hosting a field trip, and more. Students at WISH Secondary Charter will engage in real-world active learning via hands-on, interdisciplinary projects that address real-world problems and challenges, transforming students from passive receivers of information into enthusiastic learners, thinkers and problem-solvers who assume greater responsibility for their learning and have authentic, practical educational experience for 21st century learning.

Differentiated Instructional Program: WISH Secondary Charter will provide a curriculum that is based on the Common Core State Standards, responsive to individual students, using project-based, college preparatory curriculum to ensure that each and every student is able to access and master content in a meaningful way. Students will work cooperatively and individually in technology-rich classrooms where they are encouraged to ask questions, explore, investigate, collaborate, manage resources, strategize, solve problems, and decide how they will achieve their goals. Every experienced teacher can cite examples of students who do not “test” well, yet clearly are bright – even gifted -- in certain disciplines. We believe that through a constructivist, project-based curriculum, we can allow children to demonstrate their learning and understanding consistent with their individual intelligences, well beyond success on standardized pencil and paper tests as they develop true conceptual understanding.

Collaborative Teaching: Highly qualified, credentialed teachers, designated instructional service providers (resource/intervention specialists), supervised student teachers, and paraprofessionals will work together in the classroom. Based on our highly successful practice at our K-6 school, teaching teams will hold daily debriefing meetings where each practitioner will identify a success, challenge, and action for serving students better tomorrow. Debriefing develops shared responsibility and accountability between practitioners. It provides a daily forum to work together to develop and implement innovative curriculum and instructional strategies for all students. Grade-level and subject-specific teams will co-plan, co-assess, and co-teach. As co-teaching partners and collaboration experts, teachers create and implement project-based curriculum for assigned core courses, connect student work to the world outside the classroom, develop interdisciplinary curriculum with team partners and personalize instruction. Teachers differentiate to support and/or challenge students, know, see, and value students, act as an advisor for a group of students, and are conscientious, innovative, and reflective practitioners.
ELEMENT 1 – THE EDUCATIONAL PROGRAM

A description of the educational program of the school, designed, among other things, to identify those whom the 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 the program shall include the objective of enabling students to become self-motivated, competent, and lifelong learners. CA Ed. Code § 47605(b)(5)(A).

GENERAL INFORMATION

- The contact person for WISH Secondary Charter is Dr. Shawna Draxton, Executive Director.
- The contact address for WISH Secondary Charter is 6550 West 80th Street, Los Angeles, CA, 90045.
- The contact phone number for WISH Secondary Charter is to be determined. The temporary phone number is 310-642-9474.
- The proposed address or target community of WISH Secondary Charter is to be determined, but in the target area of Westchester/zip code 90045, which is located in Los Angeles Unified School District (“LAUSD” or “District”) Board District 4 and Educational Service Center West.
- The term of this charter shall be from July 1, 2014 to June 30, 2019.
- The grade configuration of Charter School is 7-12.
- The number of students in the first year will be 84.
- The grade level(s) of the students in the first year will be 7th.
- The scheduled opening date of Charter School is August 18, 2014.
- The admission requirements include: WISH Secondary Charter shall admit all pupils who wish to attend the 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) and all federal requirements. Enrollment to the school shall be open to any resident of the State of California. Enrollment will be on a first come, first served basis. WISH Secondary Charter affirms that the school shall be nonsectarian in all aspects of its programs and operations, including admissions and employment. WISH Secondary Charter shall not charge tuition. WISH Secondary Charter shall not discriminate against any student 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. (See Element 8: Admissions.)
- The enrollment capacity is approximately 700 students in grades 7-12, subject to changes in class sizes (Enrollment capacity is defined as all students who are enrolled in Charter School regardless of student residency).
- The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be: 180 days, August 18, 2014 – June 10, 2015
- The bell schedule for Charter School will be: 8:30 – 3:30 on regular days; 8:30 – 2:00 on Thursdays. If space is available, traveling students will have the option to attend.
I.  INTRODUCTION

Westside Innovative School House Secondary Charter will serve as a small, high-performing 7th-12th grade school that will model best practices for inclusion education, university partnerships, and a constructivist, interdisciplinary approach to instruction that leverages technology and real world learning. Based on the highly successful model of WISH Charter School (K-6), WISH Secondary Charter (grades 7-12) will be 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 plan to be 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 sister elementary school, WISH Charter School, and our university partner, Loyola Marymount University, School of Education (LMU/SOE), located just one mile from our current K-6 campus.

WISH Secondary Charter will feature collaboration between three primary entities:

- **Westside Innovative School House, Inc. (WISH):** Operator of WISH Charter Elementary School in Westchester, an LAUSD approved-charter that opened in 2010 and currently serves 360 students in grades K-6. In spring 2013, in recognition of the success of our model, LAUSD approved a revision of our original K-5 charter to expand to 6th grade. WISH Charter has achieved:
  
  - Diverse enrollment, including 25% Hispanic/Latino, 22% Black, 3% Asian/Filipino/Pacific Islander, 40% White and 9% two or more races. Most notably, 13% are students with disabilities, and of those, almost half (41%, or 5% of our total student population) have moderate-severe disabilities including autism, mental retardation, severe physical disabilities and students identified with serious social-emotional needs.
  
  - High academic performance, with a 2013 API score of 895 in just our third year of operations – an increase of 57 points over the previous year.
  
  - Closing the achievement gap between special education students and the general population, with our special education student sub-group achieved an impressive 2013 API score of 763, which not only is 85% of our overall API score, but 94 points higher than the statewide API for the SpEd subgroup in grades 2-6 of 669, and 190 points higher than the LAUSD SpEd subgroup (which includes all grades) of 573.
  
  - High levels of student proficiency, with 134 students in grades 2-5 tested on the 2013 CSTs achieving:
    - 76% proficient or advanced in English Language Arts
    - 80% proficient or advanced in Math
    - 70% of 5th graders proficient or advanced in Science

- **Loyola Marymount University/School of Education:** Loyola Marymount University is an important partner in the creation of WISH Secondary Charter, as it similarly was in the creation of our first school in 2009. Through its prestigious School of Education, LMU has the resources and expertise to help WISH Secondary Charter best meet the needs of our targeted student population and become a national model secondary education. Three faculty members from LMU serve on our Board of Directors and have been critical in co-creating the vision for our
school and its instructional framework. WISH Secondary Charter will replicate the incredible partnership already in place at our K-6 school, including such key benefits 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 general education teachers have several LMU students each semester supporting in the classrooms — many of these student teachers have Master’s degrees and impressive experience before they arrive at WISH. Meanwhile, LMU’s School of Education 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, let 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. Through the Center for Math and Science Teaching (CMAST) partnership, a two year grant focusing on math and science, our faculty receive intensive training via an apprenticeship and experiential model for professional development to transform math and science education. The CMAST program’s mission is 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/](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. For our secondary students, we will leverage this program to provide meaningful support for our students as they research and consider college options and apply to colleges and universities.

- **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. (See Section __: Evidence That the Proposed Instructional Model Has Been Successful with Our Targeted Student Population).

- **Student opportunities:** LMU funds summer camp experiences for our low-income students and provides free tickets to all University sporting events.

- **Early College:** Going forward, as we develop into later high school grades (2015-16 for 10th grade and 2016-17 for 11th), we intend to form an Early College partnership with LMU, in which our high-school students will take college classes for college credit at the same time they are working toward their high-school diplomas. Based on highly successful early college programs throughout the nation, this program will be 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 will receive extensive support from WISH
faculty and staff in order to ensure their success. An early college program can be 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 can help our most high-need students realize that they can succeed in college-level courses and earn a post-secondary degree.

**SWIFT Center, University of Kansas/U.S. Department of Education Knowledge Development Site:** WISH Charter (K-6) has been 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, $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 Secondary Charter will similarly benefit by the offerings of this national honor. The SWIFT Center is a national program founded in order to assist districts and schools engage in a transformational process in order to achieve equity and excellence for all students in an inclusive model by providing academic and behavioral support for all students, including those with the most extensive needs. SWIFT engages the whole school community in ways that positively transform the learning outcomes for all students.

WISH Charter 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 will be able to disseminate our accomplishments and influence an extensive technical assistance system with the rest of the country.

The SWIFT Field Guide, Readiness Checklist, and Fidelity of Implementation tools will be developed through working with WISH and the other five Knowledge Development Schools. These tools will address the administrative leadership, teacher support systems, evidenced-based instruction, organizational structures, and family and community engagement partnerships needed to transform schools to educate all learners. In year two of the SWIFT project, the newly developed tools will serve as resources to share the model with 64 schools across four states, in a mixture of rural and urban areas, training educators on how to implement high quality educational practices. The goal will then be for those schools to spread the system to others in their districts, then to other districts in their state. If the program performs well, it could be renewed at the end of the five-year period, providing an opportunity system to reach other states. As part of the SWIFT grant, the team will also establish and disseminate a national Knowledge Bank on school wide inclusive reform.

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

We are incredibly proud of all we have accomplished in the three years since opening WISH Charter for elementary grades, and look forward to developing our exemplary model of inclusive education for a Secondary Charter population.

II. TARGET STUDENT POPULATION

A. PROJECTED EnROLLMENT

WISH Secondary Charter plans to open in August 2014 with 7th grade. In August 2015 we plan to add both 8th and 9th grades, and will grow by a grade per year until the school reaches full enrollment serving approximately 700 students in 7th-12th grade. 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, with class sizes of 28 students per class:

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<tr>
<td>7</td>
<td>84</td>
<td>84</td>
<td>112</td>
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<td>12</td>
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<td></td>
<td></td>
<td>84</td>
</tr>
<tr>
<td>Total Enrollment</td>
<td>84</td>
<td>252</td>
<td>392</td>
<td>504</td>
<td>616</td>
</tr>
</tbody>
</table>

As a school founded with a core tenet being that All Students Belong, we will conduct targeted outreach to families with children who have special needs, especially and anticipate serving a higher than average percent of students with disabilities, including those with moderate-severe disabilities.

B. SURROUNDING COMMUNITY: WESTCHESTER

We plan to be located in the Westchester neighborhood of Los Angeles (zip code 90045) in order to serve a highly diverse student body, which is core to our mission and model, while being in close proximity to our sister elementary school, WISH Charter School, and our university partner, Loyola Marymount University, School of Education (LMU/ SOE), located just one mile from our current K-6 campus. WISH Secondary Charter intends to serve students primarily from the Westchester neighborhood where our existing school is located, along with surrounding areas. Currently, almost half of the students who attend WISH’s K-6 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.
C. **DEMOGRAPHIC DATA OF WESTCHESTER PUBLIC ELEMENTARY SCHOOLS**

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).*
As illustrated in the charter below, WISH is very proud that our K-6 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.’”

Research demonstrates significant benefits for minority/impoverished students attending integrated schools, including reduced dropout rates, higher college-going and completion, and improved academic outcomes. Furthermore, studies have shown that whites attending racially integrated schools experience a variety of benefits, such as cross-racial understanding, reduction of racial prejudice, enhanced confidence about living and working in multiracial settings, and an increase of critical thinking. . . . Numerous studies indicate that school desegregation or resegregation has little or no

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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.⁴

Race/Ethnicity of WISH K-6 Enrollment v. Zip Code 90045

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

III. EXISTING PUBLIC SCHOOLS SERVING GRADES 7-12

In Westchester/zip code 90045 there are currently 2 traditional public middle schools, one traditional high school, two charter high schools and one K-8 charter school. Notably, while the preceding data has demonstrated the remarkable racial/ethnic and socio-economic diversity of our area, the existing public

schools do not reflect this diversity and enroll disproportionate numbers of socio-economically
disadvantage and minority students as compared to the broader population, as detailed in the following
chart:
## WISH Secondary Charter

### Comparison Schools Chart

90045

<table>
<thead>
<tr>
<th>LAUSD Schools</th>
<th># of students 2012-2013</th>
<th>Multi-Track school?</th>
<th>2013-14 Program Improvmt? (Year first entered PI)</th>
<th>Met 2012-13 schoolwid e growth target? (# met)</th>
<th>2012 API Score</th>
<th>2013 API Score</th>
<th>2012 State/Similar Schools Rank</th>
<th>% Students Eligible for Free/Reduced Lunch</th>
<th>% Special Ed. Students</th>
<th>% ELL</th>
<th>% Latino/Hispanic</th>
<th>% White</th>
<th>% Black</th>
<th>% Asian</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MIDDLE SCHOOLS</strong></td>
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<tr>
<td>Marina del Rey Middle School (6-8)</td>
<td>749</td>
<td>N</td>
<td>YS (2003-04)</td>
<td>NO (16/24)</td>
<td>730</td>
<td>743</td>
<td>2/3</td>
<td>95%</td>
<td>14%</td>
<td>11%</td>
<td>57%</td>
<td>6%</td>
<td>34%</td>
<td>1%</td>
</tr>
<tr>
<td>Orville Wright Middle School (6-8)</td>
<td>644</td>
<td>N</td>
<td>YS (2006-07)</td>
<td>NO (8/17)</td>
<td>775</td>
<td>737</td>
<td>4/6</td>
<td>62%</td>
<td>13%</td>
<td>3%</td>
<td>23%</td>
<td>9%</td>
<td>63%</td>
<td>4%</td>
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<tr>
<td><strong>HIGH SCHOOLS</strong></td>
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<tr>
<td>Westchester Senior High (9-12)</td>
<td>1,314</td>
<td>N</td>
<td>NO</td>
<td>NO (7/14)</td>
<td>702</td>
<td>704</td>
<td>3/9</td>
<td>55%</td>
<td>10%</td>
<td>2%</td>
<td>16%</td>
<td>7%</td>
<td>73%</td>
<td>3%</td>
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<tr>
<td><strong>CHARTER SCHOOLS</strong></td>
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<tr>
<td>Bright Star Secondary Ch. Acad. (9-12)</td>
<td>432</td>
<td>N</td>
<td>NO</td>
<td>NO (10/13)</td>
<td>827</td>
<td>807</td>
<td>8/10</td>
<td>87%</td>
<td>5%</td>
<td>29%</td>
<td>83%</td>
<td>0%</td>
<td>13%</td>
<td>1%</td>
</tr>
<tr>
<td>Lou Dantzler Prep Charter High (9-12)</td>
<td>251</td>
<td>N</td>
<td>NO</td>
<td>NO (3/6)</td>
<td>614</td>
<td>630</td>
<td>1/1</td>
<td>77%</td>
<td>6%</td>
<td>0%</td>
<td>2%</td>
<td>0%</td>
<td>96%</td>
<td>0%</td>
</tr>
<tr>
<td>Ocean Charter (K-8)</td>
<td>429</td>
<td>N</td>
<td>NO</td>
<td>NO (9/17)</td>
<td>875</td>
<td>780</td>
<td>8/3</td>
<td>28%</td>
<td>15%</td>
<td>2%</td>
<td>22%</td>
<td>59%</td>
<td>4%</td>
<td>4%</td>
</tr>
</tbody>
</table>

Source: cde.ca.gov/Dataquest
A. **ACADEMIC ACHIEVEMENT DATA: WESTCHESTER PUBLIC SCHOOLS**

Currently, the traditional public schools in the neighborhood are failing: both middle schools are in Program Improvement Year 5, and Westchester Senior High School is in PI Year 2. All three schools failed to meet Adequate Yearly Progress in 2013. Westchester Senior High was recently identified as in need of restructuring, which resulted in its conversion to magnet status beginning July 1, 2013. The highest-performing high school option in the area, Bright Star Charter, maintains a lengthy waiting list for enrollment. Unfortunately, across this area, at the traditional public schools proficiency levels in ELA and Math are both below 50% -- in other words, more than half of the students at these schools are not meeting grade-level standards in ELA or Math:

<table>
<thead>
<tr>
<th>Traditional Public Schools</th>
<th>% Proficient English-Language Arts</th>
<th>% Proficient Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marina Del Ray Middle School (6-8)</td>
<td>47.8</td>
<td>32.5</td>
</tr>
<tr>
<td>Orville Wright Middle School (6-8)</td>
<td>47.1</td>
<td>32.3</td>
</tr>
<tr>
<td>Westchester Senior High (9-12)</td>
<td>45.9</td>
<td>41.1</td>
</tr>
</tbody>
</table>

Through WISH’s proven model of success in educating all learners – including those who learn differently – with high levels of proficiency, we are confident our Secondary Charter will offer an excellent public Secondary Charter alternative for the residents of this community.

IV. **MISSION, VISION AND EDUCATIONAL PHILOSOPHY**

A. **MISSION**

Westside Innovative School House Secondary Charter will serve as a small, high-performing 7th-12th grade school that will model best practices for inclusive education, university partnerships, and a constructivist, interdisciplinary approach to instruction that leverages technology in a rigorous college-preparatory curriculum.

B. **VISION**

All students will 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 will 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-6 school, WISH Secondary Charter will emphasize family collaboration and individualized support for all students to become caring, confident learners in a compassionate learning community that respects and values different interests, abilities, learning styles, ethnicities, and cultural backgrounds. We will maximize every individual’s learning potential within an atmosphere of caring and belonging grounded in the Common Core State Standards. Our school will foster key academic, social, and ethical skills and attitudes that can only be developed when students with various abilities, needs, and backgrounds learn together. Our vision is for an inclusive and accessible learning community where **all** students, parents, and staff appreciate and value diversity and where **all** students will receive individualized supports that will prepare them for successful lives. Based on the belief that important academic, social and ethical skills and
attitudes are developed when students with various abilities, needs and backgrounds learn together, our program will focus on improving scholarship and social awareness in the community-at-large, as well as prevent future learning and social problems for a wide spectrum of students; including those with disabilities, those whose families are challenged socioeconomically and those with diverse family dynamics.

C. **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, but rather that a 21st century education, in order to be truly successful for both students and our nation’s future, must emphasize aptitudes such as problem-solving, critical and creative thinking, inquiry, collaboration, communication and invention. While these aptitudes of course necessarily depend on a foundational knowledge base that is detailed in state content standards, we believe the strongest value in a Da Vinci 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:

- 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.

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5 http://www.p21.org/overview
D. **HOW LEARNING BEST OCCURS**

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

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

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

A growing body of research studies affirm 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.\(^6\) Outcomes for students with severe disabilities include increased social participation and access to general education curriculum;\(^7\) learning and generalization of new social, sensory, motor, and communication behaviors;\(^8\) and improvement of the overall quality of individualized education program (IEP) objectives.\(^9\) 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.\(^10\) 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.\(^11\)

**Learning best occurs when students are expected to meet high standards for achievement and are supported in their learning with an individualized approach and low adult-student ratios.** We reject the notion that “one size fits all” in the context of education. In order to help all students – including those with disabilities and learning challenges -- meet our high expectations, we will clearly communicate our high expectations for their success, and then provide appropriate, individualized support to achieve the stated goals, and meaningful opportunities for students to demonstrate their accomplishments and successes.\(^12\) 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)

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\(^6\) Downing, Spencer & Cavallaro, 2004; Hunt, Doering, Hirose-Hatae, Maier, & Goetz, 2001; Soto, Muller, Hunt, & Goetz, 2001.  
\(^7\) Hunt, Soto, Maier, & Doering, 2003; Fryxell & Kennedy, 1995; Hunt, Alwell, Farron-Davis, & Goetz, 1996; Staub, Schwartz, Galluci, & Peck, 1994.  
\(^8\) Gee, Graham, Sailor, & Goetz, 1995; Hunt, Staub, Alwell, & Goetz, 1994.  
\(^12\) Resnick,
Graduate with honors.”  

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.”  

**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 (Klonsky, 1998). Also, research strongly emphasizes the superiority of small schools as places where the learning environment is enhanced (Raywid, 1998). The enhanced social relationships of small school environments affects student achievement by increasing trust and positive attitudes toward school among students and staff, while decreasing violence and conflict (Gladden, 1999). Small schools also tend to increase student participation across the board resulting in lower dropout rates and higher attendance rates (Fine, 1998).  

**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.” 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. 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.” 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.” Extensive research supports the effectiveness of active learning, “particularly in improving the achievement level of the lowest-performing students and minorities.” 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. (Freire, 1972.) The more actively engaged students are in the learning process, the more effectively they will understand and retain concepts and skills that are delineated in the state standards, and even more importantly, the better equipped they will be to handle the challenges of the future.  

**Learning best occurs when the content is meaningful to the daily experiences and realities of the students and integrated in the way disciplines mesh in the “real world”** (Freire, 1970). Through project-based learning and interdisciplinary instruction, students are better able to master “creativity and critical thinking.”

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13 http://www.nea.org/classsize/index.html  
14 http://www.diversity-project.org/pdf%20files/The%20Effects%20of%20an%20After-School%20Tut%20article.pdf  
16 www.ssireview.org/articles/entry/the_missing_link_in_school_reform/  
17 Ibid.  
18 http://www.learning-theories.com  
and 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.” 20 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. (Freire, 1970.)

At their best, projects can serve a number of purposes well. They engage students over a significant period of time, spurring them to produce drafts, revise their work, and reflect on it. They foster positive cooperativeness in which each student can make a distinctive contribution. They model the kind of useful work that is carried out after the completion of school in the wider community. They allow students to discover their areas of strength and to put the best foot forward; they engender a feeling of deep involvement or flow, substituting intrinsic for extrinsic motivation (Csikszentmihalyi, 1990).

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. (Gardner, 2006.)

**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.”21 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.22

**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 colleagues (2008) 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).23

**Learning occurs best when technology and the arts are leveraged as important tools for engagement.** Research supports the effectiveness of technology in the classroom as an engagement and retention strategy. In a summary of research on the topic, Fouts concludes that the “students like learning with

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21 [http://www.ncrel.org/sdrs/areas/issues/students/atrisk/at6lk11.htm](http://www.ncrel.org/sdrs/areas/issues/students/atrisk/at6lk11.htm)


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.”

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

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.”

**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.” Notably, “A New Wave of Evidence, a report from Southwest Educational Development Laboratory (2002)... 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.”

**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. By constantly "beginning with the end in mind" via 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" (Schmoker, 1996).

E. **WISH Secondary Charter Will Enable 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 Secondary Charter, 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 (Pink, 2010.) Through our student-centered (autonomy) instruction that is mastery-based and constructivist by design (mastery), our students will understand the relevance of what they are learning (purpose) to become self-motivated learners.

25 Ibid.
- **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 in order to meet those expectations.

- **Life-long Learners**: Our teachers at WISH Secondary Charter will serve as models for our students of *life-long* learners, since they will demonstrate a desire to continuously improve their skills and knowledge through collaboration and professional development.

Students at WISH Secondary Charter will graduate from our school prepared for success as self-motivated, competent, lifelong learners.

**F. WISH SECONDARY CHARTER WILL MEET THE STATE’S PRIORITIES**

WISH Secondary will comply with all requirements under the new provisions of California Education Code Section 52060, and will ensure that all state priorities are met. (See Element 2 for specific details and goals.)

**G. WISH SECONDARY CHARTER WILL INFORM PARENTS ABOUT THE TRANSFERABILITY OF COURSES AND ELIGIBILITY OF COURSES TO MEET COLLEGE ENTRANCE REQUIREMENTS, INCLUDING “A” TO “G” REQUIREMENTS FOR UNIVERSITY OF CALIFORNIA/CALIFORNIA STATE UNIVERSITY ADMISSION**

In compliance with California Education Code Section 52060(d)(iii), WISH will provide all students and parents/guardians with a course catalog or its equivalent, notifying parents/guardians about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements.

Parents of students seeking higher education admission will be notified in writing within five (5) business days should any issues or problems arise regarding the eligibility of WISH’s courses to meet college entrance requirements. WISH intends to seek full accreditation from the Western Association of Schools and Colleges (WASC) – our K-6 school has attained a 5-year accreditation -- and will ensure that courses meet the standards of the University of California and the California State University’s “A-G” course requirements for college entrance eligibility into the UC or CSU systems. Thus, all of our high school courses will be transferable to other local high schools. Entrance into other higher education institutions is negotiated with the appropriate admissions staff.

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. Thus, our high school graduation requirements will exceed the A-G requirements, as illustrated in the following chart:

<table>
<thead>
<tr>
<th>COURSES</th>
<th>WISH GRADUATION REQUIREMENTS (Years)</th>
<th>UC COURSE REQUIREMENTS (Years)</th>
</tr>
</thead>
<tbody>
<tr>
<td>History &amp; Social Science (“A”)</td>
<td>3 (U.S. History, American Gov’t, World History, Civics, Economics)</td>
<td>2</td>
</tr>
<tr>
<td>English (“B”)</td>
<td>4 (9th grade English, American)</td>
<td>4</td>
</tr>
</tbody>
</table>
V. THE WISH SECONDARY CHARTER FRAMEWORK FOR INSTRUCTIONAL DESIGN IS ALIGNED WITH OUR TARGET STUDENT POPULATION

A. Teaching Methodologies

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.

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lit, Composition, and in 12th grade</td>
<td>English electives (literature)</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics (“C”)</td>
<td>4 (Algebra I (if not completed in middle grades), Geometry, Algebra II, and two years of higher-level math including pre-Calculus and Calculus)</td>
<td>3 (4 Recommended)</td>
</tr>
<tr>
<td>Laboratory Science (“D”)</td>
<td>3 (aligned with new Next Gen standards using an integrated and lab-based approach to teach life science, earth science, chemistry, physics, etc.)</td>
<td>2 (3 Recommended)</td>
</tr>
<tr>
<td>Language other than English (“E”)</td>
<td>2 years of Spanish (including higher level literacy development for native Spanish speakers)</td>
<td>2 (3 Recommended)</td>
</tr>
<tr>
<td>Visual &amp; Performing Arts (“F”)</td>
<td>1 (Music, Visual Art or Drama)</td>
<td>1</td>
</tr>
<tr>
<td>College Prep Electives (“G”)</td>
<td>1 (Advanced elective in: visual/performing arts, history, social science, English, advanced mathematics, laboratory science or language other than English)</td>
<td>1 (2 semesters of one College Prep Elective Course)</td>
</tr>
<tr>
<td>P.E./Heath</td>
<td>2 years P.E. + .5 Health</td>
<td></td>
</tr>
<tr>
<td>College Seminar</td>
<td>.5</td>
<td></td>
</tr>
<tr>
<td>CAHSEE</td>
<td>Pass the CAHSEE</td>
<td></td>
</tr>
<tr>
<td>SAT/ACT</td>
<td>Take the SAT and/or ACT exam</td>
<td></td>
</tr>
</tbody>
</table>

30 As the school grows, pending funds availability we hope to offer additional language instruction. Selections will be based on student and family interest.
### Core Tenets | Instructional Strategies
--- | ---
**INCLUSIVE INSTRUCTION** | **Small Class Sizes and Low Adult: Student Ratios**  
Class sizes will be 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 will be at least two adults per classroom, at a minimum, and at times more. As part of our inclusion model, our teachers, supervised student teachers from LMU (both Sped and single-subject/multi-subject), and paraprofessionals will all work together in the same classroom sharing teaching responsibility for a group of students. Additional special education support personnel will also be present throughout the classrooms. Our small class sizes will help facilitate personalized instruction and a strong sense of community.

**Differentiated Instruction**  
All of our teachers will be trained in and deploy a range of strategies to engage learners of all types: tactile, audial, and visual. These include GATE strategies, ELL strategies, cooperative learning, and project-based learning. IEPs will be reviewed regularly to ensure instructional delivery meets students’ needs.

**EXCEPTIONAL TEACHERS WHO COLLABORATE REGULARLY** | WISH Secondary Charter will do 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 will include careful measures to certify that prospective employees have a clear understanding of our unique inclusion model and are commitment to working in a highly collaborative environment.

**Team Teaching**  
Special education teachers will function as teaching partners for planning, instruction and assessment in general education classrooms. Each special education teacher will have a caseload of approximately 10 - 17 students, with a wide range of abilities, who are included in 4 or more classrooms. These special educators will be 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, will be assigned as appropriate to the students’ needs, and deliver services in the classrooms. Specialists will 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 will be placed in classes to observe, participate, and learn.

Additional support staff will be needed due to the diverse special needs of the population of students. The trans-disciplinary team will include a Speech and Language pathologist, an Occupational Therapist, an Adapted Physical Education teacher, and a Physical Therapist to meet the needs of the students with disabilities. Finally, as a training and demonstration site, the school will utilize 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
### Core Tenets | Instructional Strategies
--- | ---

Core Tenets: 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.

**Collaboration/ Common Prep Time Built into the Schedule**

In light of our program’s key focus on collaboration, teachers’ schedules will be created to ensure ample time for co-planning and sharing insights and strategies.

- **Structured Grade-Level Collaboration and Co-Planning** – Once a week, grade level teachers will have common prep time scheduled to collaborate and co-plan lessons. This will enable them to develop interdisciplinary units and discuss any student specific concerns or suggestions.

- **Daily Debriefing** - 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 will 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.

### Continuous Professional Development and Reflection (CAPS) | Extensive Professional Development

Our teachers and support staff at WISH Secondary Charter will benefit from extensive professional development opportunities. Specifically, they will engage in:

- **Summer Training** – All teachers will participate in 10 days of summer professional development facilitated by our university partner, LMU. New teachers will receive additional summer training days for orientation.

- **Professional Learning Communities** - At the beginning of each year, our administration will oversee the formation and ongoing development of Professional Learning Communities (PLCs). Through these PLCs, our teachers will become “experts” in educational topics such as ELL instruction, Universally Designed Instruction, constructivism, etc. Teachers will have the option to investigate topics of their own interest as well, so long as the topics have significant relevance towards increasing student achievement.

- **Monthly Professional Development Afternoon Sessions** - Once monthly, students will be released early on Fridays to allow the faculty time to participate in professional development. The exact focus of these professional development sessions will be determined based on

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31 Hawbaker, Balong, Bock, & Buckwalter, 2001; Scruggs, Mastropieri, & McDuffie, 2007
<table>
<thead>
<tr>
<th>Core Tenets</th>
<th>Instructional Strategies</th>
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<tr>
<td></td>
<td>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 that LMU will administer. The facilitators for the professional development sessions will vary depending on the topic; sometimes LMU faculty will lead the sessions, others in-house teachers, and others outside experts.</td>
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<tr>
<td></td>
<td>- Pupil-Free PD/Data Days – Five in-service days throughout the school year will be 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.</td>
</tr>
<tr>
<td></td>
<td>- Coaching – LMU will provide faculty mentors to regularly observe classes and provide coaching support as needed to help teachers develop their instructional practice.</td>
</tr>
</tbody>
</table>

**UNIVERSITY PARTNERSHIPS**

*University Partnership to Conduct Research and Feedback for Improving Practices*

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

*Early College*

Our high-school students will take college classes for college credit at the same time they are working toward their high-school diplomas. Based on highly successful early college programs throughout the nation, this program will be 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 will receive extensive support from WISH faculty and staff in order to ensure their success. An early college program can be 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 can help our most high-need students realize that they can succeed in college-level courses and earn a post-secondary degree.

**ACTIVE AND ENGAGED LEARNING LEADING TO DEEPER CONCEPTUAL UNDERSTANDING**

*Constructivist/Project-Based Approach*

At WISH students will 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 will debate, create, build, express, refine and demonstrate their learning in active ways throughout the day, working both collaboratively and individually. Students also will 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 secondary students will be able to make real connections between subjects and deepen their understanding of standards-based skills and content. More importantly, students will be 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 Secondary Charter 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.

**Block Scheduling**
Classes at WISH will be taught using block scheduling, which will 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.

<table>
<thead>
<tr>
<th>High Expectations and Embedded Student Supports</th>
<th>High Expectations</th>
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<tbody>
<tr>
<td>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:</td>
<td></td>
</tr>
<tr>
<td>• <strong>Organizing for Effort:</strong> 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.</td>
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</table>
| • **Clear Expectations:** If we expect all students to achieve at high levels,
<table>
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<tr>
<th>Core Tenets</th>
<th>Instructional Strategies</th>
</tr>
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<tr>
<td>then we need to define explicitly what we expect students to learn. These expectations need to be communicated clearly in ways that get them &quot;into the heads&quot; of school professionals, parents, and the community and, above all, students themselves.</td>
<td></td>
</tr>
<tr>
<td><strong>Fair and Credible Evaluations</strong>: 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.</td>
<td></td>
</tr>
<tr>
<td><strong>Recognition of Accomplishment</strong>: 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. . . .</td>
<td></td>
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<tr>
<td><strong>Academic Rigor in a Thinking Curriculum</strong>: Thinking and problem solving will be the &quot;new basics&quot; 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.</td>
<td></td>
</tr>
<tr>
<td><strong>Accountable Talk®</strong>: 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...</td>
<td></td>
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<tr>
<td><strong>Socializing Intelligence</strong>: 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 &quot;teach&quot; intelligence. This is what teachers normally do with students they expect much from; it should be standard practice with all students.</td>
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<tr>
<td><strong>Self-management of Learning</strong>: 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</td>
<td></td>
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<tr>
<td>Core Tenets</td>
<td>Instructional Strategies</td>
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<tr>
<td>understand something and taking steps to remedy the situation, as well as formulating questions and inquiries that let one explore deep levels of meaning. Students also manage their own learning by evaluating the feedback they get from others; bringing their background knowledge to bear on new learning; anticipating learning difficulties and apportioning their time accordingly; and judging their progress toward a learning goal. These are strategies that good learners use spontaneously and all students can learn through appropriate instruction and socialization. Learning environments should be designed to model and encourage the regular use of self-management strategies.</td>
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</tbody>
</table>

- **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.

**Positive Behavioral Supports for Psycho/Emotional Development**

Our school will encourage positive academic and social behavior in several ways:

- **CHAMPS** – Similar to our sister school, WISH Secondary Charter will adopt 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 will participate in advisory each day, providing students with a dedicated adult champion available to support their socio-emotional needs. (See also Section __, below.)

**Academic Interventions and Supports**

- **English Lab/Intervention**
  
  An afterschool “English Lab” will be organized with the support of LMU faculty to provide research-based interventions to students identified as being “at risk” in reading and writing skill development through class screenings and assessments. Teachers and student teachers will volunteer at least one day a week during each of three 8-week reading lab sessions during the school year to provide targeted intervention to 1-3 students. During or immediately after a student’s participation in the program, teachers and families will meet to ensure that, if needed, strategies learned in the lab are also implemented in class and practiced for homework.

- **Math Lab/Intervention**
  
  A “Math Lab” math intervention program will be initiated collaboratively.
### Core Tenets

<table>
<thead>
<tr>
<th>Instructional Strategies</th>
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<tbody>
<tr>
<td>with the instructors of two math methods courses at LMU, whose students provide individualized or small group math intervention after school. A 7th-12th teacher will participate in the organization of the program and coordinate the referral process. At least twice a semester, tutors will meet with their students’ teachers to discuss progress and propose strategies to implement in the classroom. Parents will be invited to observe sessions in order to learn about strategies to support progress in math skills at home.</td>
</tr>
</tbody>
</table>

- **Specialist/ Resource Teacher Supports**
  
  All students, not only those with IEPs, will benefit from the special education support staff (speech therapists, behavior specialists, occupational therapists, paraprofessionals) will work side by side in the inclusion model described earlier. This their support services will be embedded in the regular classroom structure and benefit both those with and without IEPs.

- **Mentor Program –** LMU/ SOE will provide 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 will have a strong college-going culture. Every student will go on yearly college visits, starting in 9th grade. Seniors will be 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 will establish 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 will be identified and provided with appropriate interventions, including tutoring, mentoring, and support classes, as needed. LMU counseling interns will support the specialty staff in providing guidance to the students beginning in 7th grade.

### TECHNOLOGY AND ARTS INTEGRATION

**Blended Learning and One-to-One Device Ratio**

WISH Secondary Charter will implement a one-to-one device ratio (exact device to be determined, but possibly Chrome books). These devices can support our active learning approach and facilitate interdisciplinary projects. Not only will our technology use make lessons more engaging for students, but interactive, standards-based online curriculum such as Achieve 3000, Lexia, ST Math, APEX Learning and a variety of formative and summative assessment tools will enable our faculty and school leaders to access real-time data on individual, sub-group, whole class and grade level mastery of specific skills and concepts. Students will use computers to communicate synchronously and asynchronously to collaborate on projects, do research, and connect with people across the globe. A web-based student management system will enable families to check their child’s progress 24/7.
### Core Tenets

**Engaging Creative Electives and Partnership with Inclusive Films**

Our school plans to offer a range of creative standards-based electives for our students to appeal to their interests. Core teachers will teach these classes, but will receive support from specialists in the community. In particular for our film electives, we will partner with Inclusive Films, a non-profit designed to help children and adults with development disabilities engage in film-making. Inclusive Films staff will assist our students with film production and editing. Inclusive Films will also support students seeking ancillary internships or jobs.

### Instructional Strategies

**PARENT AND FAMILY INVOLVEMENT**

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 regards to their own student(s), parents/guardians will be seen as the best experts on their own children, and the school will honor parents’ priorities, concerns, and goals for their children. Parents at all times will be 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, will help to assure meaningful participation by families. In addition to communications regarding student IEPs for those with identified or suspected disabilities (see Section __, below), all families will engage in active and ongoing communication with their children’s teachers and school staff. Student-led (where appropriate) conferences with parents and teachers will be held at least twice annually (more often as needed), and will include goal setting for the upcoming term. Our online platform will allow 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 will ensure both access and training/support for them to participate fully in home-school communications, providing off-line communications as needed.) Parents also will be invited to observe in their student’s classrooms where appropriate to help our instructional staff discuss any issues or concerns.

Families also will participate in school life in a variety of ways:

- **Elected Board Representatives:** As detailed more fully in *Element 4: Governance*, WISH Secondary Charter will elect a parent representative to the WISH, Inc. Board of Directors (joining a parent rep elected from WISH’s K-6 school). Parents will be welcome and encouraged to attend all Board meetings and comment during public comment periods.

- **WISH Secondary Community Association:** The WSCA will support teachers and classrooms and provide assistance and support to enrich the school community via fundraising and planning events. The PA will meet on the first Tuesday of every month, with the Principal and a teacher liaison present in an advisory capacity at all meetings.

- **Parent Volunteers:** All parents will be encouraged (but not required) to volunteer eight hours per year to the school, with a wide range of activities
<table>
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<th>Core Tenets</th>
<th>Instructional Strategies</th>
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<tr>
<td>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 will not be impacted for families that cannot meet this expectation.</td>
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<tr>
<td>• <strong>Parent Meetings and Workshops:</strong> Starting with an annual Orientation for new families to discuss the goals, mission, educational approach and policies/procedures at the school, parent meetings/workshops will be held at least monthly for staff to communicate with parents about the school and educate parents 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.</td>
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<tr>
<td>• <strong>Family Handbook and Home-School Agreement:</strong> All students and their parents/guardians will be given a Family Handbook asked to sign a Home-School Agreement, detailing school policies and procedures (uniforms, attendance, homework completion, disciplinary policies, etc.).</td>
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<tr>
<td><strong>DATA DRIVEN INSTRUCTION</strong></td>
<td><strong>Use of Illuminate</strong></td>
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<tr>
<td>Teachers will also be trained to use Illuminate (or a similar program) to create a variety of reports on student achievement, including disaggregated data by content strand, student subgroup, grade-level and classroom. The staff will be trained to interpret data, and will engage in critical analysis of the data to determine how the school can address performance deficiencies or negative data trends. This data analysis will be tied to professional development on standards-based instruction for Year 2 and Year 3 so that teachers can enhance their understanding of tailoring instructional methodologies to support the learning of all students.</td>
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<tr>
<td><strong>Diagnostic and Progress Assessments</strong></td>
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</table>
| At least monthly, the Principal will facilitate data conferences to engage teachers in conversations, reflection, and planning based on student achievement data. In order to support this process, the school will systematically collect and analyze student data on key demographic, behavioral, and proficiency indicators. We will collect data through the implementation of a robust set of diagnostic and benchmark assessments that complement the state standardized test data (CST, CELDT, etc.) and provide continuous information about student progress towards standards. The school will implement diagnostic assessments such as the NWEA MAPS or Pearson GRADE and GMADE. These formalized diagnostic assessments will 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,
Core Tenets | Instructional Strategies
---|---
performance tasks and presentations) will 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.

Furthermore, quarterly assessments aligned to the Common Core standards will provide ongoing data about students’ real-time mastery of grade level standards. Formative diagnostics will be part of our daily teaching practice. Teachers and students will collaborate to set measurable goals that personalize individual achievements for students of varying abilities. Data-driven conversations will 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).

VI. **SCOPE AND SEQUENCE OF SKILLS TO BE TAUGHT**

The WISH Secondary Charter will ensure that 7th – 12th graders receive instruction in each of the four core content areas (language arts, mathematics, science, and social studies), with all courses aligned to the Common Core State Standards and high school courses aligned to the University of California and California State University’s A-G requirements. One class period each day will be used for enrichment courses that will be provided in a “wheel” format, in which students take different enrichment courses each semester. Enrichment courses will include Computer Science, Art, Music, Drama, Spanish, Health & Fitness, Publishing & Yearbook, Algebra Readiness, Science Enrichment, Greek Mythology, and Literature & Film. Specific Enrichment choices will be determined by the strengths, abilities, and affinities of the faculty and student interest.

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>7th Grade</th>
<th>8th Grade</th>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA</td>
<td>Language Arts</td>
<td>Language Arts</td>
<td>English 9</td>
<td>English 10</td>
<td>English 11</td>
<td>English 12 or AP English Language or English Literature</td>
</tr>
<tr>
<td>Math</td>
<td>Pre-Algebra</td>
<td>Algebra</td>
<td>Geometry</td>
<td>Algebra II</td>
<td>Statistics and Probability or Pre-Calculus</td>
<td>Pre-Calculus or AP Calculus</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Medieval History</td>
<td>American History</td>
<td>Medieval History</td>
<td>World History</td>
<td>US History or AP US History</td>
<td>US Government and Economics or AP Government and Economics</td>
</tr>
<tr>
<td>Science&lt;sup&gt;32&lt;/sup&gt;</td>
<td>Integrated</td>
<td>Integrated</td>
<td>Integrated</td>
<td>Integrated</td>
<td>Integrated</td>
<td>Environmental</td>
</tr>
</tbody>
</table>

<sup>32</sup> Science classes may be adjusted at the high school level once the CDE creates its framework for implementing the new standards and once the State standardized tests are updated to ensure alignment.
<table>
<thead>
<tr>
<th>Subject Area</th>
<th>7th Grade</th>
<th>8th Grade</th>
<th>9th Grade</th>
<th>10th Grade</th>
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<th>12th Grade</th>
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<tr>
<td>Science (with Life Science focus)</td>
<td>Science (with Physical Science focus)</td>
<td>Science HS Level I (with a heavy emphasis on Biology)</td>
<td>Science HS Level II (with a heavy emphasis on Chemistry)</td>
<td>Science Level III (with a heavy emphasis on Physics)</td>
<td>Science or AP Biology or AP Physics or AP Chemistry</td>
<td></td>
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<tr>
<td>Language other than English</td>
<td>Intro to Spanish</td>
<td>Spanish 1</td>
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<td>Spanish 3</td>
<td>Spanish 3 or AP Spanish Language</td>
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</tr>
<tr>
<td>Enrichment/Electives</td>
<td>P.E Music</td>
<td>8th Grade Project Seminar PE Art/Drama</td>
<td>P.E Electives Arts Electives Tech Electives</td>
<td>CAHSEE Support P.E Electives Arts Electives Media Arts</td>
<td>College Prep Math College Prep English Arts Electives Media Arts</td>
<td>Senior Seminar Senior Project College Prep Math College Prep English Arts Electives Media Arts</td>
</tr>
</tbody>
</table>

A. LANGUAGE ARTS

The Language Arts program is aligned fully with the new 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 7-12th grade standards inform more specific grade level expectations.

Our 7th and 8th grade ELA programs will include increasingly complex reading materials and as the students develop stronger skills, they will assume more independence in their work assignments. By 8th grade, our students will have developed more sophisticated persuasive, expository, and narrative writing skills. They will also be able to verbally present information clearly leveraging similar strategies of using evidence to support claims when appropriate. In 9th and 10th grades, our students will gain proficiency in the Common Core standards by reading a variety of literary genre types (poetry, stories and drama) for comprehension. Students will learn to identify central ideas, make inferences, and understand complex character development. We will teach them to analyze what they read and to cite strong and detailed textual evidence to support their positions. Students will learn to identify figurative and literal language, formal and informal tones, and how to structure a text in terms of order of events or manipulating time. They will be able to elevate the quality of their persuasive, expository, and narrative writing to the high school level. In collaborative discussions and class presentations our students will learn to verbally present information clearly using precise evidence to support claims when appropriate. By the end of the 10th grade, they will be able to demonstrate a strong command of English grammar.

33 Represents the level of Spanish we anticipate most students will be in for each grade, but students will be placed into whichever Spanish class most suits their proficiency level.
Our 11th and 12th grade ELA coursework will build upon the reading, writing, speaking and listening skills that the students will have learned in the earlier high school years. They will develop higher proficiency levels in terms of their reading comprehension and their persuasive, expository, and narrative writing skills. Similarly, students will strengthen their collaborative discussion abilities to be able to respond thoughtfully to different perspectives and to synthesize a variety of information to problem-solve and/or make recommendations.

The entire Language Arts curriculum will be a strong literature-based program that includes a balance of oral and written language. Reading instruction will be 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 will also be 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 will actually be taught in a highly integrated manner at WISH Secondary Charter, consistent with our constructivist approach and interdisciplinary model. For example, our history teachers and ELA teachers will co-plan interdisciplinary units where the 8th-grade students may be reading the book *Harriet Tubman: Conductor on the Underground Railroad* (Patry, 1955) in ELA class to reinforce the 8th-grade history standards on the Civil War. Meanwhile, the 8th-grade history teacher may require student journal entries written from the perspective of a soldier in the Civil War to reinforce ELA standards for writing. Or 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 will include differentiated instruction to meet the needs of all. Additionally, all students will be 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 will be presented via a spiraled curriculum, offering students the opportunity to go both deep and broad over the course of their years in the Secondary Charter School.

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

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

At the high school level, ELA classes will emphasize ensuring 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 will help students develop skills and habits necessary for success beyond high school.

B. Mathematics

Our math program also is entirely aligned with the new Common Core standards. The mathematics curriculum will be problem-based, offering all students the opportunity to learn mathematical concepts and procedures with understanding. It will draw on six major mathematical content strands: number sense, algebra, geometry, measurement, and data analysis and probability, and mathematical reasoning. Students will engage in problem solving that requires them to draw on knowledge of a wide variety of mathematical topics. At times, they will solve problems by approaching them from different mathematical perspectives, and at other times by representing the mathematics in different ways. They will 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 will become skilled at analyzing their findings and the findings of others, and at communicating their understandings in both written and oral language. Finally, they will 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 7th grade math class will build upon the foundational skills learn in elementary grades and center on:
(1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.  

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

Our teaching of the math standards will permeate 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

34 All four 7th-grade focus areas taken directly from the Common Core website: http://www.corestandards.org/Math/Content/6/introduction.
35 All three 8th-grade emphasis areas taken directly from the Common Core website: http://www.corestandards.org/Math/Content/6/introduction.
responsibility to make as many relevant connections as possible for students. For example, our science and math teachers will 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.

In high school grades, students who are ready will take courses in Geometry, Algebra II, Pre-Calculus and either Calculus or AP Calculus. Learning in math will emphasize a cross-curricular integrated approach with real world applications to help students develop deeper conceptual understanding. Students who enter 9th grade that do not yet have the necessary foundation for secondary math, either because of special needs or experience at another school will have an adjusted sequence of courses as needed, consistent with our approach throughout the WISH program.

We will ensure our students all take a minimum of three approved math classes per the University of California and California State University’s A-G requirements and will offer Geometry in 9th grade, Algebra II in 10th grade, and then either Statistics and Probability in 11th grade or pre-calculus and then calculus. If students demonstrate a need to progress on a different course path, we will adjust their individual schedules accordingly. As mentioned in above, we will provide a number of academic supports and interventions for students as necessary, including a summer bridge program to review key algebra concepts for students who did not demonstrate mastery in the 8th grade.

Geometry will address such topics as (1) congruence; (2) similarity, right triangles, and trigonometry; (3) circles; (4) expressing geometric properties with equations; (5) geometric and dimension; (6) modeling with geometry; and (7) mathematic practices. Our teachers will try to make the abstract more concrete and accessible for students, providing manipulatives and leveraging technology to deepen understandings.  

Our Algebra II class will focus on the Common Core standards that fall into the following five categories: (1) seeing structure in expressions; (2) arithmetic with polynomials and relational functions; (3) creating equations; (4) reasoning with equations and inequalities; (5) and mathematical practices. Instruction will be delivered in a manner that is sensitive to all learning styles. In particular, students will be able to problem-solve using highly visual and tactile techniques such as graphing two functions.

Our Statistics and Probability class will provide students with skills and proficiencies that can apply easily to real-world situations. Categories of skills that will be taught include: (1) interpreting categorical and quantitative data; (2) making inferences and justifying conclusions; (3) conditional probability and the rules of probability; (4) using probability to make decisions; and (5) mathematical practices. Students will be able to work in groups and perform engaging and real-world investigations such as trying to determine what the probability is that two people in their class have the same birthday.

All seven geometry focus categories are taken directly from the Common Core website: http://www.corestandards.org/Math/Content/highschool/introduction.

All five algebra II focus categories are taken directly from the Common Core website: http://www.corestandards.org/Math/Content/highschool/introduction.

All five statistics and probability focus categories are taken directly from the Common Core website: http://www.corestandards.org/Math/Content/highschool/introduction.
Our teaching of the math standards will permeate 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 history and math teachers will co-plan interdisciplinary units and students may conduct surveys on people’s attitudes about the Vietnam War to address the history standards, but then apply math skills and standards in analyzing the survey data collected.

C. **Social Studies**

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 will utilize literature from around the world, non-fiction, primary, and Internet resources to develop students’ critical understanding of history and their own identity. Instruction is aligned to guiding questions and projects, providing opportunities for students to explore and celebrate community, diversity and multiculturalism. Students apply what they've learned in presentations, projects, simulations and productions. Students learn to distinguish the important from the unimportant, to recognize vital connections between the present and the past, to recognize the likelihood of the impact of the past and present on the future, and to appreciate universal historical themes and dilemmas.

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

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

All high school students will exceed the University of California and the California State University’s A-G requirements by taking at least three years of Social Science/History courses. World History, Geography, U.S. History, Civics and American Government will be offered, along with Economics and at upper levels, electives that are focused on correlating history/social science content standards to real world applications, including student government and community service. As with other areas of our interdisciplinary curriculum, learning will be tied to “real world” present day scenarios and issues, and integrate other core subjects. All historical learning will be continuously tied to present day scenarios, including political issues, economic issues and societal/community issues that impact our students and their families today. Student will learn to debate, compare and contrast issues that concerned our nation’s founders and the impact their decisions have on life in the U.S. today, such as the role of federal regulation versus state’s rights. Students will be prepared to discuss current issues with confidence in their awareness of the underlying connections throughout history.
D. **Science**

The science program has been designed to address the new California standards, which align with the national Next Generation Science Standards (www.nextgenscience.org). Our approach to teaching science will mirror our approach to teaching all subjects, providing hands-on interdisciplinary learning that connects to prior knowledge. Our students will 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.”

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

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

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

The integrated science course offered in 9th grade will build on students’ middle school science experience and will be taught using differentiated instruction techniques that will help students entering behind grade level to access the content. In our freshmen science program, students will learn about systems of specialized cells and DNA molecules. They will develop models leveraging technology programs to simulate systems and cell interactions. Students will study photosynthesis and conduct relevant observations. This 9th grade integrated science course will also teach students about the relationship between organisms and ecosystems, exploring how the latter create population growth constraints. Students will study the Big Bang theory and acquire detailed knowledge about the sun and stars’ light spectra. They will learn about the earth’s formation, geological processes, and impact of other objects in the solar system. By second semester, they will develop a deeper understanding of weather and climate.

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as influenced by the sun’s electromagnetic radiation and other factors. Our 9th grade science teachers will expose students to the periodic table and the structure of an atom. Through constructivist activities, the students will gain insights into common chemical reactions. Freshmen year will also focus on comprehending the interconnectedness of force, motion, and energy. All concepts will be taught implementing engineering design principles and investigations.

The integrated science courses that we will offer in the upper grades will cover many of the same cross cutting concepts taught in 9th grade and deepen students understandings of the related disciplinary core ideas. For example, the cross cutting concept of energy and matter will be addressed in the upper level science classes to include teachings on nuclear processes, such as fusion and fission. As science standards are developed more fully and built out in California, WISH Secondary School will follow the state’s guidance.

As in other subjects, our science teachers will frequently co-plan with other content area teachers to develop interdisciplinary units. As an example, our 8th grade science, math, and ELA teachers may co-create a lesson where students read newspaper articles in English class about genetically modified food and proposed legislation to better inform consumers about the food they are eating. Meanwhile, the science teacher may integrate ELA standards into the science lesson by asking students to write a research paper on the pros and cons of the technological advances pertaining to farming and genetically modified crops. At the same time, the math teacher may provide students data about how many vegetables, broken down by type (broccoli, tomatoes, etc.), at a local grocery store were labeled as 100% organic and ask the students to calculate the data to indicate what fraction of available vegetables seemed to have no risk of being genetically modified, assuming they were labeled correctly. Our 11th grade science teacher may co-create a lesson with the 11th grade history teacher where the students read in history class old newspaper articles that explain the development and impact of nuclear weapons, thereby reinforcing concepts learned in science class about nuclear energy. Meanwhile, the science teacher will address ELA standards in science class by asking students to write a research paper on the various types of energy.

Throughout the science curriculum, students will 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 will 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 will come to understand how the union of science, mathematics and technology informs the scientific endeavor, allowing it to be successful. Finally, science will be 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.

E. **Visual and Performing Arts**

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

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

F. Physical Education and Health

WISH Secondary Charter will offer physical education/health electives. Our physical education and health programs will reflect our commitment to educating the whole child.

The physical education curriculum will emphasize a variety of cognitive, affective, and motor teaching and learning strategies focusing on teaching students how to move. The physical education program will teach movement skills with California state standards incorporated into every lesson. Physical education impacts students’ physical, mental, emotional, and social well-being. Students who are physically educated are more likely to become adults who live healthy life-styles because they have mastered the necessary movement skills to participate confidently in many different forms of activity, value physical fitness, and understand that both are intimately related to health and well-being. The key to developing physically educated students is to provide opportunities for success in movement activities, both individually and in groups. Experiencing success during movement activities enhances a positive self-image. A positive self-image enables students to feel good about moving, which in turn motivates them to maintain healthy habits and regular physical activity. All students have the potential to become physically educated; therefore, attention should be focused on the uniqueness and abilities of each student.

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

The health curriculum will complement the physical education curriculum similarly preparing students for leading healthy lives and similarly aligning to the California state standards. Our health curriculum will cover the following topics: 1) nutrition and physical activity; 2) growth, development and sexual health; 3) injury prevention and safety; 4) alcohol, tobacco, and other drugs; 5) mental, emotional, and social health; and 6) personal and community health. While we will offer a dedicated health elective, the health standards will be taught and reinforced in other content areas consistent with our interdisciplinary model.
G. **Technology and Media Arts**

The technology curriculum from 7th through 12th grades will be integrated throughout the content areas so that students develop technological skills to enhance their learning activities. It will cover the following six major content areas:

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

At the high school level, students will receive hands-on experience with real world practical applications of technology via our media arts program, offered in partnership with Inclusion Films. Inclusion Films Workshop provides teens and adults with developmental disabilities an introduction to film production and experience intended to help students attain a position in the film/television industry. The program’s curriculum moves beyond classroom instruction and offers students real-world experience, with students working as a team over a semester to create and produce a short thesis film. The goals of the program include ensuring students:

- have a working knowledge of the physical production of a film.
- understand the concept of script writing and that each story has a beginning, middle, and end, a conflict and resolution.
- understand the basic fundamentals of digital video editing.
- understand the basic fundamentals of lighting equipment and the digital video camera.
- develop social skills and understanding through acting and role playing exercises
- and are able to use the skills they learn in micro-enterprising ventures.

Inclusion Films seeks to promote the creative skills and strong work ethic of film makers with ultimately allowing them to become more independent, self-confident, and well-rounded individuals.

H. **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 will be critical in our multi-cultural Los Angeles community and our increasingly interconnected world. All students at WISH Secondary Charter will take Spanish beginning in 7th grade.

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

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

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

The length of time required for students to advance from one stage to the next is not specified in the California Framework for Foreign Language K-12 due to the understanding that student’s progression could vary widely depending on such factors as a student’s native language and their proficiency level in that native language, as well as whether the student already speaks more than one language and thus may have an easier experience acquiring a new language than a student who is only monolingual. 

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

- **Content:** Language users address a wide variety of topics that are age and stage appropriate. As students develop their ability to communicate in the target language and culture, they are able to more fully address topics that increase in complexity from stage to stage on the Language Learning Continuum.

- **Communication:** Real-world communication occurs in a variety of ways. It may be interpersonal in which culturally appropriate listening, reading, viewing, speaking, signing, and writing occur as a shared activity among language users. It may be interpretive in which language users listen, view, and read using knowledge of cultural products, practices, and perspectives. It may be presentational in which speaking, signing, and writing occur in culturally appropriate ways.

- **Cultures:** Culturally appropriate language use requires the understanding of the relationship between the products a culture produces, the practices that the culture manifests, and the perspectives that underlie them. Students must acquire the ability to interact appropriately with target culture bearers in order to communicate successfully. This category allows students to make connections and comparisons between languages and cultures.

- **Structures:** The World Language Content Standards use the term structures to capture the multiple components of grammar that learners must control in order to successfully communicate in

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40 [www.la-stars.net/standards.pdf](http://www.la-stars.net/standards.pdf)

41 Students who are English Learners, particularly in the high school grades, with low levels of English proficiency may, on a case by case basis, be expected to complete just two years of foreign language rather than the standard four years required for graduation. This will enable them sufficient time for ELD lessons. Native Spanish speakers will be expected to take Spanish literacy courses to develop their reading and writing proficiency at grade level in their native language.
linguistically and culturally appropriate ways. Students need to acquire orthography, the writing systems in languages that have them; phonology, the sound systems of language or parameters in ASL; morphology, the rules for word formation; syntax, the principles of sentence structure; semantics, language-based meaning systems; and pragmatics, meaning systems connected to language use.

- **Settings:** Language users need to carry out tasks in a variety of situations representative of those they will experience in the target culture. The success of learner communication is determined by the requirements of the situation in which the language is used. Understanding social linguistic norms will assist learners in communicating effectively in real-world encounters.⁴²

Our teachers will impart in our students an understanding and appreciation for the various Spanish speaking cultures across the world as well. We will make instruction relevant providing engaging, contemporary reading material from different Spanish speaking countries, as well as exposing students to Spanish music and culturally relevant films. Students will be able to practice their Spanish skills in “conversation groups” that the class may break into on certain days, as well as through other informal opportunities like a Spanish Club.

As with our EL instruction, all Spanish class instruction will incorporate sheltered instruction strategies. These strategies include scaffolding, connecting to prior knowledge, cooperative grouping, and providing visual cues. We will also apply Specially Designed Academic Instruction in English (SDAIE) strategies that make connections between foreign language acquisition and other content areas. Differentiated instruction will help ensure all students are able to access the lessons and experience success mastering a new language.

### 1. **Social Behavioral Skills**

Social/behavioral skills instruction will be a part of each child’s educational program from 7th through 12th grade. The curriculum will address prevention and early intervention as the keys to creating safe, caring, and responsive schools. The entire school community will teach and support positive behaviors that demonstrate respect, cooperation, responsibility, and compassion.

Social/behavioral instruction will also include teaching the school rules to ensure all teachers and students are on the same page with clear expectations. The following will be 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

Our advisory program will be a notable opportunity to develop and support students’ positive social behavior skills. Advisory will meet each day and will benefit from an even smaller student-teacher ratio than the other academic and elective classes. Advisory class will be an opportunity for students to develop closer relationships with peers in a safe, small group setting. The time in advisory will be spent addressing

⁴² [www.la-stars.net/standards.pdf](http://www.la-stars.net/standards.pdf)
socio-emotional issues, as well as providing college prep support and academic skill-building customized to individual student needs.

Research has shown that the high level of personalization that an advisory program creates can result in higher student engagement in classes and other “positive outcomes—such as increased attendance—that correlate with improved academic outcomes.” 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” (Mac Iver and Epstein, 1993).

WISH Secondary Charter will provide an exceptional college-counseling program. The College Counselor will provide one-on-one support to all high school students beginning in 9th grade. He/she will coordinate a “college seminar” class all students will take fall semester of their senior year, where intensive support college application process as well with financial aid through a fall college seminar, and will also work closely with middle school advisory teachers to help to convey accurate information about the college preparation and application process to 7th and 8th grade students and families, so they are fully informed about the exciting opportunities ahead.

VII. TEXTBOOKS AND CURRICULUM

A. CALIFORNIA AND COMMON CORE STANDARDS ALIGNMENT

All of WISH Secondary Charter’s courses have been designed in alignment with the California State standards (www.cde.ca.gov/be/st/ss) as well as the new Common Core standards (www.corestandards.org), as listed in Appendix A. Given the importance we place on collaboration, we will 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. Therefore, the teachers will 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.

B. INSTRUCTIONAL MATERIALS

For our core textbooks, WISH Secondary Charter will select materials aligned with the California and Common Core standards. We believe teacher input is critical to selecting curriculum to create a sense of ownership for successful implementation. Thus, our list of curricular materials in the chart below is a tentative list based on the recommendations of our current leadership and outside experts, but in light of the high importance we place on collaboration and shared decision-making, we will not confirm our selections until next Spring when we have teacher input. Waiting until next Spring will be important for another reason as well, which is that many publishers are in the process of revising their books and materials to reflect national standards and we want to be able to review those new versions.

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43 http://www.essentialschools.org/cs/resources/view/ces_res/345
44 Wiggins and McTighe, 2005.
<table>
<thead>
<tr>
<th>Content Area</th>
<th>Middle School (7th-8th) Instructional Materials</th>
<th>High School (9th-12th) Instructional Materials</th>
</tr>
</thead>
</table>
| English Language Arts | • Grade level appropriate literature as designated by Common Core ([www.corestandards.org/assets/Appendix_B.pdf](http://www.corestandards.org/assets/Appendix_B.pdf))  
• Achieve 3000                                                        | • Grade level appropriate literature as designated by Common Core ([www.corestandards.org/assets/Appendix_B.pdf](http://www.corestandards.org/assets/Appendix_B.pdf))  
• Achieve 3000 ([www.achieve3000.com](http://www.achieve3000.com))  
| Math                | • CPM Educational Program: Foundations for Algebra  
• Algebra I - Prentice Hall                                         | • Geometry - McDougall Littell  
• Algebra II - McDougall Littell  
• Pre-Calculus - Houghton Mifflin  
• Single Variable Calculus - Houghton Mifflin  
• AP Approved texts for Calculus                                    |
| Social Studies/History | • Glencoe/McGraw Hill: Discovering Our Past: Medieval and Early Modern Times  
• Glencoe/McGraw Hill: Discovering Our Past: The American Journey to World War I | • AP approved texts for:  
Houghton - American Government  
Glencoe - Economics Principles and Practices                         |
| Science             | • Glencoe/McGraw Hill: Focus on Life Science  
• Glencoe/McGraw Hill: Focus on Physical Science                    | • Biology - Prentice Hall  
• Chemistry- Glencoe  
• Physics - Glencoe/ McGraw Hill  
• Physiology – Pearson, Benjamin, Cummings  
• AP Biology - Pearson                                                 |
| Language Other Than English | • Rosetta Stone for Spanish ([www.rosettastone.com/learn--spanish](http://www.rosettastone.com/learn--spanish))  
• Prentice Hall *Realidades*, Levels 1                                 | • Rosetta Stone for Spanish ([www.rosettastone.com/learn--spanish](http://www.rosettastone.com/learn--spanish))  
• Prentice Hall *Realidades*, Levels 1                                 |
| PE/ Health          | • Holt McDougal texts for Health                                                                                  | Holt McDougal texts for Health                                                                                  |
| Drama/ Music/Art    | • Teacher-created materials, varies by subject                                                                     | Teacher-created materials, varies by subject                                                                     |
| Other Electives     | • APEX for credit recovery intervention                                                                          | APEX for credit recovery intervention                                                                          |
All of our materials will be selected based on rigor, alignment with the standards, and opportunities for scaffolding to meet the needs of all learners. Teachers will carefully supplement the core textbooks with additional materials and strategies to support our EL and special needs students as described below.

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

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

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:

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 will continue to build the body of research supporting the model and its implementation through the university’s research conducted at WISH Secondary Charter.

IX. INSTRUCTIONAL TIME AT WISH SECONDARY CHARTER

A. A TYPICAL DAY

If someone were to visit WISH Secondary Charter 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 WSCA (WISH Secondary Community Association) and facilitating student leadership opportunities (clubs, student council, etc.). The principal is walking around the campus

45 http://www.tc.columbia.edu/c26t/inclusive-secondary/
engaging in conversations with students and families, while monitoring the campus. All students feel welcome.

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

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

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

After lunch, students take two more 90-minute block classes, 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 70 minutes and most students use this time for electives, physical education, or supplemental instruction in an area where they are below grade level. After the dismissal bell rings, all of the teachers remain on campus and meet in their teams for “debriefing” where they discuss successes, challenges, and actions for serving kids better the next day. Many students remain on campus during this time as well and participate in athletics, band, clubs, and afterschool 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 Secondary Charter an exemplary school.

B. Academic Calendar And Schedules

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in California Education Code § 47612.5, and the number of school days required by Cal. Admin. Code, tit. 5, § 11960.
As described previously, essential to the educational program of WISH Secondary Charter will be an integrated curriculum, in which several curriculum areas are address in a single activity or instructional period. The blocks schedule format will allow for more integrated instruction and increased collaboration between faculty and classes. For example, in a unity on citizenship, students will practice skills in different content standard areas. They will read, learn new vocabulary, and write about concepts related to citizenship. They will take part in an active learning experience that involves voting or polling, thus learning new concepts and skills related to computation, ratios, and graphing. In this manner, students will learn to see the connections between different areas of knowledge and learn to apply new skills and concepts in meaningful contexts.

**Sample Bell Schedules**

As mentioned, the school will operate on a slightly modified AB block schedule to allow teachers critical professional development and collaboration time. Sample bell schedules for regular days (Mondays-Thursdays) and early release days (Fridays) are presented here:

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher/ Staff Planning or Team Meetings with Families 7:30-8:30</td>
<td>Teacher/ Staff Planning or Team Meetings with Families 7:30-8:30</td>
<td>Teacher/ Staff Planning or Team Meetings with Families 7:30-8:30</td>
<td>Teacher/ Staff Planning or Team Meetings with Families 7:30-8:30</td>
</tr>
<tr>
<td>1</td>
<td>P 1 8:30 -10:00</td>
<td>P 1 8:30 -10:00</td>
<td>P 1 8:30 -10:00</td>
</tr>
<tr>
<td>2/3</td>
<td>P 2 10:05-11:35</td>
<td>P 2 10:05-11:35</td>
<td>P 3 10:05-11:35</td>
</tr>
<tr>
<td>Lunch 12:15-1:15</td>
<td>Lunch 12:15-1:15</td>
<td>Lunch 12:45-1:15</td>
<td>Lunch 12:45-1:15</td>
</tr>
<tr>
<td>5/6</td>
<td>P 5 2:55- 3:45</td>
<td>P 6 2:55- 3:45</td>
<td>P 6 2:55- 3:45</td>
</tr>
<tr>
<td>Teacher Debriefing and Collaboration 4:00-4:45</td>
<td>Teacher Debriefing and Collaboration 4:00-4:45</td>
<td>Teacher Debriefing and Collaboration 4:00-4:45</td>
<td>Teacher Debriefing and Collaboration 4:00-4:45</td>
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</tbody>
</table>

**Friday:**

- **50 min. classes, 50 min. advisory**

<table>
<thead>
<tr>
<th>Staff Mtg</th>
<th>7:45-8:15</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>8:30 – 9:20</td>
</tr>
<tr>
<td>Time</td>
<td>Activity</td>
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</tr>
<tr>
<td>9:25 - 10:15</td>
<td>2</td>
</tr>
<tr>
<td>10:20 - 11:10</td>
<td>3</td>
</tr>
<tr>
<td>11:15 – 12:05</td>
<td>Advisory</td>
</tr>
<tr>
<td>12:10 - 12:40</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:45 – 1:35</td>
<td>4</td>
</tr>
<tr>
<td>1:40 – 2:30</td>
<td>5/6</td>
</tr>
</tbody>
</table>

**Academic Calendar for 2014-15**

![Academic Calendar for 2014-15](image-url)
C. **WISH SECONDARY CHARTER WILL EXCEED THE MINIMUM INSTRUCTIONAL MINUTES**

With 180 instructional days, and 340 instructional minutes Monday-Thursday plus 270 instructional minutes on Friday, WISH Secondary Charter will exceed the 50,400 minimum required instructional minute for secondary schools. Ed. Code 46201(b).

Pending funds availability, WISH Secondary Charter plans to offer:

**After-School Program:** every afternoon (Monday through Friday) from dismissal time until 6:00 p.m. The afternoon’s activities will consist of supervised activities with a heavy focus on learning and homework help. An appropriate hourly rate for services rendered will be determined by the school Board and assessed on a yearly basis.

**Enrichment Program:** enrichment program that will operate every afternoon (Monday through Friday) from dismissal time until 6:00 p.m. The afternoon’s activities will consist of arts, sports, and curriculum clubs. An appropriate hourly rate for services rendered will be determined by the school Board and assessed on a yearly basis.

**Summer School:** four weeks during the summer break. Students with disabilities who require ESY will receive intervention in accordance with IDEA and their Individualized Education Programs. Students who need skills based instruction to pass the CASHEE will receive direct instruction. This extended program will provide integrated curricular instruction in reading, writing, and math skills, as well as extracurricular activities designed by the staff.

X. **TEACHER AND STAFF RECRUITMENT PROGRAM**

WISH Secondary Charter recognizes that it will take 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 will provide mentoring and support for the Designated Instruction and Services Team (part-time speech therapist, physical therapist, etc. for Special Education services and support). The Board will establish a Personnel Committee to commence the search for qualified candidates beginning February 2014.

Furthermore, all core subject teachers at WISH Secondary Charter will be “highly qualified” as defined under No Child Left Behind and knowledgeable about child development. Teachers will be recruited who have experience working collaboratively with other teachers, professionals and paraprofessionals in the classroom setting. Scheduled weekly debriefing with teachers, professionals and paraprofessionals will facilitate the collaborative process. All faculty and staff will receive ongoing guidance on best practices through WISH Secondary’s Advisor on Curriculum and Instruction and WISH’s university affiliation with Loyola Marymount University, School of Education.

A. **RECRUITING QUALIFIED TEACHERS**

WISH Secondary Charter will attract and recruit teachers qualified to uphold the school philosophy and deliver the instructional program through a variety of internal and external search methods. Internally, we will prepare in advance so that it can communicate the school’s needs and help potential candidates
identify themselves as good matches. WISH Secondary Charter will build clarity and high standards in relationships with staff members whom we ultimately hire. The school will begin to build team spirit by including its school’s mission with recruiting materials and by emphasizing common goals that people in each role are expected to help meet. We will also leverage our network of existing teachers at our sister elementary school, WISH Charter School, during the recruitment process.

**Strategy 1: Write a Performance Description for Each Staff Role**
WISH Secondary Charter will articulate the major work areas (classroom teaching, staff team work, parent relations, etc.), goals, and behavioral expectations/competencies for each role. We will be as concrete as possible and will include any “extracurricular” duties (e.g., committee assignment, student groups/sports team supervision) generally expected of the position. Each staff goal will support our school's mission. Role descriptions will be created with input from multiple stakeholders.

**Strategy 2: Identify Required and Desired Qualifications and Characteristics**
Using the role description, WISH Secondary Charter will identify specific qualifications and characteristics that support each goal. This will help us ensure that the qualifications we choose serve a real performance purpose. Categories WISH Secondary Charter will review to determine qualifications and characteristics will include: (a) subject matter knowledge, (b) instructional and assessment practices, (c) classroom management skills, (d) knowledge of child development, (e) awareness of typical issues facing the school's student body, (f) behavioral competencies (such as teamwork and cooperation, goal-setting overcoming obstacles, and interpersonal influence skills), and the (g) ability to serve a diverse group of students with varying ability levels.

**Strategy 3: Identify Potential Sources of Staff**
Using existing personal, professional, and community networks, WISH Secondary Charter’s Governance and Personnel Committee will create recruiting sources. This will occur through our affiliation with LMU/SOE and through advertising in large educational databases, such as, Edjoin. Governance and Personnel Committee members with attend or send materials to conferences (e.g., ASCD, AERA, TASH) that have candidates that seek the jobs we offer. WISH Secondary Charter will contact the career placement offices for both undergraduate and graduate programs of the surrounding universities, most notably its university affiliate, LMU/SOE. Additionally, WISH Secondary Charter will work with other schools to participate in or host a job fair, advertise in teacher magazines, hold an open house at our school, and participate in websites that host school staff positions that are available. As we develop, WISH Secondary Charter will encourage paraprofessionals to get the necessary education and to apply for teaching positions.

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

**Strategy 4: Promote WISH Secondary Charter**
WISH will seek the best candidates by presenting the school so that the most highly qualified and best-matched candidates will want to accept positions. Candidates will "get a feel" for the school so that they also may decide if they share the WISH philosophy of education. Some recruiting methods WISH will use to communicate and promote the purpose of the school include: (a) giving all applicants a copy of the mission and/or other relevant materials, (b) leading all candidates on a tour of the school, (c) offering candidates
achievement, demographic, and other relevant information about the school, (d) distributing (with permission) the contact information of current teachers and parents who would be willing to answer finalist candidate questions, and by (e) allowing finalists to observe classes.

**Strategy 5: Work Closely with University Faculty**

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

**XI. PROFESSIONAL DEVELOPMENT**

The plan also 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 7th – 12th grades has one planning period for personal instructional planning. In addition, at the end of each regular school day, time will be 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 will remain on campus until at least 4:45 pm to collaborate with one another and work on lesson-planning, much of which will be interdisciplinary in nature.

All teachers also participate in 10 days of teacher summer training and 5 in-service days throughout the year. Our professional development system offers growth opportunities for all staff members and educators. All members of WISH Secondary Charter faculty and staff will receive on-site training and support throughout the year, and be given opportunities to attend national and regional conferences.

Initially, the primary focus of staff development will be centered on developing proficiency in collaboration and co-teaching and positive behavior support. As the implementation of the WISH Secondary Charter instructional model evolves, professional development topics become driven largely by staff surveys that our university partner, LMU/ SOE, will conduct. These surveys will 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, but adjustments may be made depending on the actual staff needs as self-identified or observed by our administrators.

<table>
<thead>
<tr>
<th>Theme</th>
<th>Area of Focus</th>
<th>Rationale</th>
<th>Allocated Time</th>
<th>Providers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year One Professional Development</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>WISH Secondary Charter Review</td>
<td>• Elements 1, 2, and 3 – Instruction, Student Outcomes and Assessment</td>
<td>• To understand and share the vision and mission of WISH Secondary Charter through review of the Charter Petition</td>
<td>• New Teacher Orientation</td>
<td>• Administrator &lt;br&gt;• Board Members</td>
</tr>
<tr>
<td>Co-teaching- Collaboration</td>
<td>• Co-Teaching: Models for</td>
<td>• To train staff on collaboration</td>
<td>• All staff 5-day professional</td>
<td>• Teacher Leaders</td>
</tr>
<tr>
<td>Theme</td>
<td>Area of Focus</td>
<td>Rationale</td>
<td>Allocated Time</td>
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<tr>
<td>Year One Professional Development</td>
<td>Classroom instruction • Planning • Debriefing</td>
<td>Skills in order to facilitate the model of inclusion and instruction</td>
<td>Development – 4 hrs (August 2009) • 2 hour Follow-up professional development day (November 2014) • Collaborative Inclusive model site visits</td>
<td>University affiliates • Teacher Leaders • School Leaders • Illuminate Administrator</td>
</tr>
<tr>
<td>Instruction</td>
<td>• Universal Design • Modifications for students with cognitive disabilities • Meeting the needs of English Language Learners • Collecting, analyzing and using pupil achievement data • Incorporating the Common Core</td>
<td>• To train staff on effective use of adopted school wide enrichment model • To train all teachers how to provide academic support to students with cognitive disabilities • To support second language instruction for English Language Learners (ELL) • To learn how to collect and interpret student achievement • To engage in critical analysis of data • To determine how the school can address deficiencies or negative data trends • To ensure staff are</td>
<td>All staff 5-day professional development – 6 hrs (August 2014) • 1 hour follow-up Illuminate training (November 2014) • 3 hour follow-up Universal Design &amp; Depth and Complexity GATE instruction (January 2015) • One staff meeting per quarter dedicated to discussion and analysis of Illuminate Data</td>
<td>University affiliates • Teacher Leaders • School Leaders • Illuminate Administrator</td>
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<tr>
<td>Theme</td>
<td>Area of Focus</td>
<td>Rationale</td>
<td>Allocated Time</td>
<td>Providers</td>
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<tr>
<td><strong>Year One Professional Development</strong></td>
<td></td>
<td>knowledgeable about the new Common Core standards and planning their lessons accordingly</td>
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</tr>
<tr>
<td>Positive Behavior Support</td>
<td>• School- Wide Positive Behavior Support &lt;br&gt;• Systems for supporting all students &lt;br&gt;• Establishing school rules and common expectations &lt;br&gt;• Implementation of PBS on a classroom level</td>
<td>• To ensure all staff has a common understanding of the communicative nature of behavior &lt;br&gt;• To develop preventative strategies for managing behavior &lt;br&gt;• To ensure that all classrooms are embracing the school wide model and are implementing them at the classroom level</td>
<td>• All staff 5-day professional development – 4 hrs (August 2014) &lt;br&gt;• Two 2-hour follow up sessions (November 2014 &amp; March 2015)</td>
<td>• School Leaders &lt;br&gt;• Teacher Leaders</td>
</tr>
<tr>
<td>Pedagogy</td>
<td>• Inclusive philosophy &lt;br&gt;• Neurodevelopment: Individual learner differences &lt;br&gt;• Cultural Understandings</td>
<td>• Development of school culture to ensure consistency with mission and vision &lt;br&gt;• Teacher training to enhance skill development in addressing individual students needs</td>
<td>• All staff 5-day professional development – 6 hrs (August 2014) &lt;br&gt;• Two 2-hour follow up sessions (Feb 2015 &amp; March 2015)</td>
<td>• University affiliates &lt;br&gt;• Administrator &lt;br&gt;• Teacher Leaders</td>
</tr>
<tr>
<td><strong>Year Two Professional Development</strong></td>
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<tr>
<td>WISH: SECONDARY CHARTER</td>
<td>• Elements 1, 2, and 3 – Instruction,</td>
<td>• To understand and share the</td>
<td>• New Teacher Orientation</td>
<td>• Administrator &lt;br&gt;• Board</td>
</tr>
<tr>
<td>Theme</td>
<td>Area of Focus</td>
<td>Rationale</td>
<td>Allocated Time</td>
<td>Providers</td>
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<tr>
<td>Charter Review</td>
<td>Student Outcomes and Assessment</td>
<td>vision and mission of WISH through review of the Charter Petition</td>
<td>• 5-day professional development (Aug 2015)</td>
<td>Members</td>
</tr>
</tbody>
</table>
| Collaboration                | • Strengthening collaborative planning and instruction  
• Joint planning for active instruction  
• Conflict resolutions | • To train new staff and support staff understanding of collaboration and its benefits for planning and instruction | • All staff 5-day professional development – 6 hrs (August 2015)  
• Follow up mentoring for grade level teams once per month  
• Two 2-hour follow up sessions (Nov 2015 & March 2016) | • Teacher leaders  
• Administrator |
| Instruction                  | • Response to Intervention  
• Project Based Learning  
• Reclassification of English Language Learners  
• Analyzing and using pupil achievement data | • To train teachers in instructional methodologies that support the learning of all students  
• To engage in critical analysis of data  
• To determine how the school can address deficiencies or negative data trends | • All staff 5-day professional development – 4 hrs (August 2015)  
• One staff meeting per quarter dedicated to discussion and analysis of Illuminate data | • Teacher Leaders  
• Administrator  
• University affiliates  
• Illuminate Administrator |
| Positive Behavior Support    | • SWPBS: classroom systems  
• Implementing CHAMPS | • To improve implementation of positive behavior support systems in order to maximize instruction time, prevent challenging | • All staff 5-day professional development 4 hours (August 2015)  
• Two 1-hour follow up professional development | • Teacher Leaders |
<table>
<thead>
<tr>
<th>Theme</th>
<th>Area of Focus</th>
<th>Rationale</th>
<th>Allocated Time</th>
<th>Providers</th>
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<tr>
<td><strong>Year One Professional Development</strong></td>
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</tr>
<tr>
<td><strong>Pedagogy</strong></td>
<td>• Constructivism</td>
<td>behaviors and improve student achievement</td>
<td>sessions (Nov 2015 and March 2016)</td>
<td></td>
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<tr>
<td></td>
<td>• Assessment</td>
<td></td>
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<tr>
<td></td>
<td>• Special Education: Matrixing IEP goals</td>
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<tr>
<td></td>
<td>• Development of school culture to ensure consistency with mission and vision</td>
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<td>• Teacher training to enhance skill development in addressing individual</td>
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<td>• All staff 5-day professional development</td>
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<td>• Follow up mentoring for grade level teams</td>
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<td><strong>Year Three Professional Development</strong></td>
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<td><strong>WISH: SECONDARY CHARTER Charter Review</strong></td>
<td>• Elements 1, 2, and 3 – Instruction, Student Outcomes and Assessment</td>
<td>To understand and share the vision and mission of WISH through review of the Charter Petition</td>
<td>New Teacher Orientation</td>
<td>Administrator Board Members</td>
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<td><strong>Collaboration</strong></td>
<td>• Building strong relationships with Families</td>
<td>To improve collaboration with families in order to increase student</td>
<td>All staff 5-day professional development 2 hour session (Aug 2016)</td>
<td>Administrator Teacher leaders University Affiliates</td>
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<td>• Communication systems</td>
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<td><strong>Positive Behavior Support</strong></td>
<td>• Refining systems outside of the classroom</td>
<td>To enhance and improve preventative strategies for behavior management on the playground</td>
<td>Teachers and paraprofessional 4 hour session (August 2016)</td>
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<td>• Conflict resolution</td>
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<td><strong>Instruction</strong></td>
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| • Project Based Learning | instructional methodologies that support the learning of all students | development – 4 hrs (August 2016) | • Administrator  
• University affiliates |
| • Cooperative instruction | • Analyzing and using pupil achievement data | • One staff meeting per quarter dedicated to discussion and analysis of Illuminate data | |

| Pedagogy | • Mindsets and motivation:  
- Students  
- Teachers  
- Reflecting on cooperative methods | • Development of school culture to ensure consistency with mission and vision  
• Teacher training to promote reflective practices on mindsets and instruction | • 3 day training off site for teacher leaders and one administrator | • University Affiliates  
• Teacher Leaders |

**Explanation of Themes**

- **WISH Secondary Charter Petition Review**  At the beginning of each academic year, the WISH Secondary Charter staff will revisit the charter petition and the school’s mission statement. This allows for alignment of the school vision with the day-to-day operations of the school as well as creates a collaborative working and learning environment where all stakeholders understand and support the school’s model.

- **Collaboration and Co-Teaching**  Collaboration and co-teaching are cornerstones of WISH Secondary Charter’s model for inclusion and instruction for all students. In Year 1 teachers will receive 6 hours of professional development focused on models for co-teaching, collaborative planning, and debriefing. In addition teachers will make site visits to inclusive collaborative model schools and observe co-planning and co-teaching time. In Year 2 further professional development will delve into strengthening joint planning for active instruction and conflict resolution. Additionally, teachers will engage in monthly mentor meetings within their collaborative grade level teams provided by site administrators. During Year 3 teachers will expand their understanding of collaboration to include training on collaborative practices with families and strategies to support families to encourage literacy development at home.

- **Positive Behavior Support**  School Wide Positive Behavior Support (SWPBS) is a researched based approach to understanding, preventing, and managing student behavior. It is most effective for all students when implemented at the school-wide, classroom and individual levels. SWPBS is not only effective management strategies but also an orientation or mindset toward viewing behavior.
Staff will need ongoing professional development and mentoring to scaffold their understanding and use of positive behavior support. During Year 1 all school staff will receive training in SWPBS systems for supporting all students and will work collaboratively to develop school rules and common expectations for student behavior. Teachers will receive training on implementation of PBS on a classroom level. This will occur prior to the school year with two follow up sessions in November and March. During Year 2 teachers will receive more intensive development on the use of PBS strategies at the classroom level using the STOIC and the CHAMPS model of behavior management. This will occur prior to the start of the school year with two follow up sessions in November and March. During Year 3 staff will delve into enhancing and improving preventative strategies for behavior management on during student’s lunch and transition times. Training will be provided to all staff on how to implement conflict resolution.

- **Instruction** During Year 1 teachers will receive intensive training on Common Core Standards, Universal Design for Learning techniques, project-based learning, and evidence based interventions to support all teachers in providing academic support to children with and without disabilities. In addition teachers will also receive professional development in providing second language instruction for English Language Learners (ELL). Teachers will also be 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 will be trained to interpret data, and will engage in critical analysis of the data to determine how the school can address performance deficiencies or negative data trends. This data analysis will be tied to professional development on standards-based instruction for Year 2 and Year 3 so that teachers can enhance their understanding of tailoring instructional methodologies to support the learning of all students.

- **Pedagogy** Pedagogy support during Year 1 will focus on the inclusive philosophy of WISH Secondary Charter, 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 Secondary Charter and to provide teacher training that enhances skill development in addressing the needs of individual learners. Further training in Years 2 and 3 will focus on constructivist assessment for all students as well as teacher/student mindsets and their influence on the educational experience. The goal of developing a school culture consistent with the mission and vision of WISH Secondary Charter will transcend professional development in this theme through Years 2 and 3.

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

XII. **WISH SECONDARY CHARTER’S PLAN TO MEET THE NEEDS OF SPECIFIC STUDENTS**

As detailed throughout this petition, essential to WISH Secondary Charter is the ongoing support for an inclusive learning community where all students, their parents, and the school’s staff appreciate and value diversity. WISH Secondary Charter 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 will support students to keep pace with class work, and targeted academic
interventions will address individual learner needs. All teachers will 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 will ensure 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 Secondary is founded on the core belief that each student can meet the California content standards and will work accordingly with students to achieve these standards. In addition to students who arrive at our school with IEPs and other identified needs, WISH will identify students who are performing below grade level through the results of the state STAR assessments (and new SMARTER Balanced Assessments), benchmark assessments, classroom assessments, and/or classroom assessments and observations. Instructional staff will monitor the progress of students with special needs (EL, SpEd, low-achieving, etc.) throughout the year to ensure that students are on track for meeting growth goals.

A. **Student Success Team (SST)**

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

Students’ learning programs will be 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 will receive one or more of the following interventions:

- Instructional activities and/or materials modified to accommodate the student’s specific academic needs
- Supplemental lab time to close skills gaps and to help students stay on pace
- Additional help 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 will be excluded from the admissions process or excluded from attending WISH Secondary due to his/her English language fluency, academic achievement, IEP or suspected disability, or any other factor. WISH Secondary is committed to serving all students who wish to attend our school, and will actively seek out and recruit students with special needs to apply for admission and enroll their child. The ways by which our school intends to meet the special needs of our diverse student population are detailed below.

B. **English Language Learners**
**WISH Secondary Charter** is required to timely identify potential English Learners (ELs) and provide them with an effective English language acquisition program that affords meaningful access to the school's academic core 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 (on or about October 1), WISH Secondary Charter shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School will either adopt and implement LAUSD's English Learner Master Plan or implement Charter School's own English Learner Master Plan. If Charter School chooses to implement its own EL plan, the instructional plan shall include, but is not limited to, the following:

- How English Learners’ needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How the 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

WISH Secondary Charter shall provide to the CSD an annual report of its EL program assessment. Upon request, WISH Secondary Charter shall provide a copy of its current EL Master Plan to the CSD.

WISH Secondary Charter shall administer the CELDT annually in accordance with federal and state requirements.

WISH Secondary Charter shall ensure that it will provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding school matters to the same extent as other parents.

WISH Secondary Charter will adhere to all applicable state and federal laws and regulations with respect to serving students who are English learners. In order to identify students who are English learners in a timely fashion and to provide appropriate instructional support and services, all parents will be required to complete a **Home Language Survey** upon enrollment at the school. Cal. Education Code § 52164.1. Students whose primary language is not English will be assessed using the California English Language Development Test (CELDT) if he or she has not previously been identified as an English learner by a California public school or if there is no record of prior CELDT test results. CELDT testing will take place within 30 days of the start of the school year or within two weeks after the date of first enrollment at the school.

The English language proficiency of all currently enrolled English learners will be assessed in accordance with the test contractor’s directions and California Education Code guidelines. Students with disabilities will be 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 will be administered to students who are unable to participate in the CELDT test, according to the guidelines set forth in the student’s IEP. WISH Secondary Charter staff will notify parents of the school’s responsibility to conduct CELDT testing and will inform parents of CELDT testing results within 30 calendar days.
days following receipt of test results from the test contractor. Students will be monitored in conjunction with the California English Language Development Standards levels described below:

1. **ELD 1: Beginning**: The student will respond in English using gestures, simple words and phrases to demonstrate understanding while working with familiar situations and texts.

2. **ELD 2: Early Intermediate**: The student will respond in English using expanded vocabulary in phrases and simple sentences to demonstrate understanding of story details and basic situations with increasing independence.

3. **ELD 3: Intermediate**: The student will respond in English using expanded vocabulary and descriptive words for social and academic purposes with increased complexity and independence but with some inconsistencies.

4. **ELD 4: Early Advanced**: The student will respond in English using complex vocabulary with greater accuracy; the student will also demonstrate detailed understanding of social and academic language and concepts with increased independence.

5. **ELD 5: Advanced**: The student is required to respond in English using extended vocabulary in social and academic discourse to negotiate meaning and apply knowledge across the content areas.

WISH Secondary Charter will maintain a record of all students who participate in each administration of the CELDT test as specified in Education Code § 11512. CELDT testing will be used to fulfill the requirements for annual English proficiency testing and will comply with the accountability requirements under Title III of the No Child Left Behind Act. WISH Secondary Charter will adhere to all legal requirements regarding oversight and administration of the CELDT test.

**Reclassification of English Learners**
Before the issuance of each progress report card, teachers will summarize students’ mastery of standards for their current ELD level by looking at assessment material collected throughout the quarter. EL students will receive ELD grades in addition to ELA grades in reading, writing, listening, and speaking. At the end of the semester teachers will also go through the list of standards for a student’s current ELD level and determine if the student has mastered every standard for his or her current level and is ready to move to the next ELD level. Teachers will present evidence (e.g. scored writing samples, rubrics from oral presentations) to the Assistant Principal, who will work with teachers to make the final decision regarding progression to the next ELD level.

Reclassification criteria and procedures are outlined below.

**Reclassification Criteria**

- **CELDT**: Overall performance level of 4 or 5 and skill area scores of 3 or higher in listening-speaking, reading, and writing
- **Standards Based Report Card**: Meets or exceeds expectations in all ELA (Reading, Writing, and Listening/Speaking) strands, as evidenced by a grade of 3 or 4 in a 1-4 grading system or a grade of C or above in a letter grade system
- **Teacher/EL Coordinator judgment**: Classroom teacher and EL Coordinator/Assistant Principal judge that the student will be successful in a mainstream English program. This judgment may be based on teacher observation, review of student work samples, analysis of past standards based report cards
• CST or CMA: Basic, Proficient, or Advanced performance on the ELA section of the test
• Parent Opinion and Consultation: Notice will be provided to parents/guardians of their rights, and they will be encouraged to participate in the reclassification process. Teachers will provide an opportunity for a face-to-face meeting with the parents/guardians to discuss their child’s progress toward English language proficiency.
• Comparison of Basic Skills: Performance in basic skills means the score and/or performance level resulting from a recent administration of an objective assessment of basic skills in English, such as the California English—language arts Standards Test (CST for ELA) and the California Modified Assessment for ELA (CMA for ELA). Range of performance in basic skills means a range of scores on the assessment of basic skills in English that corresponds to a performance level or a range within a performance level. Students of the same age refers to students who are enrolled in the same grade as the student who is being considered for reclassification.

Reclassification Procedures
The following reclassification procedures will be used:
• Each semester, the Principal/Assistant Principal creates a list of all students who meet the CELDT and CST criteria for reclassification, as well as an updated potential reclassification list to teachers. This document lists by class all students who meet the CELDT and CST criteria for reclassification.
• Each teacher is responsible for completing the report card grade and teacher judgment columns of the reclassification list for their students.
• In some cases, the Principal/Assistant Principal works with the teacher to determine the ability of individual students to master grade level standards without language support.
• Based on the information provided by teachers, the Principal/Assistant Principal identifies students ready to be reclassified and submits these names to the Office Manager. The Office Manager sends a reclassification letter to these students’ parents and submits their names and report cards to the school district.
• Reclassified students continue to be monitored to ensure their continued ability to achieve mastery of state ELA standards.

Professional development will be focused on enhancing teacher’s knowledge of how to teach English learners to read and write as well as how to address the achievement gap by providing pedagogical tools to ensure that all students can meet standards. Teachers authorized to teach English Learners will continue to receive training and support in the effective implementation of techniques such as Specially Designed Academic Instruction in English and Scaffold. Teachers will also observe model lessons and receive feedback on their implementation of new techniques. English learners will continue to be re-evaluated annually using the CELDT test 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 (RFEP). Metro will set a demanding reclassification target annually (see Element 2: Measurable Student Outcomes). The reclassification process will utilize multiple criteria based on the guidelines approved by the State Board of Education and will include the following:

• Assessment Of Language Proficiency
• Teacher Evaluation
• Parent Opinion (In Consultation With The School)

The Principal/Assistant Principal to serve as the testing coordinator and will meet periodically with teachers throughout the school year during grade level planning to discuss the progress of English learners toward
mastery of the ELD standards. The testing coordinator will continue to monitor students who are re-designated as RFEP during a period of two years to ensure that they are able to keep up with their peers. CELDT testing will not be required during the monitoring period.

**English Learner Instruction and Intervention**

As an integral component of WISH Secondary Charter’s English Language Development Program (ELDP), all English learners will receive intensive daily English Language Development (ELD) instruction during a flexible period in the schedule that is reserved for electives at the end of the day. Students will also be 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 will be provided. SDAIE strategies will be 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 will be incorporated to provide optimum opportunities for meaningful interaction, and to productively use newly acquired vocabulary and language. Both heterogeneous and homogeneous grouping strategies will be employed to scaffold and enhance language and academic learning. Students will 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 will 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 will be 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 will be employed frequently throughout the instructional day, in order 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.

**C. Socio-economically Disadvantaged Students**

Our teachers and staff will 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 SST will be responsible for identifying students and families who might need additional resources or supports, including referrals to community service organizations. Our emphasis on a school community and the responsibility we have to one another within that community will extend to the parents and families of our students as well.

We believe that income is 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 will provide the tools necessary to increase achievement for these students. WISH Secondary Charter will provide 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 gap...
achievement gap, our teachers will utilize hands on instructional techniques and daily integration of information and communication technology. They will promote proficiency in technology by developing coordinated activities that support learning about and using of technology in every subject area. Students will have multi-disciplinary opportunities to develop technological skills to enhance their learning activities. Students will have access to desktops and laptops and will learn to use a wide range of programs and software for a variety of purposes, including creating and innovating, communicating and collaborating, researching, developing a sense of digital citizenship and community, along with learning technological operations and concepts.

Equity will be provided by furnishing all necessary resources to students who require them. This will include materials, uniforms, and any additional items necessary for full access to the curriculum. WISH will participate in the free and reduced-lunch program which is meant to help low-income students succeed in the public school classroom by ensuring they have nutritious meals each day. Differences and disparity in students of socio-economic disadvantage will be addressed by maintaining a school culture of high expectations for all students. Teachers will 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 will host 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.

D. Gifted Students

At WISH Secondary Charter differentiation for students who are identified as high achieving and/or gifted will be 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 (Title IX, Part A, Section 9101(22), p. 544 of NCLB). 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 will be employed by WISH Secondary Charter 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. 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 Secondary Charter teachers will not assume that all students need instruction in a given task or segment of study, but will assess student readiness prior to teaching new content. Based on performance on previous assessments, assignments, participation, and observation teachers will identify which students
have the potential to master new material at faster than a normal pace. Additionally, teachers will not assume that being a candidate for curriculum compacting means that the student knows all of the content that will be covered in the unit. Therefore, teachers will 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 will use the differentiated class model to manage classroom organization. This will result in a few students being provided with acceleration and enrichment opportunities, using the depth and complexity icons and the differentiated instruction model.

Additionally there will be times when teachers will pre-assess all of the students in the class instead of selecting specific students to engage in curriculum compacting. Teachers will then gauge small group activities to meet the varied learning objectives presented by the pre-assessment. Creating small flexible groups will allow teachers to target both skill instruction and enrichment activities. This will be 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 will have the chance work in many patterns including alone, in pairs, and in flexible groups.

WISH Secondary Charter teachers will track students’ progress through Illuminate. Teachers will 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.

A label of Gifted or High Achieving will not be required at WISH Secondary Charter in order to have access to differentiated instruction. However, for families wishing to have their child assessed for this label, students will be identified following the district standards stated on the LAUSD website. Students will meet one of the following three criteria verified by the school of attendance (WISH):

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

- Earn percentile scores of 78 or above in both total reading and total mathematics on standardized norm-reference tests; or scaled scores on the California Standards Test (CST) as follows:
  - A scaled score of 425 or above in English-Language Arts, grades 2-11 and
  - A scaled score of 450 or above in mathematics, grades 2-7 or
  - A scaled score of 450 or above for grades 8 and above in one of the following math content courses: Algebra I or II; Geometry; Integrated Math I, II or III; High School Summative Math.

- Identification as gifted in any of the categories by an LAUSD school psychologist.

E. **Students Achieving Below Grade Level**

WISH Secondary Charter will utilize systematic identification measures and a three-tiered Response to
Intervention approach for supporting students who are performing below grade level. The framework of the three-tiered approach is consistent with federal legislation such as the Individuals with Disabilities Education Improvement Act (IDEA 2004) and the No Child Left Behind Act of 2001 (NCLB), as well as scientific research. Using Response to Intervention (RtI) WISH will provide high-quality instruction and intervention matched to student need, monitor progress frequently to make decisions about changes in instruction or goals and apply child response data to important educational decisions. The process of RTI involves: 1) screening for at-risk students; 2) monitoring of responsiveness to instruction; and 3) determination of the course of action (Fuchs & Fuchs, 2006; Kavale et al., 2005).

At-risk students will be identified using portfolio review, work samples, curriculum-based measurements, summative, and formative assessments. Students will be 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 will begin to receive targeted, empirically validated intervention. WISH will use student responsiveness to intervention to determine further course of action. Students who are responsive to the intervention continue to receive supports needed in the traditional program of instruction. Students requiring additional intensive instructional strategies will receive instructional or behavioral supports identified in the second tier. The student’s progress is again monitored and the instructional team reviews the data to determine effectiveness and progress. A Student Assistance Team (SAT), composed of the targeted student, the parents or guardian, and all of the student’s teachers will be convened to discuss the student’s performance, his or her progress, and strategies for improvement. A formal plan will be prepared utilizing the three-tier RTI approach, and implementation will be monitored by the team. Interventions identified in the third tier that the SAT determines necessary will be implemented and data will be collected to determine their effectiveness.

In addition, during Intensive Workshop Time, students will receive 1:1 and small group instruction based on specific needs and/or goals. Placement will be determined by students’ assessed needs and areas of interest indicated within their learning profiles. Each student will be 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 will be provided by credentialed general and special education teachers and supplemented by paraprofessionals and student teachers under teacher supervision. All students will integrate with peers in their same grade level and instructional services will be provided by teachers responsible for that particular grade level. Assessment will take place before, during, and after each learning module and data will be analyzed to guide instruction. Systematic intervention tools, such as, Voyager and TouchMath will be used for students performing below grade level. Parents will participate in conferences regarding their child’s progress following each semester of Intensive Workshop Time.

F. Special Education

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
All LAUSD-authorized charter schools must adhere to all terms and conditions of the Chanda Smith Modified Consent Decree (“MCD”) and any other court orders and/or consent decrees imposed upon the
LAUSD as they pertain to special education. Charter schools must ensure that no student otherwise eligible to enroll in their charter school will be denied enrollment due to a disability or to the charter school’s inability to provide necessary services. Policies and procedures are in place to ensure the recruitment, enrollment and retention of students with disabilities at charter schools.

Prior to LAUSD Board of Education approval, WISH Secondary Charter will execute a Memorandum of Understanding (“MOU”) by and between LAUSD and [Charter School] regarding the provision and funding of special education services consistent with the requirements of the LAUSD Special Education Local Plan Area (“SELPA”) Local Plan for Special Education.

**SELPA Reorganization**

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code § 56195.1(a) and intends to continue operating as a single-District SELPA as in the current structure but has created two 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 have 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 will not have a LEA status but will function in a similar role in that each charter school will be responsible for all special education issues including services, placement, due process, related services, special education classes, and special education supports. Charter schools may apply for membership in the Charter-operated Program section of the SELPA. These schools will receive support from a Special Education Director for the Charter-operated Programs.

**Compliance with Child Find Activities: Conversion and Public School Choice (PSC) Schools**

District-authorized conversion and PSC charter schools must conduct Child Find activities for students residing in their pre-charter and/or PSC attendance areas (including private school students), so that students who have or are suspected of having a disability and needing special education and related services are appropriately identified and, if necessary, referred for evaluation in accordance with state and federal law. Conversion and PSC charter schools must distribute the District’s brochure, “Are You Puzzled by Your Child’s Special Needs,” prominently display the Parent Resource Network poster, and use other District materials to address the search and serve requirement of the law (e.g., “The IEP and You”).

**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 schools are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s required format and are as follows:

- **End of Year Suspension.**
  
  District ID, CSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.

- **STAR – Preliminary and Final. (Including Charter Schools)**
  
  The usual file including District ID.

- **Norm day – 2013**
  
  District ID, CSIS 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 – 2013 (Including Charter Schools)**

- **All Students enrolled December 1, 2013.**
  
  District ID, CSIS 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 2012-13 (Including Charter Schools)**
  
  District ID, CSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district

- **Monthly SESAC and Suspension data from non-SIS schools (Including Charter Schools)**

- **Graduation roster from all LAUSD schools (Including Charter Schools) with 12th grade SWD**

The MCD requires charter schools to implement the District’s Integrated Student Information System (ISIS) which is now referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data.

As noted throughout this petition, **special education inclusion is a core tenet of our model.** The rationale for inclusion is based on the belief that important academic, social and ethical skills and attitudes are developed when students with various abilities, needs and backgrounds learn together. There is a need for schools that employ effective models for inclusion that are implemented on a school-wide basis. The WISH Secondary Charter program focuses on improving scholarship and social awareness in the community-at-large, as well as preventing future learning and social problems for children with and
without disabilities. Consistent with this statement, all the federal, state, and local legal mandates are upheld. WISH serves children with and without disabilities in an inclusive educational environment. This model is designed for maximizing student outcomes. No child will be denied services based on his/her disability and all children will be provided a Free, Appropriate, and Public Education (FAPE).

Students with IEPs at WISH will be placed in a fully inclusive general education classroom with designated instructional services and supports, if the IEP team determines that this is the Least Restrictive Environment (LRE) for the student to receive a Free and Appropriate Public Education (FAPE). Students who require special education services are entitled to a FAPE in the LRE. Special education services may be provided in a general education program, a pull-out program, a full day special education classroom program. Placement is based on the instructional needs of the individual student. When special education services have been deemed necessary, an IEP will convene and WISH faculty will explore with that family the continuum of options available at WISH. The implementation of the IEPs are a function of both the general and special education teachers, paraprofessionals, and DIS personnel. Accordingly, based on actual enrollment, WISH will develop a staffing schedule in order to meet the needs of the students with IEPs.

WISH will implement multi-tiered systems of support with clear Tier 1, Tier 2, and Tier 3 strategies to address academic and behavioral needs of all students. To the extent necessary to meet each student’s needs, WISH will utilize learning centers to provide designated instruction and services to students. Learning centers can provide individualized educational experiences, depending upon the individual needs of the students and their respective grade levels. At WISH, learning centers will act as an additional resource for the daily work taking place in the classroom at that given time. The multi-tiered system of support will be 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 will in effect move 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 will be implemented within the general education classrooms, in the learning center, or before or after school during intervention periods. Paraprofessional support will be provided to meet the needs of students who are not able to independently and/or safely navigate the campus. These paraprofessionals will 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.

XIII. INSTRUCTIONAL IMPLEMENTATION PLAN

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Program</td>
<td>Develop instructional program details.</td>
<td>Spring/Summer 2014</td>
</tr>
<tr>
<td>Curriculum</td>
<td>Select curriculum, projects, and units</td>
<td>Spring/Summer 2014</td>
</tr>
<tr>
<td>Assessment Plan</td>
<td>Develop assessment plan.</td>
<td>Spring/Summer 2014</td>
</tr>
<tr>
<td>Task</td>
<td>Description</td>
<td>Timeframe</td>
</tr>
<tr>
<td>------</td>
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</tr>
<tr>
<td><strong>School Calendar &amp; Schedule</strong></td>
<td>Finalize.</td>
<td>Spring/Summer 2014</td>
</tr>
<tr>
<td><strong>Identify specific supports needed for students with varying abilities</strong></td>
<td>Create inclusion plan for all students</td>
<td>Spring/Summer 2014</td>
</tr>
<tr>
<td><strong>Hire Teachers and Staff</strong></td>
<td>Begin hiring faculty and support staff.</td>
<td>Spring 2014</td>
</tr>
<tr>
<td><strong>Instructional Materials</strong></td>
<td>Purchase instructional materials and technology.</td>
<td>Spring/Summer 2014</td>
</tr>
<tr>
<td><strong>Curriculum Training</strong></td>
<td>Send teachers to various trainings or have trainers come to school site to train faculty</td>
<td>June-August 2014</td>
</tr>
<tr>
<td><strong>Classroom Furniture</strong></td>
<td>Order or identify used desks, chairs, tables, file cabinets, etc.</td>
<td>Spring/Summer 2014</td>
</tr>
<tr>
<td><strong>Classroom Configuration</strong></td>
<td>Develop classroom/learning configuration based on age/grade/cluster configuration.</td>
<td>August 2014</td>
</tr>
<tr>
<td><strong>School/Classroom Supplies</strong></td>
<td>Order additional materials for classrooms (glue, paper, etc.)</td>
<td>August 2014</td>
</tr>
<tr>
<td><strong>Professional Development Training (1)</strong></td>
<td>Host training on identified topics for faculty and staff</td>
<td>August 2014</td>
</tr>
<tr>
<td><strong>Specialized Service Providers</strong></td>
<td>Designate and schedule instructional service support providers (OT, PT, APE, LAS)</td>
<td>August 2014</td>
</tr>
<tr>
<td><strong>Identify Committees</strong></td>
<td>SAT committee, gifted and talented committee, etc.</td>
<td>August 2014</td>
</tr>
<tr>
<td><strong>Open School</strong></td>
<td>Begin the school year on start date identified in calendar</td>
<td>September 2014</td>
</tr>
</tbody>
</table>
ELEMENT 2: MEASURABLE PUPIL OUTCOMES

“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.” CA Ed. Code §47605(b)(5)(B)

I. WISH SECONDARY CHARTER HAS CLEARLY DEFINED SCHOOLWIDE OUTCOME GOALS

WISH Secondary Charter will pursue the following school wide and subgroup outcome goals, as measured by multiple and varied benchmark assessments that are aligned to state and federal standards (including the new Common Core) and reflect proficiency measures required by the STAR tests (and/or new SMARTER Balanced Assessments), as well as state priorities detailed in California Education Code §52060(d). For purposes of measuring achievement of these goals, a numerically significant pupil subgroup will be defined as one that meets both of the following criteria:

“(i) The subgroup consists of at least 50 pupils each of whom has a valid test score.
(ii) The subgroup constitutes at least 15 percent of the total population of pupils at a school who have valid test scores.” Cal. Education Code § 47607(a)(3)(B).

WISH Secondary Charter’s pupil achievement goals include the following:

- Annual API will meet or exceed the established growth target and meet or exceed the API of the comparison schools. At a minimum, the school will meet the state’s 800 API goal within the five-year term of this charter (SBAC Targets will be established in accordance with guidance released about the various reporting standards once they are finalized).
- All subgroups will make at least 80% of the school’s overall growth target.
- The percentage of students scoring proficient or above in English Language Arts, Math, Social Science/History and Science will exceed the average proficiency of the Comparison Public Schools by at least 5%.
- WISH Secondary Charter will meet or exceed Adequate Yearly Progress goals, as required by NCLB.
- The CST (or SBA) or comparable standardized test (CMA, CAPA) participation rate will be at least 95%.
- 100% of students who enter WISH Secondary Charter by 9th grade will graduate within four years.
- 100% of graduates will complete all University of California and California State University’s A-G requirements.
- 100% of graduates will be accepted to and enroll in a post-secondary college or university.
- English Learners will progress at least one grade level on the CELDT each year and 100% of students who are English Learners will achieve proficient to advanced levels of fluency in English Language Development by the time they graduate.
• EL reclassification rates will meet or exceed the District’s reclassification rate and English Learners will meet Annual Measurable Achievement Objectives (AMAOs).
• Special education students will achieve or make progress toward the learning goals in their Individualized Education Plans.
• 80% of students will pass an AP examination with a score of 3 or higher.
• 100% of students will take the SAT or ACT prior to graduation.

In addition:

• The school will maintain at least 95% Average Daily Attendance.
• Chronic absenteeism rates will be lower than the comparison schools.
• No student will drop out of high school -- 100% of students will graduate from high school.
• Pupil suspension and expulsion rates will be lower than the District average and comparison schools’ rates.
• Students will demonstrate global and multicultural awareness and critical thinking skills, based on school-designed rubrics.
• Students will develop of life-long learning skills, social/interpersonal skills, and life skills needed to become conscientious, responsible citizens.
• Students will demonstrate progress, from beginner to advanced levels, in a foreign language, as measured via publisher assessments and teacher-designed rubrics and assessments.
• Students will demonstrate awareness of college entrance requirements and the suitability of college options to student’s needs.
• The school will realize a higher teacher retention rate and higher teacher attendance rate than the District average, and demonstrate high levels of teacher job satisfaction as evidenced by end-of-year surveys.
• At least 80% of students, parents, and staff will indicate satisfaction with the school and their opportunities for participation, as indicated on annual surveys.

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. Cal. Ed. Code 47605(b)(5)(C).

All students will demonstrate appropriate developmental or age/grade level mastery of State and National standards (see http://www.cde.ca.gov/be/st/ss/ and www.corestandards.org) and aligned with the state’s priorities detailed in California Education Code Section 51220 (grades 7-12). As an inclusion model school, it is important to note that in each core academic area, students will be expected to achieve outcomes appropriate to their development, age and grade level. For example, some students with significant developmental delays might be expected to achieve some outcomes that are typically expected for chronologically younger students. Other students, who have more specific disabilities such as learning disabilities or orthopedic impairments, are expected to achieve outcomes that are consistent with their chronological age peers in most areas, but may need alternative goals or special adaptations in some curriculum areas. Still other students, who are gifted and talented, may achieve outcomes that are

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46 We understand that charter schools will not be required to comply with all of the provisions of California Education Code § 52220 (e.g., requiring every high school to provide driver’s ed and career technical education courses). As the implementing regulations for this new law are finalized, and District policies are issued, we will work with LAUSD to ensure full compliance with any new requirements.
generally expected of older students. Thus, although outcomes will be explicitly defined for each grade level in alignment with state standards, these will be adjusted according to students’ individual abilities and developmental levels.

The Executive Director, Principal and faculty will monitor and support the academic achievement and psychological well-being of the students, with the Board of Directors ultimately responsible for the school’s achievement. As stated previously, the Executive Director will be held accountable to the Board of Directors for student outcomes. The Executive Director and Principal will also be held accountable to the Board of Directors for the Charter School meeting Adequate Yearly Progress as required by NCLB, with the Board bearing the ultimate responsibility.

These goals and WISH Secondary Charter’s progress toward the goals will be communicated with the entire school community annually.

II. GRADING AND REPORTING STUDENT PROGRESS

Teachers will formally report student progress to parents twice each year using progress reports. Teachers will conduct parent/student/teacher conferences twice annually (fall and spring) at the time progress reports are issued so that parents have regular opportunities to discuss their child’s progress personally with his/her teacher. During the summer prior and into the first month of the school’s operation, the Principal and teachers will collaboratively design the instrument, policies and procedures that will be used to report student progress. All instructional staff will receive detailed training about the preparation of these reports during the Summer Teachers Institute and ongoing professional development sessions during the year.

Student achievement will be evaluated against state standards and the school’s stated outcomes and will reflect student progress on a continuum toward mastery of the concepts and skills at each grade level. In addition to a scale score on a continuum toward mastery, teachers will include narrative evaluations regarding the completeness, quality, and level of understanding of student work as well as descriptions of attitudes and behaviors at school.
ELEMENT 3: METHOD BY WHICH PUPIL PROGRESS TOWARD OUTCOMES WILL BE MEASURED

A description of the method by which pupil progress in meeting pupil outcomes is to be measured. CA Ed. Code § 47605(b)(5)(C)

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM


WISH Secondary Charter will use concrete and objective measures to determine each student’s ability to process information and demonstrate mastery of subject matter knowledge. Initially, each student will be evaluated to establish an individual student profile. This baseline level of performance will also assist in tailoring educational plans to meet individual student needs and help to gauge student progress throughout the school year.

I. BASELINE ASSESSMENT AND PLANNING

At the beginning of each academic year, WISH Secondary Charter will conduct school wide assessments to establish an individual learner profile for each student using the NWEA (Northwestern Educational Association) scores or a similar program. These scores will be use in conjunction with a parent survey that is given at the beginning of the each year that asks specific questions about their child. The Curriculum and Instruction Committee, in collaboration with LMU faculty, will adapt the model and observation instruments for students with more significant disabilities. These learning profiles will provide a baseline for use in monitoring all students’ progress throughout the school year, and will assist in tailoring learning plans to meet individual student needs.

The school will use the student learning profiles and informal academic assessments to develop Individual Education Programs (IEPs) for students eligible for special education services. In grades 7-12, students will 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 will conform to all State and Federal regulations. IEPs will include specific benchmarks for determining whether students meet their individual goals related to achievement of State standards in the core academic areas.

WISH Secondary Charter will provide 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 will be chosen or designed to assess the core competencies delineated in our outcomes. Assessment data will be 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.

WISH Secondary Charter will use the student learning profiles and informal academic assessments to develop Individual Education Programs (IEPs) for students eligible for special education services, The IEP process and content for students with disabilities conforms to all State and Federal regulations. IEPs will
include specific benchmarks for determining whether students meet their individual goals related to achievement of State standards in the core academic areas.

Students will be tested in core academic subjects through benchmark assessments at least quarterly. The specific nature of the assessments will vary by content area. The Principal will collaborate 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 will 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.

II. STATE ASSESSMENTS AND OTHER STANDARDIZED TESTS

Charter School agrees to comply with and adhere to the State requirements for participation and administration of all state mandated tests. If Charter School does not test (i.e., STAR, CELDT, CAHSEE) with the District, 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.

WISH Secondary Charter will administer all required State assessments. Our school will designate a testing coordinator to coordinate all aspects of STAR (and any new assessments), CAHSEE and CELDT testing. The testing coordinator will be a member of the certificated staff who will be trained in policies pertaining to test scheduling and administration as well as test security. The testing coordinator will in turn provide in-service training to test examiners regarding test administration policies during a professional development meeting prior to test administration each fall. The testing coordinator at the school site will oversee the distribution and collection of standardized tests and will ensure that the testing process proceeds according to testing guidelines. The testing coordinator will also document and monitor administration of the various standardized tests to make certain that all of the required student assessments are conducted within the appropriate timelines. WISH Secondary Charter intends to demonstrate progress on the aggregate results of a standards-based report for each grade level. This report and standardized test data will also be disaggregated to show how sub-groups; e.g. LEP, non-LEP, mobility, gender, etc., perform.

California Standards Test (CSTs) or alternative assessments – California Alternative Performance Assessment (CAPA) or the California Modified Assessment (CMA).
All students at WISH Secondary Charter will participate in the California Standards Test as required under the California Standardized Testing and Reporting (STAR) program -- Note: WISH Secondary Charter students will participate in the SMARTER Balanced Assessments once implemented. In accordance with Ed Code § 60602.5, test results will be reported in terms describing a pupil's academic performance in relation to the statewide academically rigorous content and performance standards adopted by the State Board of Education. The school will conduct assessment and standardized testing for students with disabilities using state and SELPA guidelines for modifications and adaptations. Students who meet the eligibility guidelines for participation in CAPA or CMA will take those assessments in lieu of CSTs.

California English Language Development Test (CELDT)
WISH Secondary Charter will administer the California English Language Development Test (CELDT) in accordance with state and federal laws. All parents will be required to complete a Home Language Survey upon enrollment at the school. Students whose primary language is a language other than English will be assessed using the California English Language Development Test (CELDT).
Initial CELDT assessments shall be administered as follows:

- Any student whose primary language is other than English as determined by the home language survey and who has not previously been identified as an English learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency with the test within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

Annual CELDT assessments shall be administered as follows:

- The English language proficiency of all currently enrolled English learners at WISH Secondary Charter shall be assessed by administering the test during the annual assessment window.

(See Element 1, Section P: Meeting the Needs of All Students for additional details regarding CELDT testing.)

Based on their performance on the CELDT test, students identified as English learners will receive special assistance with English language development in order to become more proficient in English and to succeed in the school’s academic program. English Learners will receive daily instruction in English Language Development (ELD). Students who are redesignated as fluent English proficient (RFEP) will be monitored for a period of two years to ensure that they are able to compete with their grade level peers and that they continue to make satisfactory academic progress.

Teachers will examine the results of this test alongside other assessments, since the school will be focused on providing quality English Language Development instruction to all English Learners at the school at their proficiency level. The CELDT is one of the measures used to determine whether students redesignate from English Learners to Fluent English Proficient students. Redesignation will be one of the school’s primary goals and measures of success.

Standards-based Tests in Spanish (STS)

The Standards-based Tests in Spanish are multiple-choice tests that are required for Spanish- speaking English learners in grades two through eleven. Students who take the STS are required to also take the CSTs and/or CMA appropriate to their grade level. Items on these tests are developed by bilingual, biliterate California educators and test developers and are written specifically to assess students’ achievement of California’s content standards for English–language arts and mathematics.

The STS consists of multiple-choice tests for Spanish-speaking English learners in grades two through eleven who:

- Will have been enrolled in a school in the United States less than 12 cumulative (not consecutive) months on the first day of testing; or
- Are receiving instruction in Spanish regardless of the length of time they have been enrolled in school in the United States.

WISH Secondary Charter may also test Spanish-speaking English learners who will have been in school in the United States 12 cumulative (not consecutive) months or more who are not receiving instruction in Spanish.

English learners will not take the STS if they are:
Designated EO (English-only)
Designated initially fluent English proficient (IFEP)
Reclassified fluent English proficient (RFEP)
English learners whose primary language is not Spanish

STS will provide additional valid and reliable data for teachers, the principal, and parents regarding student progress and will provide teachers with the necessary information to plan instruction and to make effective program alterations when necessary.

Physical Fitness Testing (PFT)
Seventh and ninth grade students at WISH Secondary Charter will be assessed once during the school year using Fitnessgram, the physical fitness test designed for use in California public schools. Fitnessgram is a comprehensive, health-related physical fitness battery and is intended to assist students in establishing lifetime habits of regular physical activity. Students who are physically unable to take the entire test battery will be given as much of the test as conditions permit. (Ed Code § 60800 and CA Code of Regulations, Title 5, §1041).

As indicated on the CDE website, the PFT provides information that can be used by (1) students to assess and plan personal fitness programs; (2) teachers to design the curriculum for physical education programs; and (3) parents and guardians to understand their children’s fitness levels.

WISH Secondary Charter will meet all statewide standards and conduct pupil assessments required pursuant to Education Code Section 60602.5 and any other statewide standards authorized in statute.

III. SCHOOL-DESIGNED ASSESSMENTS

A. ANNUAL PROJECT ASSESSMENT

WISH Secondary Charter will use “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 will work individually and/or in heterogeneous cooperative groups on cross-curricular projects that incorporate several core academic areas. The projects will include multi-media reports with written components that incorporate multiple approaches to writing and a variety of genres. These projects will be presented to faculty, students, parents and the community through an “open house” format. A rubric will be 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 will be shared with students and families prior to and following the annual project date. Feedback will be gathered from families through an evaluation form on the day of the event. Parent feedback will be shared amongst staff and used to guide and refine the development of subsequent Annual Project events.

B. **Portfolios and Student-Led Conferences**

As another form of authentic assessment, each student will keep 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 will also include student reflections on their own work. Teachers will use rubrics for evaluating the portfolios at least quarterly that will 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.

C. **Grading Policy (7-12)**

Reporting student progress will be a continuous process with teachers communicating with students and their families. WISH Secondary Charter will use a semester reporting system that gauges the progress of each student in meeting the school’s curricular standards, which are based upon the Common Core and State standards and will enable our students to successfully transition to college.

Progress will be reported using the following grading system:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>4/A</td>
<td>Above Standard</td>
<td>A’s will be reserved for those students whose performance is truly outstanding. Performance will reflect an outstanding level of competency attainment. Projects and tests will be 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.</td>
</tr>
<tr>
<td>3/B</td>
<td>At Standard</td>
<td>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.</td>
</tr>
<tr>
<td>2/C</td>
<td>Approaching</td>
<td>Performance reflects a basic level of competency</td>
</tr>
</tbody>
</table>
Standard 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.

D. **Assessing Life-Long Learning, Social/Interpersonal and Life-Skills**

A major goal of WISH Secondary Charter is the development of life-long learning skills, social/interpersonal skills, and life skills needed to become conscientious, responsible citizens. Teachers and family members will continuously evaluate students’ progress in social and interpersonal domains. For this purpose, teachers will 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 will be evaluated on these skills at the beginning, middle and end of each academic year on the WISH Secondary Charter report card, including the following factors:

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

WISH Secondary Charter will strive 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 will use socio-metric measures of peer acceptance and friendships. Parent and staff perspectives and satisfaction with the inclusive school community will be evaluated through interviews and surveys.

IV. **Methods for Addressing Students Whose Baseline Aptitude, Performance, and Prior School Experience Are Dramatically Below Standard**

WISH will use 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 will receive early intervention based on their individual needs. This will be achieved through the adoption and implementation of consistent school-wide positive behavior support and well-designed academic systems. WISH’s schoolwide model will include: teaching school rules and social emotional skills; reinforcing appropriate student behavior; using effective classroom management and positive behavior support strategies by providing early intervention and appropriate use of consequences. Response to Intervention, the practice of (1) providing high-quality instruction/intervention matched to students needs and (2) using
learning rate over time and level of performance to (3) make important instructional decisions (National Association of State Directors of Education, Inc. 2006), will be implemented using the Three Tier Model for all students.

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 will be conducted to determine a students' proficiency on critical academic and/or behavioral skills. Progress monitoring data will be 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 will be used as basic data on which decisions are made through team meetings with each students primary support team. The primary support team will consist 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 Secondary Charter will examine and refine 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 California or Common Core standards.

V. HOW ASSESSMENT DATA WILL BE USED TO INFORM INSTRUCTION, IMPROVE THE EDUCATIONAL PROGRAM AND INFORM PROFESSIONAL DEVELOPMENT

WISH Secondary Charter’s Board of Directors will direct 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.

Students not meeting grade level benchmarks will be provided additional interventions during advisory, and through afterschool tutoring. They may also be place in an extra support class for last period. The interventions will focus on building and supporting basic reading, writing, and math skills for success in the regular grade level curriculum. The interventions will provide opportunities for students to re-learn concepts taught during the day. Students will be identified for intervention based on the STAR test data (students performing at the basic, below basic or far below basic performance levels), diagnostic assessments administered by classroom teachers, quarterly benchmark exams, and other classroom based assessment data relative to achievement.

WISH Secondary Charter will use Illuminate (or a similar program) to create a variety of reports on student achievement, including disaggregated data by content strand, student subgroup, grade-level, and classroom. The staff will be trained to interpret data, and will be engaged in critical analysis of the data to determine how the school can address performance deficiencies or negative data trends. The data analysis will be 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 will continuously be 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) will be capitalized upon by WISH Secondary Charter to provide teachers with time to meet in grade level teams to discuss and rethink current pedagogical practices. Teachers will 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 will provide teachers the opportunity to modify classroom instruction in response to student outcomes and allow the school to modify its program to best address student needs. The school principal will conference 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 will also lead 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 will occur during professional development meetings. WISH Secondary Charter will regularly measure student progress against the clearly established, standards-based learning outcomes articulated within the WISH Secondary Charter curriculum (see Element 1, Section V: Curriculum Scope and Sequence) 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.

<table>
<thead>
<tr>
<th>Measurable Outcomes</th>
<th>Assessment Measure</th>
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<tbody>
<tr>
<td>• Annual API will meet or exceed the established growth target and meet or exceed the API of the comparison schools. At a minimum, the school will meet the state’s 800 API goal within the five-year term of this charter (SBAC Targets will be established in accordance with guidance released about the various reporting standards once they are finalized).</td>
<td>API</td>
</tr>
<tr>
<td>• All subgroups will make at least 80% of the school’s overall growth target.</td>
<td>API</td>
</tr>
<tr>
<td>• The percentage of students scoring proficient or above in English Language Arts, Math, Social Science/History and Science will exceed the average proficiency of the Comparison Public Schools by at least 5%.</td>
<td>CSTs (or SBAC)</td>
</tr>
<tr>
<td>• WISH Secondary Charter will meet or exceed Adequate Yearly Progress goals, as required by NCLB.</td>
<td>AYP</td>
</tr>
<tr>
<td>• The CST (or SBAC) or comparable standardized test (CMA, CAPA) participation rate will be at least 95%.</td>
<td>CST (or SBAC)</td>
</tr>
<tr>
<td>• 100% of students who enter WISH Secondary Charter by 9th grade will graduate within four years.</td>
<td>Graduation Rate</td>
</tr>
<tr>
<td>• 100% of graduates will complete all University of California and California State University’s A-G requirements.</td>
<td>Transcripts/ Teacher Grades</td>
</tr>
<tr>
<td>• 100% of graduates will be accepted to and enroll in a post-secondary college or university.</td>
<td>College Acceptance Letters</td>
</tr>
<tr>
<td>• English Learners will progress at least one grade level on the CELDT each year and 100% of students who are English</td>
<td>CELDT Scores</td>
</tr>
<tr>
<td>Measurable Outcomes</td>
<td>Assessment Measure</td>
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<td>-----------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------</td>
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<tr>
<td>Learners will achieve proficient to advanced levels of fluency in English Language</td>
<td>EL Reclassification Rates, AMAOs</td>
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<tr>
<td>Development by the time they graduate.</td>
<td></td>
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<tr>
<td>• EL reclassification rates will meet or exceed the District’s reclassification</td>
<td>IEPs</td>
</tr>
<tr>
<td>rate and English Learners will meet Annual Measurable Achievement Objectives</td>
<td></td>
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<td>(AMAOs).</td>
<td></td>
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<tr>
<td>• Special education students will achieve or make progress toward the learning</td>
<td>SAT and ACT Participation Data</td>
</tr>
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<td>goals in their Individualized Education Plans.</td>
<td></td>
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<tr>
<td>• 80% of students will pass an AP examination with a score of 3 or higher.</td>
<td>AP Exams</td>
</tr>
<tr>
<td>• 100% of students will take the SAT or ACT prior to graduation.</td>
<td></td>
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<tr>
<td>• The school will maintain at least 95% Average Daily Attendance.</td>
<td>ADA</td>
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<tr>
<td>• Chronic absenteeism rates will be lower than the comparison schools.</td>
<td>ADA</td>
</tr>
<tr>
<td>• No student will drop out of high school -- 100% of students will graduate from</td>
<td>Student Retention Rates</td>
</tr>
<tr>
<td>high school.</td>
<td></td>
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<tr>
<td>• Pupil suspension and expulsion rates will be lower than the District average</td>
<td>Student Suspension Rates, Expulsion Rates</td>
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<td>and comparison schools’ rates.</td>
<td></td>
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<tr>
<td>• Students will demonstrate global and multicultural awareness and critical</td>
<td>School-Designed Rubric</td>
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<td>thinking skills, based on school-designed rubrics.</td>
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<tr>
<td>• Students will demonstrate progress, from beginner to advanced levels, in a</td>
<td>Publisher Assessments, Teacher Designed Rubrics</td>
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<td>foreign language, as measured via publisher assessments and teacher-designed</td>
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<td>rubrics and assessments.</td>
<td></td>
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<tr>
<td>• Students will demonstrate awareness of college entrance requirements and the</td>
<td>College Seminar Grade</td>
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<td>suitability of college options to student’s needs.</td>
<td></td>
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<tr>
<td>• The school will realize a higher teacher retention rate and higher teacher</td>
<td>Teacher Retention Rates, Attendance, Survey Results</td>
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<tr>
<td>attendance rate than the District average, and demonstrate high levels of teacher</td>
<td></td>
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<td>job satisfaction as evidenced by end-of-year surveys.</td>
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<tr>
<td>• At least 80% of students, parents, and staff will indicate satisfaction with</td>
<td>Survey Results (students, parents, teachers)</td>
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<td>the school and their opportunities for participation, as indicated on annual</td>
<td></td>
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<td>surveys.</td>
<td></td>
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<tr>
<td>• Students will develop of life-long learning skills, social/interpersonal skills,</td>
<td>Participation Logs, Portfolios, Presentations of</td>
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<td>and life skills needed to become conscientious, responsible citizens.</td>
<td>Learning, Annual Projects, Student Surveys, Teacher</td>
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<td></td>
<td>Observations, Report Cards</td>
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<tr>
<td>• Parents, students, and staff will feel that they are part of an</td>
<td>Parent, Student and</td>
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VI. DATA MANAGEMENT AND ANALYSIS

As previously referenced, WISH Secondary Charter will incorporate the use of a sophisticated online data management/student information system (SIS) such as Illuminate to make possible longitudinal tracking and reporting of student assessment data. Once the database system has been obtained, state and local assessment data will be 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 will be available using the system will allow 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 will also allow the school to target focus areas for additional professional growth.

The range and flexibility of data that will be available using Illuminate or a similar student achievement database will give teachers the essential information to effectively meet the needs of all students. The student achievement database will also make it possible for the school to track student demographic information and grades. Teacher data will be included in the system and will provide 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 will be available via longitudinal assessment data.

Both internal assessments and standardized test results will be utilized to inform teaching and learning. By disaggregating the standardized test data and looking at individual students’ results, teachers and staff will utilize test results along with other assessments to determine student’s academic needs and will create individualized learning plans to address these needs. Conversely, individual performance data from each classroom will be aggregated to enable school leaders to identify trends and address specific needs.

School leaders will analyze assessment data at least monthly. Gaps in student knowledge will become the focus of teacher development in the classroom and will help determine appropriate professional development experiences. WISH Secondary Charter teachers will 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 will be trained on how to interpret standardized test data and will 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 will be collected and analyzed continuously in order to drive program improvement across all facets of the school. The Executive Director and/or Principal will regularly report on and distribute information about school progress to the school community and interested members of the community, including, but not limited to:

<table>
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<tr>
<th>Measurable Outcomes</th>
<th>Assessment Measure</th>
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<tr>
<td>inclusive school community.</td>
<td>Staff Interviews and Survey Results</td>
</tr>
</tbody>
</table>
• 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.
ELEMENT 4: GOVERNANCE STRUCTURES

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

GENERAL PROVISIONS
As an independent charter school, WISH Secondary Charter, 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.

WISH Secondary Charter shall comply with the Brown Act and the Public Records Act.

All employees and representatives of Charter School, including members of the WISH Secondary Charter’s governing board, members of school or governing board committees or councils, school administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD’s charter school policies, regarding ethics and conflicts of interest.

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that Charter School amends its bylaws, it 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.

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

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 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 which 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 WISH Secondary Charter 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 all applicable requirements of Cal. Admin. Code, tit. 5, §§ 4600 et seq.


**LEGAL AND POLICY COMPLIANCE**
WISH Secondary Charter shall comply with all applicable federal and state laws and regulations, and District policy as it relates to charter schools.

**RESPONDING TO INQUIRIES**
WISH Secondary Charter, including its nonprofit corporation, shall promptly respond to all inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. WISH Secondary Charter including its nonprofit corporation, acknowledges that it is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General.

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

**NOTIFICATION OF THE DISTRICT**
WISH Secondary Charter shall notify the Charter Schools Division in writing of any citations or notices of workplace hazards, investigations by outside regulatory or investigative agencies, lawsuits, or other formal complaints, within one week of receipt of such notices by WISH Secondary Charter. Charter School shall also notify the CSD in writing of any internal investigations within one week of commencing investigation.

**TRANSFER OF STUDENT RECORDS**
When a student transfers for any reason from Charter School to any other school, Charter School shall transfer the student’s complete cumulative record within 10 school days of receiving a records request from the receiving school. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 16.

I. **NON-PROFIT PUBLIC BENEFIT CORPORATION**

WISH Secondary Charter will be a directly funded independent charter school and will be operated by The Westside Innovative School House, Inc., a California Non-Profit Public Benefit Corporation with 501(c)(3) designation from the IRS. WISH Secondary Charter will operate in a partnership with Loyola Marymount University, Westchester (LMU). This partnership, based on a Memorandum of Understanding, will delineate that educational programs operate as a professional development school for preparing teachers
and other school personnel and for research on relevant educational issues. For this reason, LMU faculty will be represented on the Board of Directors and on governance committees, along with parents, Charter school staff, and community members.

Members of the WISH, Inc. executive board, any administrators, managers or employees, and any other committees of the School shall comply with federal and state laws, non-profit integrity standards and LAUSD’s Charter School policies and regulations regarding ethics and conflicts of interest.

WISH Secondary Charter will operate autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the District and the School. Pursuant to California Education Code Section 47604(c), the District shall not be liable for the debts and obligations of WISH Secondary Charter, or for claims arising from the performance of acts, errors, or omissions by the WISH Secondary Charter as long as the District has complied with all oversight responsibilities required by law. WISH Secondary Charter and/or its non-profit corporation is a separate legal entity and will be solely responsible for the debts and obligations of the Charter School.

WISH, Inc. will comply with the Brown Act.

Attached, as Appendix C, please find the WISH, Inc. Articles of Incorporation, Corporate Bylaws, and Conflicts of Interest Code.

II. **BOARD OF DIRECTORS**

WISH Secondary Charter will be governed by a corporate the WISH, Inc. Board of Directors, who will maintain active and effective governance in accordance with its charter petition and its adopted corporate bylaws that shall be consistent with the terms of this charter.

Originally formed in 2009 prior to the founding of the first WISH school, in accordance with its Bylaws the Board shall at all times have a minimum of five (5) and no more than eleven (11) directors and be composed as follows:

- 3-4 parents including at least one of a child with a disability/deaf
- 3-4 LMU faculty
- 3-4 community members
- Additional voting members as deemed appropriate by the Board

As a guiding principle, the Board will seek to maintain membership on the Board which provides representation from each of the WISH Charter Schools without assigning a quota to each. Further, the Board will make every effort to assure that its membership reflects the ethnic and cultural diversity of the families it serves. The selection process for new members will include consideration of possible Board members by the Board Membership/Development Committee based on the person’s background and experience; a decision by the committee to make a nomination that involves reviewing the nominee’s vita and presentation at a Board meeting; and finally a vote by Board members that requires a majority vote. A majority vote will also be required to elect Board Committee members.
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 appointed or elected as required by the position as described below. Board terms are renewable upon mutual consent between the Board and the director.

The Board of Directors shall, in its discretion, form Committees 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, Nominating Committee, Outreach and Diversity Committee and an Audit Committee.

The current Board is as follows:

**Dan Beckerman, Chief Operating Officer and Chief Financial Officer for AEG, Board Treasurer**
Dan Beckerman serves as Chief Operating Officer and Chief Financial Officer for AEG, one of the world's leading presenters of sports and entertainment programming. In this capacity, his responsibilities include overseeing the day-to-day operations for AEG and fiscal planning for its subsidiaries including STAPLES Center, The Home Depot Center, the Toyota Sports Center, the Los Angeles Kings (NHL), both of the company's MLS franchises (while serving as a member of the league's Board of Governors), two minor league hockey franchises, international holdings including hockey and soccer franchises operated in Europe and AEG LIVE, the firm's "live" entertainment division. Beckerman received his MBA in Finance from the Anderson School at UCLA. In 1992, he graduated with honors from UCLA with a Bachelors Degree in Economics.

**Daphne Bishop, Attorney**
Daphne Bishop is an attorney and a member of African-American Attorneys in Downtown Firms (Business Law Section of the Langston Bar Association) and Black Women Lawyers. She has been awarded a Wiley Manuel Law Foundation Award for extensive pro bono work with the Alliance for Children's Rights and California Women's Law Center.

**Suzanne Madison Goldstein, Attorney, Board Vice President and Co-Founder**
Suzanne is a former business litigator and Corporate Counsel for The Sports Club Company. Suzanne established a collaborative classroom with a co-teaching model in a private preschool, consisting of a general education teacher a behavior support aide, a special education teacher, and speech and occupational therapy clinicians.

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

**Irene Oliver, Ed.D., Chair, Elementary and Secondary Education Department, Loyola Marymount University, School of Education**
Dr. Oliver is 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., McGuire Woods LLP, Board President
Matthew Swanlund is a real estate, entertainment and media attorney in the Los Angeles office of McGuireWoods LLP. 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.

Paul Villarreal, CPA, Digital Entertainment Group
Paul Villarreal is a CPA, a current member of the DEG (Digital Entertainment Group - a consortium of Entertainment Studio representatives working together to establish uniform reporting guidelines across Digital Entertainment) and a former member of the Hispanic Society of CPA's. Paul is a Consultant for DLC, a professional services firm that provides accounting and finance human capital on a project basis. Paul has spent the last 3 years at Warner Bros. with prior engagements at The Walt Disney Co., Paramount Studios, DreamWorks and Universal. Prior to his consulting work with DLC, he held positions at Mutual Film Company, The Walt Disney Company and United Cinemas International.

Michelle Windmueller, Ph.D., 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. She is beginning her 34th year as an educator this year.

Megan Rafferty, Founder of Egret Hill Consulting
Megan E. Rafferty graduated from the University of Oregon with an undergraduate degree in Cultural Anthropology in 2003, and completed her MA in Special Education from the University of the Pacific in July 2013. She worked for Aspire Public Schools teaching special education and coordinating tier 2 interventions. Ms. Rafferty is an education entrepreneur and founder of EH Consulting, an educational consulting firm based in Northern California which provides special education and charter related services. EH Consulting’s recent work includes the identification of high performing charter schools that provide exceptional service to students with disabilities as well as a partnership with Plattner Communications that produced an analysis of “CMO Succession Planning Practices.”

Full resumes and Board Questionnaires for each Board member are included in Appendix G.

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 will strive to create an odd number of Directors for voting purposes. Even at times when the Board contains an even number of directors, all decisions will be 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 shall not serve on the Board and shall not vote in Board elections.

The District reserves the right to appoint a single representative to the charter school board pursuant to Education Code section 47604(b). If the District chooses to do so, WISH Secondary Charter may choose to appoint an additional member to ensure that the Board is maintained with an odd number of directors. Subject to additional limitations that may be imposed, no more than 49 percent of the persons serving on the Board of Directors may be interested persons. An interested person is (a) any person compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. The Board will adopt a conflicts of interest code upon charter approval pursuant to required public notice requirements.

A. BOARD MEETINGS AND DUTIES

The WISH, Inc. Board of Directors will meet at least monthly during the school year. Additional meetings may be called as necessary. All meetings will be held in accordance with the Brown Act. Agendas for regular meetings will be published in advance and distributed to each member of the Board of Directors and will be posted near the entrances of the school and at the entrance of the school’s main office for public viewing at least 72 hours in advance of scheduled meetings. Notices for regular meetings will be posted on the school’s web site, published in the monthly newsletter to parents, and posted in the main office of the school at least 72 hours in advance of the meetings. The schedule for regular Board meetings will also be included in the school’s monthly calendar that will be distributed to all parents at the school. Agendas for special meetings will be posted at least 24 hours before the meeting. Notices for special meetings will be posted in the main office and at the primary entrance to the school at least 24 hours prior to the meeting. Copies of Board minutes will be available upon request in the main office of the school.

As previously stated, WISH Secondary Charter shall comply with the Brown Act. WISH Secondary Charter has adopted a conflicts of interest code that complies with the Political Reform Act, Corporations Code Conflicts of Interest rules, and which shall be updated with any charter school specific conflicts of interest laws or regulations. As noted above, the Conflicts Code is attached within Appendix C. 3

The WISH, Inc. Board of Directors will attend an annual in-service for the purposes of training individual board members on their responsibilities with topics to include at minimum Conflicts of Interest and the Brown Act.

The Board of Directors is fully responsible for the operation and fiscal affairs of WISH Secondary Charter including but not limited to the following:

- Ensure WISH Secondary 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 WISH Secondary Charter’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 WISH Secondary Charter in accordance with applicable laws and the receipt of grants and donations consistent with the mission of WISH Secondary Charter;
• 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 WISH Secondary Charter
• 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 administrative 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 Secondary Charter is established.

III. THE CHIEF EXECUTIVE OFFICER (EXECUTIVE DIRECTOR)

The Executive Director shall embody, advocate, and put into operation the mission, vision and strategic direction of WISH Secondary Charter. The Executive Director shall oversee all aspects of the 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. The Executive Director shall have the general powers and duties of management customarily vested in a corporation’s president, and shall have such other powers and duties as may be prescribed by the Board of Directors or the Bylaws.

At the discretion of the Board of Directors, which retains the ultimate responsibility for hiring and dismissing employees, the Executive Director will hire, supervise, discipline and dismiss the Principal and may, in collaboration with the Principal, hire, promote, discipline and dismiss teachers 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.
IV. THE PRINCIPAL

The Principal will be the instructional leader of the school. The Principal will ensure 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 will not serve on the Board. The Principal will report directly to the Chief Executive Officer and will be responsible for the orderly operation of the school and the supervision of all employees in the school. The Principal will be assigned to perform tasks as directed by the Executive Director to ensure WISH Secondary Charter enacts its mission and achieves its stated goals and objectives. At the discretion of the Board of Directors, which will retain the ultimate responsibility for hiring and dismissing employees, the Principal will hire, supervise, evaluate, and dismiss teachers; will hire, supervise, evaluate, and dismiss staff; and will communicate and report 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.)

V. PARENT INVOLVEMENT IN DECISION-MAKING

Parents are considered integral to the effective governance of the school. Parents will be 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 Parent Association, as described below.
- Parent representation on a monthly basis at Faculty Meetings.
- Annual family/staff retreat to assess WISH Charter’s Strategic Plan and progress toward its goals, identify concerns, and plan for the coming year.

All parents of enrolled students shall be members of the WISH Parent Association. The Parent Association will facilitate open communication among the entire WISH community through monthly meetings where parents share information and have the opportunity to learn more about WISH activities and educational programming. Meetings will feature updates on committee work, parent education events conducted by WISH staff and outside guest speakers, and opportunities for open discussion and mutual support. The Parent Association will also encourage community participation in school activities including performances, fundraisers, site beautification projects and other volunteer opportunities. A president of the Parent Association will be elected by the membership each spring to serve the following year. (In the first year, this post will be filled through board appointment).

VI. ORGANIZATIONAL STRUCTURE

The governance structure and internal organization of participation and leadership at WISH Secondary Charter has been designed to ensure that, through ongoing communication and collaboration, the entire school community fully achieves the WISH Secondary Charter mission of nurturing the successful development of all children who attend WISH Secondary Charter. The organizational structure of WISH Secondary Charter 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 our Organizational Structure:
Organizational Structure

Board of Directors

Executive Director

LAUSD Representative

Contractors: EdTec, Legal Counsel, Independent Auditors

Principal

School Site Council (SSC): Principal Three (3) Elected Teacher Reps Two (2) Elected Staff Reps Six (6) Elected Parent Reps

Parent Engagement Committee: All Parents, with Two (2) Elected Co-Chairs

Instructional Staff: Teachers, Teachers Aides, Resource Specialists, Educational Consultants

Non-Instructional Staff: Office Personnel, Custodial, Food Services
ELEMENT 5: EMPLOYEE QUALIFICATIONS

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

EQUAL EMPLOYMENT OPPORTUNITY

WISH Secondary Charter 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 identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

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

WISH Secondary Charter is committed to recruiting and hiring a community of professionals who are dedicated to the best practices education of all students and the mission of the school. All employees will be compensated commensurate with their experience and job responsibilities and will receive benefits, including health insurance and retirement plans, per school policy. All employees will receive a copy of the Employee Handbook detailing WISH Secondary Charter procedures, policies and guidelines. Job descriptions, work schedules, compensation, benefits and other terms and conditions of employment will be reviewed and modified as necessary to meet the needs of the school and students.

For the 2014-15 school year, we anticipate the following primary staff positions:

- Executive Director
- Principal
- Office Manager
- 3 Core Classroom Teachers (28:1 ratio with 84 students per grade)
- 2 Assistant Teachers / Teaching Assistants (pending budget)
- Designated Instruction and Services Team

For our PE and enrichment classes, we will either contract with a third party provider or hire part-time staff for our first year, bringing on full-time staff as the school grows and our budget allows. As we add a grade each year, we will hire additional teaching staff, and additional administrative staff as needed.

As the school grows, we will hire additional teaching staff, and add an Assistant Principal and additional administrative support.
I. **QUALIFICATIONS OF EMPLOYEES**

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

### A. EXECUTIVE DIRECTOR

The Executive Director will be directly responsible to the Board of Directors and will supervise all charter school operations in accordance with approved charter and Board policies. Serves as the leader of the WISH Secondary Charter 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 will be responsible for the execution of these and duties and will establish administrative regulations as needed to manage the school.

**Qualifications and Experience:**

(Required)

- An earned Master’s Degree from accredited college or university.
- Evidence of successful administrative experience.
- 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-8.
- 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.

(Desired)

- A 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 Secondary Charter philosophy and approach to inclusive education.
- Knowledge of and ability to recognize and implement the impact of the WISH Secondary Charter, Personnel Handbook, and applicable state and federal laws and regulations.
- A commitment to WISH Secondary Charter and to working collaboratively with staff, parents and Board members to make the best policy decisions possible for the school.

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47 In Year 1, our Executive Director, Dr. Shawna Draxton, will continue to serve in the role of Principal of WISH’s K-6 school as she trains a new leader for the school. Starting in Year 2, Dr. Draxton will serve in the single role of Executive Director over both schools.
• success and longevity of the school and its 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 authorizing district, the state and federal agencies.
• Knowledge of evidence-based practice for 7-12 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 Secondary Charter community/stakeholders: staff, faculty, parents, 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 Secondary Charter 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 Secondary Charter programs
• A firm commitment and demonstrated record to quality education and efficient approaches to program management, development and implementation

Major Job Responsibilities:
• Maintains the vision of WISH Secondary Charter
• Oversees adherence to the Institute philosophy and mission.
• Refines charter practice of inclusive education for grades 7-12.
• Oversees ongoing operations at the school site, and serve as the point person for WISH Secondary Charter families, LMU, LAUSD, and the WISH, Inc. 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 school site.
• Support for instructional programs and student achievement.
• Manages facilities.
• Oversees operating budgets.
• Reports on all school operations to WISH Secondary Charter Board of Directors.
• Provide and oversee effective communication with stakeholders and University.
• Provides support for and collaboration with school administrators and faculty.
• Interface and report to charter authorizing agency, LAUSD.
• Seeks and identifies sources of income and funding resources for 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 school
• 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.
• Overseeing and reporting on grants.
• Overseeing charter renewal process.

B. **Principal**

Serves as the instructional leader, day-to-day administrator of the WISH Secondary Charter Charter School and assumes responsibilities for the direction of the instructional program, the operation of the school plant, under the direction of the Executive Director.

**Qualifications:**
- Teaching experience in a variety of instructional settings
- Valid teaching credential required
- Valid administrative credential preferred
- Experience with budget development and monitoring
- Administrative experience with diverse populations and settings
- Knowledge of inclusive, accessible education and a commitment to the school vision and mission
- Demonstrated leadership potential
- Fluency in Spanish preferable

**Responsibilities:**
- Is responsible for day-to-day operations of the school
- Oversees the instructional program
- Evaluates staff effectiveness
- In collaboration with the Executive Director, oversees the business practices of the school with consultation from the Chief Financial Officer
- Monitors instructional program and student achievement, in conjunction with monitoring implementation of instruction in all areas identified in the California State Standards
- Implementation of Schools Attuned Processes.
- Monitor the implementation of instruction for students who are high-achieving/gifted
- 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
- 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
C. **DIRECTOR OF CURRICULUM AND INSTRUCTION (ADDED YEAR 3):**

Serves as a support to the administrators of the WISH Secondary Charter and assist in monitoring the instructional program and practices offered by the school.

**Qualifications:**
- Teaching experience in a variety of instructional settings
- Valid teaching credential required
- Valid administrative credential preferred
- Knowledge of inclusive, accessible education and a commitment to the school vision and mission
- Demonstrated leadership potential
- Fluency in Spanish preferable

**Responsibilities:**
- Support the implementation of curriculum and instruction within the school, and
- Oversee the implementation of co-teaching model
- Participate in IEP meetings
- Support the implementation of school-wide behavior support systems
- Support the implementation of paraprofessional training
- Provide support and feedback to teachers through classroom observation and collaborative problem-solving
- Provide support and feedback to the school on the implementation of instruction in all areas identified in the California State Standards
- Support the implementation of individualized instruction for students with disabilities as well as students who are high-achieving/gifted
- Make recommendations to the principal and executive director for the implementation of evidence-based practices
- Serve as a resource to faculty, students, and families

D. **TEACHERS**

Teachers will be responsible for implementing the WISH Secondary Charter educational program in their classrooms. They must coordinate their planning and instruction with other grade level/subject teachers, and work collaboratively with the Principal, WISH’s Director of Curriculum and Instruction (hired in Year 3), classroom paraprofessionals, and the Direct Instruction and Services Team. Teachers will design assessments, evaluate assessment results and adjust their instruction based upon these results. Teachers will need to follow and enforce WISH Secondary Charter policies such as those relating to attendance reporting, at-risk identification and intervention, and positive behavior support procedures.

All Teachers at WISH will be required to hold a Commission on Teacher Credentialing Certificate, permit, or other document that would satisfy School District requirements. All core subject Teachers will be “highly qualified” as that term is defined under the No Child Left Behind Act (NCLB), and further defined by California state regulations implementing the NCLB requirements, unless such requirements are not deemed by the federal or state government to apply to charter schools such as WISH.

**Qualifications:**
- Valid teaching credential appropriate to their teaching assignment;
• Teaching experience appropriate to the assignment;
• Demonstrated commitment to and understanding of shared roles in WISH Secondary Charter classrooms;
• Demonstrated commitment to co-teaching practices and parity between general and special educators;
• Demonstrated commitment to the school vision and mission;
• Possess BCLAD or CLAD credential;
• All teachers will be hired based on being highly qualified per No Child Left Behind (NCLB) specifications.

Responsibilities:
• Provide quality instruction consistent with the 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
• Participate in Governance Committees
• 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

Teacher Hiring Process
Teachers will be selected by the Executive Director and Principal on an application and interview basis, in consultation with teachers at the school when appropriate (i.e. grade level representatives). Selection of teachers will be based on their teaching experience, the degree of subject matter expertise, and their ability to demonstrate classroom instructional capabilities. In order to secure the most qualified candidates, WISH will institute the following multistep process for the hiring of teachers:

1. A job announcement will be posted on the school’s website and other education websites (i.e. Ed-Join, CCSA, ASCD), in education publications, in university schools of education, and in flyers made available to educators through other contacts.
2. Cover letters, résumés, and letters of reference will be requested and accepted during the application period.
3. The Executive Director and Principal will review the applications and rate them according to relevant experience, qualifications, training and education, separating the candidates into categories of strong, capable, and less than proficient. Candidates deemed less than proficient will receive written notice of acknowledgement and will not continue in the hiring process. Strong and capable candidates will be invited to submit an enhanced written application expressing their interest in the school, special skills, educational philosophy, and commitment to student achievement.

4. The Executive Director and Principal will again assess the potential of the candidates, this time according to the enhanced application using an established criteria rubric. Among the categories of capacity described within the rubric will be various levels of:
   a. related experience
   b. relevant training and education
   c. familiarity with the instructional practices embraced by WISH Secondary Charter
   d. experience working in a collaborative and innovative environment
   e. knowledge of various student needs (i.e. EL, Title I, special education)
   f. understanding of and commitment to the charter school model
   g. classroom effectiveness (for use during the lesson observation component only)
      • instructional strategies
      • classroom management
      • interaction with students
      • overall lesson success

5. Based on the strengths of their written applications, candidates may be contacted for a follow up phone interview. The rubric for the evaluation of candidates will be used throughout the remainder of the hiring process to describe the overall capacity of the teacher candidates and to gauge the likelihood of their success at the school.

6. Based on the outcomes of the phone interview, candidates may be invited for an in- person interview with the Executive Director and/or School Principal and other teachers on staff when feasible and appropriate.

7. Candidates who are successful during the formal interview will be invited to conduct a demonstration lesson for the Executive Director and/or School Principal and other teachers on staff when feasible and appropriate. A lesson observation matrix will be used during the demonstration lessons to evaluate overall classroom effectiveness (see #4.g. above).

8. References and credentials will be checked.

9. Fingerprint and background check will be conducted.
   (Fingerprinting, background checks, and medical clearance will be completed prior to the start of employment.)

10. If the classroom lesson is strong, references are positive, and background is cleared, an offer of employment may be made. Salary offers will be made based on relevant teaching experience, prior earning history, and competitive consideration of teacher salaries in surrounding school districts.

WISH Secondary Charter will maintain an internal database of candidates who show potential but who are not hired at the time they apply as well as other potential candidates.
E. **Designated Instruction & Services (DIS)**

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

**Qualifications:**
- Current California teaching credentials, permits, licenses, certificates appropriate to the discipline
- Demonstrated commitment to the school vision and mission
- Demonstrated ability or potential to work as a member of a transdisciplinary team

**Responsibilities:**
- 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 at 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
- Participate in Governance Committees when appointed
- Assist with articulation between pre-school and elementary, elementary and middle, as well as between middle and high schools.

The Charter School may also employ or retain qualified non-certificated instructional support staff to serve in an instructional support capacity. Those employees will have an appropriate mix of subject matter expertise, professional experience, and a demonstrated capacity to work in the role of instructional support.

F. **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
- Candidates for teaching profession are preferred
- Demonstrated competency in mathematics and language arts
- Strong interpersonal, oral and written communication skills
• Demonstrated commitment to the school vision and mission
• Meet all requirements needed for compliance with No Child Left Behind regulations

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:
  o Correct English grammar, spelling, and punctuation;
  o Office methods, procedures, and practices;
  o Ability to:
    o Work independently with minimal supervision;
    o Demonstrate good judgment;
    o Deal with the general public in a professional manner;
    o Independently implement routine clerical procedures;
    o Consistently apply policies and procedures according to available guidelines;
    o Clearly answer routine questions and explain policies and procedures;
    o Apply judgment, discretion, and initiative in performing clerical work of average difficulty;
    o Establish and maintain cooperative working relationships;
    o Type at a corrected rate of 45 wpm;
    o Operate standard office machines and computers; and utilize software such as Microsoft Word, Excel; Powerpoint and email programs;
    o 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 Bookkeeper 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:
  o Personal computers and software including word processing, spread sheets, data bases, email and internet access;
  o Record keeping, budgeting and book keeping practices;
  o Correct English grammar, spelling, and punctuation.
  o Ability to:
    o Demonstrate good judgment;
    o Deal with the general public in a professional manner;
    o Perform complex clerical accounting duties with minimal supervision;
    o Operate standard office machines and computers; and utilize software such as Microsoft Word, Excel; Powerpoint and email programs; and
    o Work effectively with others.

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 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.

G. **Other Certificated Staff/Administrators**

A pool of day-to-day substitutes will be established and a list of qualified substitutes will be maintained.

II. **EVALUATION**

As evident throughout the hiring process, attracting effective teachers will be of utmost importance at WISH Secondary Charter. Once hired, teachers will be evaluated annually using a comprehensive evaluation system that incorporates multiple measures of performance. A thorough evaluation system will
ensure that teachers continue to grow professionally during their years at WISH Secondary Charter and that only highly effective teachers are retained. The teacher performance evaluation process will include:

- The use of value-added data, consistent with current trends in teacher evaluation
- The Principal will conference individually with teachers no less than than twice each year to review and discuss the academic progress of the students in their classroom.
- The Principal and teacher will participate in an analysis and discussion of impact on student learning over time, across all student groups
- Differentiated levels of performance: Teacher performance will be evaluated using a criteria rubric that describes various levels of accomplishment as they pertain to job duties. The criteria rubric will be shared with teachers during the two weeks of professional development prior to the opening of school so that teachers are familiar with the process.
- Teachers will receive feedback from the Principal regarding their effectiveness in all aspects of the job (i.e. instruction, parent communication, planning, collaboration, support of the school’s mission).
- The Principal will meet individually with teachers at the start of each school year for dialogue and goal setting and later in the year to assess progress toward goals.
- All teachers will be expected to maintain professional portfolios that document the features of their classroom program, including long and short term instructional planning, student assessment, student work, meeting the needs of all students, collaboration with colleagues, and parent communication.
- Teachers will develop a plan for professional growth that will be approved annually by the Principal.

Teacher evaluation will play a significant role in the development and recognition of an outstanding teaching faculty at WISH Secondary Charter.

The Principal, teachers and other staff will be evaluated annually. The Executive Director will evaluate the Principal, and the Principal will evaluate all instructional staff. The Executive Director and Principal will have shared responsibility for evaluating administrative staff. A timeline for performance evaluation will be as follows:

<table>
<thead>
<tr>
<th>Date</th>
<th>Responsible</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>August</td>
<td>Principal</td>
<td>The Principal will meet with Board to establish professional SMART goals for the year, based upon defined criteria and analysis of student achievement data.</td>
</tr>
<tr>
<td>August</td>
<td>Teachers</td>
<td>All Teachers will establish professional SMART goals for themselves for the year, based upon the California Standards for the Teaching Profession and multiple measures of student performance patterns.</td>
</tr>
<tr>
<td>End of First Semester</td>
<td>Teachers</td>
<td>All Teachers will have had at least one formal evaluation or informal classroom observation. Working with the Principal, Teachers who fall below expectations, as per above criteria, will develop formal written plans for professional growth, including specific timelines.</td>
</tr>
</tbody>
</table>
### NCLB AND CREDENTIALING REQUIREMENTS

**WISH Secondary Charter shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers meet the requirements for employment set forth in California Education Code section 47605(l). Teachers of core and/or college preparatory subjects, and special education teachers, must hold and maintain 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 in the same assignment. Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.**

All teaching staff, including substitutes, must be certified by all legally mandated certifying bodies. 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 Secondary Charter and if they are in the process of securing a credential. Teaching assistants 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.

<table>
<thead>
<tr>
<th>End of January</th>
<th>Principal</th>
<th>Will have submitted a detailed action report to the Board evidencing how he or she is actively pursuing professional support and education to reach stated goals.</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 15th</td>
<td>Principal</td>
<td>Parents and staff will be given the opportunity to provide evaluative input as to the Principal’s administrative skills through an annual Principal’s Survey.</td>
</tr>
<tr>
<td>End of Second Semester</td>
<td>Teachers</td>
<td>All Teachers will have at least one formal observation. Principal will meet with all faculty members individually to discuss contract status for the following year.</td>
</tr>
<tr>
<td>June</td>
<td>Principal</td>
<td>Board members will review the findings of the annual audit, school performance and assessment data and the Principal’s report to determine whether any deficiencies exist and whether goals have been met.</td>
</tr>
<tr>
<td>June</td>
<td>Teachers</td>
<td>All Teachers will complete a short, end-of-year written evaluation based upon their stated goals and the established expectations. Teachers will receive a written evaluation from the Principal every year (form to be determined).</td>
</tr>
</tbody>
</table>
ELEMENT 6: HEALTH AND SAFETY PROCEDURES

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

HEALTH, SAFETY AND EMERGENCY PLAN
WISH Secondary Charter shall have a comprehensive site-specific Health, Safety and Emergency Plan, including the acquisition and maintenance of adequate onsite emergency supplies, in place prior to beginning operation of the charter school. [Charter School] shall ensure that staff receives annual training on Charter School’s health, safety, and emergency procedures, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. Charter School shall periodically review, and modify as necessary, its Health, Safety and Emergency Plan, and keep it readily available for use and review upon CSD request.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)
WISH Secondary Charter, including its employees and officers, shall comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

CRIMINAL BACKGROUND CHECKS AND FINGERPRINTING
Charter School shall require all employees of Charter School, all volunteers who will be performing services that are not under the direct supervision of a Charter School employee, and any onsite independent contractors or vendors having unsupervised contact with students, to submit to criminal background checks and fingerprinting in accordance with state law. Charter School shall maintain on file and available for inspection evidence that Charter School has performed criminal background checks and cleared for employment all employees prior to employment, and documentation that independent contractors and vendors have conducted required criminal background checks for their employees prior to any unsupervised contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice to ensure the ongoing safety of its students.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS
Charter School shall require its employees, and any volunteer, vendor, or independent contractor who may have frequent or prolonged contact with students, to be examined and determined to be free of active tuberculosis as described in Education Code section 49406. Charter School shall maintain TB clearance records on file.

Charter School shall provide for the immunization and health screening of its students, 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 immunization records on file.

I. SCHOOL SAFETY PLAN

WISH Secondary Charter is committed to providing a safe and nurturing learning environment for all students. As mentioned earlier in the petition, each year a comprehensive School Safety plan will be
developed, reviewed and adopted by a school safety committee comprised of the administrator, teachers, staff and parents. WISH Secondary Charter will develop and put into place the School Safety Plan prior to the opening of the school. The committee will also seek collaboration and input from local law enforcement during the development and implementation of the School Safety Plan.

The policies will be reviewed on an ongoing basis in the school's staff development efforts and governing board policies. At a minimum, the School Safety Plan will address the following topics:

- WISH Secondary Charter will require immunization of students as a condition of school attendance to the same extent as would apply if the students attended a non-charter public school. Records of student immunizations shall be maintained, and staff shall honor County requirements for periodic Mantoux Tuberculosis (TB) tests. WISH Secondary Charter will require the examination of faculty and staff for tuberculosis as described in Education Code section 49406.

- WISH Secondary Charter will provide vision, hearing, and scoliosis screening to students to the same extent as would be required to do if its students attended a non-charter public school.

- Policies and procedures for response to natural disasters and emergencies, including fires and earthquakes.

- A policy requiring that instructional and administrative staff receive training in emergency response, including appropriate "first responder" training or its equivalent.

- Policies relating to the administration of prescription drugs and other medicines.

- A policy that the school will be housed in facilities that have received state Fire Marshal approval and that have been evaluated by a qualified structural engineer who has determined that the facilities present no substantial seismic safety hazard. Periodic inspections shall be undertaken, as necessary, to ensure such safety standards are met.

- A policy establishing that the school functions as a drug, alcohol, and tobacco free workplace.

- A requirement that each employee of the School to submit to a criminal background check and furnish a criminal record summary as required by Education Code Section 44237.

- A policy for reporting child abuse, acts of violence, and other improprieties as mandated by federal, state, and local agencies.

- Compliance with all health and safety laws and regulations that apply to non-charter public schools, including those required by CAL/OSHA, the California Health and Safety Code, and EPA.

- A policy that details pest management at the school that is in compliance with the Healthy Schools Act (Ed Code §17608).

A. **Auxiliary Services**

School staff will conduct annual reviews to ensure all auxiliary services are safe (food services, transportation, custodial services, hazardous materials) by developing appropriate policies and awareness training.

Staff Responsibilities
All employees will be responsible for their own safety, as well as that of others in the workplace. WISH Secondary Charter will rely upon its employees to ensure that work areas are kept safe and free of hazardous conditions. Employees will report any unsafe conditions or potential hazards to their supervisor immediately. If an employee suspects a concealed danger is present on WISH Secondary Charter’s premises, or in a product, facility, piece of equipment, process, or business practice for which WISH Secondary Charter is responsible, the employee will bring it to the attention of their supervisor or Principal immediately. Supervisors will arrange for the correction of any unsafe condition or concealed danger immediately and will contact the Principal.

Employees will be encouraged to report any workplace injury, accident, to their supervisor as soon as possible, regardless of the severity of the injury or accident. If medical attention is required immediately, supervisors will assist employees in obtaining medical care, after which the details of the injury or accident must be reported.

On a periodic basis WISH Secondary Charter may issue rules and guidelines governing workplace safety and health. All employees will familiarize themselves with the rules and guidelines, as strict compliance will be expected. Failure to comply with rules and guidelines regarding health and safety or work performance will be immediately addressed by the Principal in order to ensure full compliance of all rules and guidelines pertaining to workplace safety and health.

**B. CHILD ABUSE REPORTING**

WISH Secondary Charter will adhere to the requirements of California Penal Code § 11166 regarding child abuse reporting. WISH Secondary Charter staff must report to the proper authorities if they suspect the following is occurring to a student:

- Sexual assault
- Neglect
- Willful cruelty or unjustifiable punishment
- Cruel or inhuman corporal punishment or injury
- Abuse in out-of-home care

The reporting person need only reasonably suspect that abuse or neglect has occurred. The reporting person does not have to prove abuse.

The Principal will work will all faculty and staff members to make sure all appropriate steps are taken if a child abuse situation occurs. All faculty and staff will understand that it is their duty and responsibility to report any suspicions of child abuse. Staff will understand that under California law, failure to report an incident of known or reasonably suspected child abuse or neglect is guilty of a misdemeanor punishable by up to six months confinement in a county jail or by a fine of one thousand dollars (§1,000) or by both. Staff will not be made to investigate any incident, only report to the Principal and/or proper authorities. All suspected cases of child abuse will be reported to a child protective agency. Employees may inform the Principal. A written report of the situation will be completed by the employee suspecting abuse, and the Department of Children Services will be immediately notified. If necessary, the Los Angeles Police Department will be informed of the situation as well. The reporting person will be responsible for providing all the necessary information and child abuse reports to the Department of Children Services and/or Los Angeles Police Department since he/she will be most knowledgeable of the situation.
Should it be necessary to remove the child from school, WISH Secondary Charter staff will obtain the contact information of the agency person removing the child. This information will be placed in the student’s record and be available to the parent/guardian.

C. Harassment

WISH Secondary Charter is committed to providing a school that is free from sexual harassment and any other type of harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. WISH Secondary Charter will develop and implement a harassment policy to prevent sexual and other types of harassment and to immediately resolve any concerns or complaints of a harassment nature, including employee to employee, employee to student, student to student, and student to employee. School staff will be trained on the harassment policy annually. Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

D. Emergency Situations

Fire Drills
Fire drills will be held at least twice each semester. Office personnel will maintain a record of fire drills held and total required time for complete evacuation. When the fire drill signal sounds, teachers will lead their students along the route indicated on the evacuation map posted for that purpose. Before leaving the classroom, teachers will see that all windows and doors are closed and that they have their class attendance roster with them. Students who are not in a classroom at the time the fire drill signal is given will attach themselves to the nearest teacher exiting the building for purposes of getting to the designated evacuation site.

Once at the designated evacuation site, teachers and other staff will ensure that all students find their respective teachers. Teachers will then take roll to ensure that all students are accounted for. The names of any missing students will be given to the office personnel and the administrative staff will attempt to locate missing students.

Students will remain with their teachers at the designated evacuation site until the administrative staff gives the all clear signal.

Disaster Drills
Disaster drills will be conducted at least once every two months. Teachers will instruct students on the duck and cover routine. The duck and cover drill will be initiated by an announcement over the intercom. Staff and students will hear This is an emergency drill. Duck and cover. During the duck and cover routine in the classroom, teachers will turn off the lights and have students get under a desk or table or against the wall away from the windows. Students will be instructed to remain quiet and orderly so that they are able to hear additional instructions when given. All drills will conclude with an all clear announcement on the intercom or a visible signal from the administrative staff.

In the case of a real earthquake, everyone will engage in the duck and cover routine immediately and remain in position until the teacher determines that it is safe to leave the building. If remaining in the room becomes dangerous, or when the shaking stops, teachers will proceed with their students to the
evacuation site or another safety zone. If students are on the playground or other outdoor area when a
disaster drill is called or during an actual earthquake, students will be instructed to drop immediately to
the ground, away from trees and power lines, and cover their heads with their hands. They will remain in
that position until given additional instructions.

In the case of disasters other than earthquakes, the administrative staff will contact each room, advise
staff of potential dangers, and give further directions or orders. Teachers and students will remain in
their classrooms until instructions are received for an all clear or an evacuation. For safety purposes, no
one will leave the room. If there has been a chemical spill, the teacher will make sure that all doors,
windows, and vents remain closed. The school site maintenance staff will turn off the gas. All unassigned
staff will report to the office for assignments such as searching offices, bathrooms, and all other
common areas, including outdoor facilities.

Teachers will stay with their classes for the duration of the emergency. In the event of an earthquake or
other national disaster, all school employees are immediately designated Civil Defense Workers and are
not allowed to leave school until they are given official clearance to do so by the administrative staff.

_Bomb Threats_
In the event of a bomb threat, the person receiving the call or letter will note the time of day, wording of
the message, background noises, and quality of the voice to try to determine if it is a young child or an
adult. This person will delay the caller as long as possible, while they alert another adult to the crisis.
That adult will immediately notify the telephone company to trace the call and immediately thereafter,
notify the police using 911.

Based on the information at hand and recommendation of law enforcement, the administrative staff will
make a decision as to whether or not an immediate evacuation is warranted. If so, the evacuation code
word safe school drill will be given over the intercom and established evacuation procedures will be
followed. The office personnel will coordinate information requests to and/or from law enforcement,
the telephone company, and parents.

If an immediate evacuation is not warranted, the administrative staff will notify teachers to inspect their
room for any suspicious materials or unknown packages, without alarming students. All unassigned staff
will report to the office for assignments such as searching offices, bathrooms, and all other common
areas, including outdoor facilities.

_Evacuation Plan_
A disaster of a significant nature may require the evacuation of the school. Immediately upon
notification by outside authorities that the school must be evacuated, the administrative staff will verify
the name and position of the person placing the alert. Once the source is confirmed, the administrative
staff will give the evacuation code word safe school drill over the intercom. Teachers will proceed with
their students to the nearest school exit indicated on the evacuation map posted for this purpose.
Before leaving the room, teachers will make sure they have their class attendance roster with them.
Students who are not in a classroom at the time the intercom signal is given will attach themselves to
the nearest teacher exiting the building for purposes of getting to the designated evacuation site.

Prior to evacuation, offices, bathrooms, and all other common areas, including outdoor facilities, will be
searched by designated administrative staff in accordance with the safe school plan. Once at the
designated evacuation site, teachers and other staff will ensure that all students find their respective teachers. Teachers will then take roll to ensure that all students are accounted for. The names of any missing students will be given to the office personnel and an individual will be assigned the task of finding any missing students. Teachers will work together to take care of students with injuries, respiratory problems, or other medical conditions.

Teachers will stay with their classes for the duration of the emergency. In the event of an evacuation, all school employees will be immediately designated Civil Defense Workers and will not be allowed to leave school until they are given official clearance to do so by the administrative staff.

Students will remain with their teachers at the designated evacuation site until the administrative staff gives the all clear signal. In the event students cannot return to the school site, the administrative staff will notify parents and/or the media as to where students can be picked up. The office personnel will sign out students as they are being picked up by a parent or other adult listed on the emergency information card. Parents will be asked to remain in a designated area, and students will be escorted to the designated area for release.
ELEMENT 7: 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 jurisdiction of the school district to which the charter petition is submitted. CA Ed. Code § 47605(b)(5)(G)

WISH Secondary Charter will actively recruit a diverse student population from the vicinity of Westchester and the surrounding community who understand and who value the school’s mission, are committed to the school’s instructional and operational philosophy, and who will benefit from the school’s design.

In an attempt to ensure that WISH Secondary Charter achieves a racial, ethnic and disability balance among its students that is reflective of the general population residing within the jurisdiction of the sponsoring district (LAUSD) and the Westside, notification of application availability will be given to large numbers of students reflective of the diversity in this general area. Although recruitment of students and the dissemination of information about WISH Secondary Charter will occur all year long, targeted recruitment of students will occur in January, February, and March, before the lottery occurs. Information about the school will be distributed in Spanish and English fliers to local elementary schools, churches, businesses, parks, recreational facilities, and other locations accessed by the general community. These efforts will be focused on a wide variety of communities immediately surrounding the WISH Charter Elementary School current location in Westchester. These communities are highly diverse in cultural and linguistic backgrounds.

Community meetings and school tours will be held throughout each year to inform parents of prospective students about the program, as well as to generate support and participation by community members including businesses. To encourage the broadest possible participation, interpreters for Spanish speaking individuals will be provided at all of these meetings. A key element of our overall strategy will be to build relationships with community leaders to ensure that our efforts are well targeted and that our mission and goals are well understood. These relationships will ensure that the community and its needs are clearly understood. It is our intention to be an active and supportive member of the community.

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

WISH will establish outreach efforts to build relationships and to market our new Secondary Charter program to the following key stakeholders:

- **Families** A key cornerstone of our school’s success is to have a varied community of families with a strong commitment to our program and a high level of participation. Leveraging our existing WISH families’ passionate enthusiasm for our model of inclusive education, WISH will reach out to the diverse ethnic and socioeconomic population in our targeted communities in both English and Spanish.

- **Local Leaders** WISH already has established strong relationships with local leaders such as Steve Zimmer, Bill Rosenthal, and Mayor Riordan. Working with these community leaders, and others, WISH’s lead staff and parent volunteers will ensure all neighborhoods are targeted, especially those harder-to-reach families.

- **Community Organizations** WISH will meet with the leaders of various community organizations (such as community and family centers, clinics, libraries, etc.) to continually gain a better understanding of
our prospective families and to schedule participation at their community events in order to promote the school and its benefits.

- **Churches**  WISH will also meet with local church leaders to gain a better understanding of prospective families and to schedule participation at their community events in order to promote the school and its benefits.

- **Neighborhood Schools/Educational Programs**  WISH will reach out to all neighborhood schools in order to let them know about the school’s mission, specifically targeting elementary schools so parents know they have a high-quality Secondary Charter option within the community.

- **Local Businesses**  Establishing relationships with local businesses will allow WISH to broaden its relationships not only with the business community but with parents as well. Having the support of local businesses will provide a foundation of support for the school on many levels including fundraising opportunities.

- **Local Medical Community**  WISH will conduct 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 will allow WISH to better understand their needs and will help support an effective outreach program.

- **Local Media**  WISH intends to establish relationships with the local media to ensure that it will be able to gain their support and to utilize TV, print and electronic media communication channels.

WISH intends to effectively communicate the mission of the school and its benefits to all families and their children in a cohesive and consistent manner directly and through all key stakeholders within the community to ensure maximum support and understanding. WISH strongly believes that it will be bringing a truly beneficial school model to an underserved population of families. WISH intends to make a difference.

- **Open House Meetings**  WISH will schedule “Open House” meetings at various community locations directly targeting families. WISH will provide an overview of our schools mission and the benefits to the families and their children. WISH will hand out flyers with further details and contact information. WISH will have WISH representatives who speak both English and Spanish. WISH will also have the leader of the community organization participate at the event. This type of outreach effort will work with many of the local organizations and agencies.

- **Flyers**  WISH will distribute and post flyers throughout the neighborhoods promoting the addition of a charter school to the community and the benefits to the local families. It will include contact information for further details and be presented in both English and Spanish.

- **Brochures**  WISH will set up brochure displays at local organizations, churches, government agencies, preschool/toddler programs, medical centers, etc. This will contain more detailed information than the flyers. The brochures will be available in English and Spanish.

- **Presentations**  WISH will seek to do detailed presentations to key stakeholders and interested groups who have a strong reach into the community. The more effectively WISH tells its story the more effectively it will be able to broaden its reach into the community in a meaningful way.

- **School District Initiatives**  WISH will be an active participant in district-led initiatives that help to promote the school and to attract a diverse student population that reflects our community of families.

- **Press Release Campaign**  WISH will target all media outlets with a press campaign providing details of its mission, outreach programs, and implementation progress.
- **Website** The website will provide detailed information about the school’s mission, instructional model, enrollment details, and will include contact information for parents seeking more detailed information.

- **Special Events** WISH will have representatives participate at local community events such as farmer’s markets, neighborhood festivals, holiday celebrations, etc.

- **Advertising** WISH will post advertisements in local English and Spanish newspapers and magazines.

- **Family Contact Information** WISH will gather contact information from families who are interested in learning more about our school. This will be captured at open house meetings and through the website. This information will be stored in a database that will allow WISH to monitor the demographics of the potential applicant pool and will highlight any racial, ethnic, financial or gender balance issues. This will assist WISH with refining their recruitment efforts in poorly represented areas.

- **Individual/Family Meetings** WISH will provide opportunities for one-on-one meetings with prospective families in English and Spanish when the charter petition has been approved.

WISH will continually review and expand its outreach efforts. Its goal is to achieve a racial and ethnic balance among its students that is reflective of the community.

WISH will maintain an accurate accounting of the ethnic and racial balance of students enrolled in the school. WISH will also document the efforts made to achieve racial and ethnic balance in accordance with the charter petition and standards of charter legislation.

**Accountability for Racial and Ethnic Balance**

WISH Secondary Charter will maintain an accurate accounting of the ethnic and racial balance of students enrolled in the school. WISH Secondary Charter will also document the efforts made to achieve racial and ethnic balance in accordance with this charter petition and in accordance with relevant charter legislation, if any.

**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 to achieve its goals. 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. Instead, the District now receives the Targeted Instruction Improvement Grant (TIIG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIG funding, where available, and cannot guarantee the availability of this funding.

**NO CHILD LEFT BEHIND-PUBLIC SCHOOL CHOICE (NCLB-PSC) TRAVELING STUDENTS**
The District and [Charter School] are committed to providing all students with quality educational alternatives in compliance with all federal and state laws, including students who are enrolled in schools of the District identified by the California Department of Education as in need of Program Improvement. No Child Left Behind—Public School Choice (“NCLB-PSC”) placement with charter schools is an alternative strongly encouraged by the No Child Left Behind Act of 2001 (“NCLB”). [Charter School] agrees to discuss with the District the possibility of accepting for enrollment District students participating in the District’s NCLB-PSC program. The parties agree to memorialize separately any agreed-to number of NCLB-PSC placements of District students at the charter school.

As required under NCLB, all NCLB-PSC students attending [Charter School] shall have the right to continue attending [Charter School] until the highest grade level of the charter. However, the obligation of the District to provide transportation for a NCLB-PSC student to [Charter School] shall end in the event the NCLB-PSC student’s resident District school exits Program Improvement status.

WISH Secondary Charter shall ensure that all of its NCLB-PSC students are treated in the same manner as other students attending Charter School. NCLB-PSC students are and will be eligible for all applicable instructional and extra-curricular activities at Charter School. WISH Secondary Charter shall make reasonable efforts to invite and encourage the participation of the parents of NCLB-PSC students in the activities and meetings at Charter School.

Determination of student eligibility for this NCLB-PSC option, including the grade level of eligibility, will be made solely by the District, based on the District’s NCLB-PSC process, guidelines, policies and the requirements of NCLB. In the event demand for places at WISH Secondary Charter under the NCLB-PSC program increases in subsequent years, WISH Secondary Charter agrees to discuss with the District the possibility of increasing the number of NCLB-PSC places available at Charter School.

FEDERAL PROGRAM COMPLIANCE

As a recipient of federal funds, including federal Title I, Part A funds, [Charter School] has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the No Child Left Behind Act of 2001 (NCLB) and other applicable federal grant programs. [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 NCLB and other applicable federal programs, including, but not limited to, documentation related to funding, required parental notifications, appropriate credentialing of teaching and paraprofessional staff, the implementation of Public School Choice and Supplemental Educational Services, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB, Title I, Part A include, but are not limited to, the following:

- Notify parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher including a timely notice to each individual parent that the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact
- Hold an annual Title I meeting for parents of participating Title I students
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy
- Submit biannual Consolidated Application to California Department of Education (CDE) requesting federal funds
- Complete and submit Local Education Agency (LEA) Plan to CDE
• Complete reform planning process with stakeholders and submit to CDE all appropriate documents for Title I Schoolwide Program eligibility and status, if applicable; otherwise, identify and maintain roster of eligible students for the Title I Targeted Assistance School Program
• Maintain inventory of equipment purchased with categorical funds, where applicable
• Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable

WISH Secondary Charter also understands that as part of its oversight of Charter School, the District may conduct program review for federal and state compliance.
ELEMENT 8: ADMISSION REQUIREMENTS

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

MCKINNEY-VENTO HOMELESS ASSISTANCE ACT

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

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, 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.

I. ADMISSION REQUIREMENTS & PREFERENCES

As a charter school, WISH Secondary Charter is a school of choice. WISH Secondary Charter shall admit all pupils who wish to attend the 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). Enrollment to the school shall be open to any resident of the State of California. Enrollment will be on a first come, first served basis. Admission to WISH Secondary Charter will not be determined according to the place of residence of the pupil or his/her parent.

If the number of students who wish to attend the school exceeds the openings available, entrance shall be determined by single random public drawing in accordance with Education Code §47605(d)(2) and all federal requirements. In accordance with applicable law and federal guidance, the following groups of students will be exempted from the lottery:

- Students who are currently enrolled
- Siblings of admitted students
- Children of Founding Parents, teachers and staff not to exceed 10% of total enrollment in accordance with District policy on Founding Parents.
LAUSD Founding Parents Policy

1.1. “Founding Period”: The applicable time period in which an individual can be deemed a Founding Parent/Founder is the specific period during which the charter petitioner team is developing the charter school through the school’s first day of instruction. The petitioners must submit to the Charter Schools Division documentation establishing an official start of founding period at the time of charter petition submission (i.e., typically 12-18 months prior to charter approval; reflected in board minutes). A school may not add to the founding group after the first day of instruction. For WISH Secondary Charter the founding period will be from January 1, 2012 through the first day of school opening.

1.2. “Founding Parent/s” or “Founders” are respectively defined as parent/s or legal guardian/s or individuals who contribute substantial personal time and effort to develop the new charter school during the established Founding Period as noted in subsection 1.1. There shall be no requirement that Founding Parents/Founders contribute funds as a part of their commitment. Petitioners must prescribe in their charter petition the eligibility criteria for Founding Parents/Founders, including defining the appropriate minimum number of volunteer hours required. For WISH Secondary Charter the eligibility criteria for Founding Parents/Founders are 200 hours volunteer time on a board approved charter development committee and project.

1.3. Founding Parent status cannot be delegated or transferred to other individuals. Preference for children of Founding Parents/Founders may apply during the life of the charter as long as pupils who qualify for this preference does not constitute more than 10 percent of the school’s enrollment. The admissions preference is applicable to all children of the charter school’s Founding Parents/Founders even if the children do not begin attending the charter school until after the first year of the school’s operation.

1.4. For charter schools that have more applicants than space available, children of Founders shall be exempted from the random public admissions lottery and not to exceed more than 10 percent of the school’s enrollment.

1.5. For oversight purposes, charter school applicants must submit to the Charter Schools Division documentation confirming the following information:
   1. a list of Founders, contact information, and number of volunteer hours performed.
   2. an aggregate count of Founders’ enrolled children by grade.

1.6. As part of oversight, the District may audit the charter school’s lottery and admissions practices to ensure compliance, including conducting interviews of Founders.

In addition to the foregoing, admissions preference will be given first to residents of the District. During any period of funding for the Public Charter Schools Grant Program, this admissions preference will be given a 2:1 weighting factor or as otherwise agreed upon with the District during the single weighted public drawing.

No other admissions exemptions or preferences will be assigned. The WISH, Inc. Board may review and revise this preference policy as necessary for the well-being of the school.

II. ADMISSION PROCESS AND ENROLLMENT TIMELINE

WISH Secondary Charter will be an open enrollment, tuition-free public school with no specific requirements for admission. To be included in the admissions lottery, if necessary, families must submit
an Application for Enrollment during the open enrollment period that includes the student’s name, entering grade level, birthday, and contact information for the family. A copy of the draft Application for Enrollment form may be found in Appendix D. The WISH Secondary Charter application process will include:

In order to be included in the admissions (if a lottery is necessary), families must submit an application form. A copy of the draft Admission Application Form may be found in Appendix D. Application materials will be made available in English and Spanish. The enrollment period will be advertised in English and Spanish through flyers, posters in prominent locations throughout the community, during informational meetings for parents, and announced on the school’s website. WISH Secondary Charter also will attempt to advertise through local media as the school’s budget permits.

Open enrollment will occur beginning November 1 each year and continue through the last Friday of March of the same year. All interested families will be required to submit a completed Admissions Application Form directly to the school before 4:30 p.m. on the date of the annual deadline, which will be clearly indicated on the form and in all communications and notices (websites, flyers, etc.) regarding admission to the school. Submitted Admission Application Forms will be date- and time-stamped and student names will be added to an application roster to track receipt. Families who apply after the enrollment deadline will be added to the wait list in the order the applications are received.

Following the open enrollment period, applications will be 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 for any grade exceed capacity as of the date of the application deadline the school will hold a single public random lottery to determine enrollment for the impacted grade level. In the event that the school has not received sufficient enrollment forms to fill to capacity, the enrollment period may be extended beyond the March deadline. In the case of an extended deadline for open enrollment, the date for the public random drawing, if required, may also be extended accordingly. All families who have applied for admission will be advised by email or phone of any changes to the date and time for the public random drawing.

A. **Public Random Drawing Procedures**

As stated, should the number of pupils who wish to attend the charter school exceed the school’s capacity, then admission will be determined by a public random drawing in accordance with Education Code § 47605(d)(2)(B). Lottery rules and deadlines will be communicated via the Admissions Application Form, flyers/posters, and the WISH Secondary Charter website. Public notice will be posted regarding the date and time of the public drawing once the deadline date has passed. Notice will include an explanation that parents/guardians do not need to be present at the lottery, but may attend if they choose to do so.

**Lottery Procedure:**

- All outlined Lottery Rules and Procedures will be enforced.
- All Enrollment forms received after the performance of a Lottery will be added to the end of the waiting list.
- To be considered for admission into the lottery families must submit an “Intent to Enroll” form. “Intent to Enroll” forms are due by the second Friday in March by 4 p.m. in the main office. Families can obtain the “Intent to Enroll” form our website or pick it up in the main office.
- All WISH Secondary Charter “Intent to Enroll” forms must be received in person in the main office. The form will be time-stamped and an acknowledgment of receipt will be signed by an office staff member of administrator, as well as being signed by the parent.

- Notification regarding the lottery process is posted in a visible location in the main office, as well as on the school gate. On this posting lists the rules to be followed during the lottery process.

- The WISH Board of Directors will take all necessary efforts to ensure lottery procedures are fairly executed. The lottery will occur on the LMU campus in the College of Education Building and will be conducted by the members of the Board. The lottery will occur on the third Friday in March at 5 p.m.

Students who are offered spots will be asked to complete an Enrollment Packet (see draft in Appendix D) to secure their spot. WISH Secondary Charter staff will be available to assist families in completing this paperwork if needed.

**WAIT LIST**
The random public lottery determines applicants' waitlist status. 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 will be filled according to the wait list. When an offer occurs during the school year, families will be contacted in the order of the wait list and typically will be given 48 hours to decide whether or not to accept a space at the school. In the event that no such wait list exists where the space is available, the space will be 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 WISH Secondary Charter’s admissions period commences for the following year. Applications are only valid for the current year. Applicants must reapply for the lottery annually if the school is unable to offer them admission for the current year.
ELEMENT 9: 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. CA Ed. Code § 47605(b)(5).

The annual audit shall be conducted in compliance with the California Education Code 47605(b)(5)(I) as it is amended from time to time.

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 school’s Calendar
h. Statistical Report – monthly according to 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. BUDGETS

Each spring the Executive Director, working in collaboration with our back-office services provider, will prepare for the Board’s consideration and approval an annual budget, monthly cash flow projections, and a three-year financial projection. The Executive Director, Principal and Finance Manager will collaborate to ensure the proposed budget meets the programmatic needs of the school within the anticipated revenue. The annual budget will include all estimated revenues and expenditures for the year and will also include ample reserves to accommodate cash flow challenges. The annual budget process will begin in March of the preceding fiscal year and continue through the Governor’s May revisions of the State budget. The Executive Director, Finance Manager and Board will review monthly cash flow statements and comprehensive budget updates at least four times each fiscal year. Formal budget revisions will be considered by the Board as needed to ensure financial stability and adequate cash flow. The WISH, Inc. Board will create formal policies regarding the deposit of funds, investment procedures, and internal financial controls consistent with those already in place at WISH’s K-6 elementary school. WISH Secondary Charter’s first year operational budget, as well as cash flow and financial projections for the first five years can be found in Appendix E.

II. BUSINESS MANAGEMENT

The Executive Director will assume the lead responsibility for financial matters at the school under the policies adopted by and oversight provided by the school’s Board of Directors. The Executive Director will work with the Finance Manager and Principal to manage the day-to-day financial management needs of
the school. WISH Secondary Charter has contracted with EdTec, a non-profit provider of charter school business management services, for back office support. The Executive Director and Finance manager will work with the back office support provider to manage the school’s financial operations. Contracted services may include, but are not limited to, budgeting, fiscal planning, vendor services, personnel and payroll, accounts payable, attendance tracking systems, completion and submission of compliance reports, and monitoring adherence to the charter process and laws. WISH Secondary Charter and EdTec, the contracted business services provider, will employ all Generally Accepted Accounting Principles (GAAP).
ELEMENT 10: STUDENT SUSPENSION AND EXPULSION PROCEDURES

Procedures by which pupils can be suspended or expelled. CA 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 be responsible for the appropriate interim placement of students during and pending the completion of the 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 implement operational and procedural guidelines ensuring compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center.

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a 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, including a District representative, will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District’s Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, Charter School’s administrator will convene a Link Determination meeting to ask the following two questions:

A. Was the misconduct caused by, or directly and substantially related to the student’s disability?
B. Was the misconduct a direct result of the Charter School’s failure to implement 504?

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 504 Plan?

Notwithstanding 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 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.

WISH Secondary Charter will strive to develop and maintain a school culture that reinforces positive behavior and eliminates the distractions caused by student misbehavior. One of most fundamental priorities will be ensuring that the school has a safe, enriching environment where students are cared for, supported and effectively educated. Expectations for appropriate behavior will be clearly articulated to students and families during orientation meetings and will be provided as written policy in the Family Handbook.

Teachers will be trained during professional development meetings to use effective classroom management strategies to maximize instruction and minimize student misbehavior, and there will be school-wide systems for assigning both positive and negative consequences. Students who do not adhere to stated expectations for behavior and who violate the school’s rules may expect 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
- Individual behavior contract
- Referral to the Principal other school staff member
- Notices to parents by telephone or letter
- Parent conference, at school or during a home visit
- Suspension
- Expulsion

Prior to opening, the WISH, Inc. Board of Directors will approve a formal discipline policy that seeks to reinforce the strength of the school’s culture and to protect the safety and best interests of the school’s students and staff. This policy—which will be fully compliant with all applicable State and federal law -- will clearly describe various disciplinary measures, grounds for suspension and expulsion, minimum and maximum number of consecutive days of suspension, notification process to parents of suspension, reason for suspension, appeal process, length of suspension, provision for student’s education while suspended, and other pertinent details regarding the discipline policy. We intend to be transparent and inclusive as we design our student discipline program and expectations for student conduct. We believe empowering all of the stakeholders in this process – including students – will help to create a policy and culture at the school of respect.

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This policy and its procedures will clearly describe discipline expectations, and it will be printed and distributed as part of the Family Handbook which is sent to each family at the beginning of the school year. The school leaders shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, suspension and expulsion.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom WISH Secondary Charter has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 (“IDEIA”) or who is qualified for services under Section 504 of the Rehabilitation Act of 1973
(“Section 504”) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. WISH Secondary Charter will follow all applicable federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom WISH Secondary Charter has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

Any student who engages in repeated violations of the school’s behavioral expectations, or a single severe infraction, will be required to attend a meeting with the school’s staff and the student’s parents. The school will prepare a specific, written agreement outlining future student conduct expectations, timelines, and consequences for failure to meet the expectations which may include, but are not limited to, suspension or expulsion.

A student may be suspended or expelled for any of the acts enumerated in Education Code § 48900 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 leaving from school
- During, or traveling to or from, a school-sponsored activity

I. CAUSE FOR SUSPENSION AND EXPULSION

A student may be recommended for suspension or expulsion for any of the following reasons:

- Caused, attempted to cause, or threatened to cause physical injury to another person
- Willfully used force or violence upon the person of another, except in self-defense
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, which is concurred in by the Principal or CEO
- Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind
- Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant
- Committed or attempted to commit robbery or extortion
- Caused or attempted to cause damage to school property or private property (includes, but is not limited to, electronic files and databases)
- Stolen or attempted to steal school property or private property (includes, but is not limited to, electronic files and databases)
- Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel (exception made for use or possession by a student of his or her own prescription products)
- Committed an obscene act or engaged in habitual profanity or vulgarity
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code
• Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties
• Knowingly received stolen school property or private property (includes, but is not limited to, electronic files and databases)
• Possessed an imitation firearm
• Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code
• Harassed, threatened, or intimidated a student who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that student from being a witness or retaliating against that student for being a witness, or both
• Engaged in, or attempted to engage in, hazing as defined in Section 32050
• Aided or abetted, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person (suspension only)
• Committed sexual harassment
• Caused, attempted to cause, threatened to cause, or participated in the act of hate violence
• Engaged in harassment, threats, or intimidation directed against school personnel or students, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of either school personnel or students by creating an intimidating or hostile educational environment
• Made terrorist threats against school officials, school property, or both
• Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel

Students will receive a mandatory recommendation for expulsion for any of the following reasons, unless the Principal, CEO and WISH, Inc. Board of Directors finds that expulsion is inappropriate due to the particular circumstance:
• Causing serious physical injury to another person
• Possession of any firearm, knife, explosive, or other dangerous object
• Unlawful possession of any controlled substance listed in Chapter 2 of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind
• Robbery or extortion
• Assault or battery upon any school employee
• Committing or attempting to commit a sexual assault or sexual battery as defined Section 48900 of the Education Code.

Students are subject to mandatory expulsion from WISH Secondary Charter for any of the reasons as specified in the Education Code § 48915(c) and the Federal Gun-Free Schools Act of 1994. 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.

II. PROCESS FOR SUSPENSION AND/OR EXPULSION

Step 1: Informal Conference
Suspension shall be preceded by an informal conference conducted by the Principal and/or Assistant Principal, with the student and the student’s parents. The conference may be omitted if the Principal and/or Assistant Principal determine 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 of the suspension and a conference will be conducted as soon as practicable.

Step 2: Notice to Parents
Parents and students will have due process rights with regards to suspensions and expulsions. At the time of a student’s suspension, a school employee 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 committed by the student. In addition, the notice may also state the date and time the student may return to school. If the school officials wish to confer with the parents regarding matters pertinent to the suspension, the notice may note that the parents are required to respond without delay, and that violation of school rules can result in expulsion from the school.

Step 3: Determination of Length of Suspension
The length of the suspension will be determined by the Principal and/or Assistant Principal based on the severity of the offense(s), as evidenced by witness statements, physical evidence, and other relevant factors. The length of suspension for students may not exceed a period of 5 continuous days unless an administrative recommendation has been made and agreed to by the student’s parent/guardian. If a student is recommended for a period of suspension exceeding 5 continuous days, a second conference will be scheduled between the parent/guardian and the school to discuss the progress of the suspension upon the completion of the 10th day of suspension. A student may be suspended from school for not more than 20 school days in any school year; this restriction on the number of days of suspension does not apply, however, when the suspension is extended pending an expulsion.

Arrangements shall be made to provide the student with classroom material and current assignments to be completed at home during the length of the suspension.

Step 4: Recommendations for Expulsion
If the Principal and/or Assistant Principal recommend 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/Assistant 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 and/or Assistant Principal find 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

Step 5: Expulsion Hearing
Students recommended for expulsion will be entitled to a hearing to determine whether or not the student should be expelled. The hearing will be held within 30 days after the Principal and/or Assistant Principal determines that an act subject to expulsion has occurred. The hearing may be presided over by the Board of Directors, an ad hoc committee of the Board, or an administrative panel appointed by the Board. A Facts and Findings document will be prepared to summarize the evidence adduced at the hearing to substantiate the expulsion decision.

Written notice of the hearing 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 right to examine and acquire copies of all documents to be used at the hearing
- The opportunity to cross-examine all witnesses that testify at the hearing
- The opportunity to present evidence and witnesses on behalf of the student

Upon expulsion, written notice will be sent by the Principal or Assistant Principal to the parents of any student who is expelled. This notice will include the following:

- The specific offense committed by the student for any of the acts listed in “Reasons for Suspension and/or Expulsion.”
- Notice of the student or parent obligation to inform any new district in which the student seeks to enroll of the student’s status with WISH Secondary Charter.

In the event of a decision to expel a student, the school will work cooperatively with the district of residence, county and/or private schools to assist with the appropriate educational placement of the student who has been expelled. Any incident of violent and/or serious student behavior shall be communicated to the district/school to which the student matriculates.

If the decision is not to expel, the student will return to classes at WISH Secondary Charter.

III. APPEAL OF SUSPENSION OR EXPULSION

Parents will be notified in advance to enactment of the suspension or expulsion and can appeal a student’s suspension or expulsion.

The suspension of a student will be at the discretion of the Principal and/or Assistant Principal or their designee. A suspension appeal may be made to the Principal or Assistant Principal within the term of the suspension. Following due consideration, a decision by the Principal and/or Assistant Principal regarding student suspension will be considered final.

An expulsion may be appealed within ten working days and must be submitted in writing to the Principal and/or Assistant Principal. The student will be considered suspended until a meeting is convened to consider the appeal (within 10 working days). The appeal will be considered by a fair and impartial panel, selected by the WISH, Inc. Board. For a student who is not reinstated upon appeal, the family will be sent written notification of such, including specific reasons why reinstatement was denied, and will be given a new eligibility review date.
The decision of the panel of representatives of the Board will be final.

IV. SPECIAL PROCEDURES FOR THE CONSIDERATION OF SUSPENSION AND EXPULSION OF STUDENTS WITH DISABILITIES

In the case of a student who has an IEP, or a student who has a 504 Plan, WISH Secondary Charter will ensure that it follows the correct disciplinary procedures to comply with the mandates of state and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973. An IEP team including a district representative will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District’s policies. Prior to recommending expulsion for a student with a 504 Plan, the Principal or Assistant Principal will convene a 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 school’s failure to implement the 504 Plan?

Notification of District
WISH Secondary Charter shall immediately notify the District and coordinate the procedures in this policy with the District of the discipline of any student with a disability or student who WISH Secondary Charter or District would be deemed to have knowledge that the student had a disability who is suspended for more than ten (10) school days during a school year.

Services During Suspension
Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

Procedural Safeguards/Manifestation Determination
Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the school, the parent(s), and relevant members of the IEP Team shall review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine:

a) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

b) If the conduct in question was the direct result of the local educational agency's failure to implement the IEP.

If the school, the parent, and relevant members of the IEP Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the school, the parent, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP Team shall:

a) Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that the school had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
b) If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

c) Return the child to the placement from which the child was removed, unless the parent and the school agree to a change of placement as part of the modification of the behavioral intervention plan.

If the school, the parent(s), and relevant members of the IEP team determine that the behavior was not a manifestation of the student’s disability and that the conduct in question was not a result of the failure to implement the IEP, then the school may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

**Due Process Appeals**
The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the school believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

**Special Circumstances**
Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Assistant Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student’s disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

**Interim Alternative Educational Setting**
The student's interim alternative educational setting shall be determined by the student's IEP team.

**Procedures for Students Not Yet Eligible for Special Education Services**
A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the Charter School’s disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:
a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child’s teachers, that the student is in need of special education or related services.

b. The parent has requested an evaluation of the child.

c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the special education case manager or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student’s disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.
ELEMENT 11: RETIREMENT PROGRAMS

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

I. RETIREMENT BENEFITS

The WISH, Inc. Board of Directors shall determine which school-sponsored retirement plans will be available to various types of staff (e.g., certificated staff, part-time staff, etc.). Non-certificated employees will participate in the federal Social Security system in accordance with applicable law. WISH Secondary Charter plans to have its teachers participate in the State Teachers’ Retirement System (or a similar program) and coordinate such participation, as appropriate, with the social security system or other reciprocal systems. If the school should opt to participate in the STRS, or any other systems, WISH Secondary Charter shall work directly with the Los Angeles County Office of Education to forward in a timely fashion any required payroll deductions and related data. All withholdings from employees and WISH Secondary Charter will be forwarded to the STRS Fund as required.

II. OVERSIGHT OF BENEFITS

WISH Secondary Charter has contracted with EdTec to handle our payroll and accounting services. The Executive Director is responsible for ensuring appropriate arrangements for coverage have been made.

III. EMPLOYEE POLICIES

Employee Policies will be detailed in the Employee Handbook, approved by the Board of Directors.
ELEMENT 12: ATTENDANCE ALTERNATIVES

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

Pupils who choose not to attend WISH Secondary Charter may choose to attend other public schools in their district of residence or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of the District.
ELEMENT 13: RIGHTS OF DISTRICT EMPLOYEES

A description of the rights of any 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. CA 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: 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. CA Ed. Code § 47605(b)(5)(N)

The staff and governing board members of WISH Secondary Charter agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and WISH Secondary Charter, except any controversy or claim that is in any way related to revocation of this Charter (“Dispute”), pursuant to the terms of this Element 14.

Any Dispute between the District and WISH Secondary Charter 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. All Written Notifications shall be addressed as follows:

To Charter School: WISH Secondary Charter
c/o Dr. Shawna Draxton, Executive Director 6550 West 80th Street Los Angeles, CA, 90045

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

2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. 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 the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorneys’ fees, costs and expenses associated with the mediation. The mediator’s fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation
proceedings shall commence within 120 days from the date of either party’s request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

4) 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. Each party shall bear its own attorney’s fees, costs and expenses associated with the arbitration. The arbitrator’s fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney’s fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.
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ENT 15: EMPLOYER STATUS AND COLLECTIVE BARGAINING

A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with § 3540) of division 4 of Title 1 of the Government Code). CA Ed. Code § 47605(b)(5)(O)

WISH Secondary Charter is deemed the exclusive public school employer of all employees of the charter school for collective bargaining purposes. As such, Charter School shall comply with all provisions of the Educational Employment Relations Act ("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.
ELEMENT 16: CHARTER SCHOOL CLOSURE

A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the 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. CA Ed. Code § 47605(b)(5)(P)

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

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

Prior to revocation, and in accordance with Cal. Educ. Code section 47607(d) and state regulations, the LAUSD Board of Education will notify WISH Secondary Charter in writing of the specific violation, and give WISH Secondary Charter 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 clause set forth in this Charter.

CLOSURE ACTION
The decision to close WISH Secondary Charter, either by the governing board of WISH Secondary Charter or by the LAUSD Board of Education, 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 or non-renewed by the LAUSD Board of Education; the governing board of WISH Secondary Charter votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES
The procedures for charter school closure set forth below are guided by California Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, Title 5 (5 CCR), 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
Upon the taking of a Closure Action by either the governing board of WISH Secondary Charter or the LAUSD Board of Education, the governing board of [Charter School] shall immediately designate a person...
or persons responsible for conducting all closure procedures and activities, and 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 CSD, if the Closing Action is an act of [Charter School]. Note: If the Closure Action is a revocation or nonrenewal by the LAUSD Board of Education, the charter school may omit this step.

2. Parents, guardians, and/or caretakers of all students currently enrolled in WISH Secondary Charter within 72 hours of the Closure Action. WISH Secondary Charter shall simultaneously provide a copy of the written parent notification to the CSD.

3. Los Angeles County Office of Education (LACOE). WISH Secondary Charter 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 the school participates. WISH Secondary Charter 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 the school’s employees participate. Within fourteen (14) calendar days of the Closure Action, WISH Secondary Charter shall notify the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), 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 this notification and correspondence to the CSD.

6. The California Department of Education (CDE). WISH Secondary Charter 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. WISH Secondary Charter 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 school employees and vendors within 72 hours of the Closure Action. WISH Secondary Charter shall simultaneously provide a copy of the written employee and vendor notification 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 school closure
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 and, legal guardians 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, and 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, which will include 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 school closure
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 school closure, by which Charter School shall provide employees with written verification of employment.

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

School and Student Records Retention and Transfer

WISH Secondary Charter shall adhere to the following requirements regarding the transfer and maintenance of school and student records:

1. Charter School shall provide the District with original student cumulative files and behavior records pursuant to District policy and applicable 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 shall occur within seven (7) calendar days of the effective date of closure.

2. Charter School’s process for transferring student records to the receiving schools shall be in accordance with 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. 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 should also 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.

4. WISH Secondary Charter 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 the 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, school payroll and personnel records, and Title I records (if applicable). Personnel records must include any and all employee records including, but not limited to, records related to performance and grievance.

7. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage.

Financial Close-Out

After receiving notification of closure, the CDE will notify the charter school and the authorizing entity of any liabilities the 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.

WISH Secondary Charter shall ensure completion of an independent final audit within six months after the closure of the 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 the charter school.

This audit may serve as the school’s annual audit.

WISH Secondary Charter 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 WISH Secondary Charter will be the responsibility of WISH Secondary Charter and not LAUSD. WISH Secondary Charter understands and acknowledges that (Charter School) will cover the outstanding debts or liabilities of WISH Secondary Charter. Any unused monies at the time of the audit will be returned to the appropriate funding source. WISH Secondary Charter 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 WISH Secondary Charter participates, and other categorical funds will be returned to the source of funds.
WISH Secondary Charter 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. If Charter School chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. 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 the charter school. Charter school closure procedures must also ensure appropriate disposal, in accordance with Charter School’s bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of the charter school have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. The return of any donated materials and property according to any conditions set when the donations were accepted.
2. The return of any grant and restricted categorical funds to their source according to the terms of the grant or state and federal law.
3. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

Net assets of the charter school may be transferred to the authorizing entity. If Charter School is operated 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.

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

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

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 method by which the 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. File a Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).

c. Make final federal tax payments (employee taxes, etc.)

d. File its final withholding tax return (Treasury Form 165).

e. File its final return with the IRS (Form 990 and Schedule).

This Element 16 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end WISH Secondary Charter’s right to operate as a charter school or cause WISH Secondary Charter to cease operation. WISH Secondary Charter and the District agree 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 16. The District therefore shall have the right to seek equitable relief to enforce any right arising under this Element 16 or any provision of this Element 16 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.
**ADDITIONAL PROVISIONS**

**FACILITIES**

**District-Owned Facilities**

*If Charter School is using LAUSD facilities as of the date of the submittal of this charter petition or takes occupancy of LAUSD facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by LAUSD for the use of the LAUSD 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 LAUSD facilities, Charter School shall execute an agreement provided by LAUSD for the use of LAUSD facilities prior to occupancy and commencing use.*

Charter School agrees that occupancy and use of LAUSD facilities shall be in compliance with applicable laws and LAUSD policies for the operation and maintenance of LAUSD facilities and furnishings and equipment. All LAUSD facilities (i.e., schools) will remain subject to those laws applicable to public schools which LAUSD observes.

*In the event of an emergency, all LAUSD 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 LAUSD facilities with other LAUSD user groups, Charter School agrees it will participate in and observe all LAUSD safety policies (e.g., emergency chain of information, participate in safety drills).*

The use agreements provided by LAUSD for LAUSD 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 LAUSD 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. LAUSD shall have the right to inspect LAUSD facilities upon reasonable notice to Charter School.
- **Furnishings and Equipment:** LAUSD 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 LAUSD facilities by any person or entity other than Charter School shall be administered by LAUSD. The parties may agree to an alternative arrangement in the use agreement.
- **Minimum Payments or Charges to be Paid to LAUSD Arising From the Facilities:**
  - **Pro Rata Share:** LAUSD shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter School Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
  - **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 LAUSD agrees to allow Charter School to perform any of the operation and maintenance services, LAUSD shall have the right to inspect the LAUSD 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 LAUSD facilities with another user, LAUSD shall provide the operations and maintenance services for the LAUSD 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 LAUSD facilities, LAUSD shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the LAUSD facilities in accordance with applicable laws and LAUSD’s policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, LAUSD shall provide all services for regulatory inspections which as the owner of the real property 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 those 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

**Facility Status:** The charter petitioner must demonstrate control of a facility such as a commitment from the landlord, to ensure that the property is actually available to the charter developer, and that the facility is usable with or without conditions (such as a conditional code permit.) The charter school facility shall comply with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which the charter school is to be located, and the Americans with Disabilities Act (ADA). Applicable codes and ADA requirements shall also apply to the construction, reconstruction, alteration of or addition to the proposed charter school facility. Charter School shall implement any corrective actions, orders to comply, or notices issued by the authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA requirements. Charter schools are required to adhere to the program accessibility requirements of Federal law (Americans with Disabilities Act and Section 504).

**Occupancy of the Site:** The charter petitioner or developer shall provide the District with a final Certificate of Occupancy issued by the applicable permitting agency, allowing the petitioner to use and occupy the site. Charter School may not open without providing a copy of the Certificate of Occupancy for the designated use of the facility. If Charter School moves or expands to another facility during the term of this charter, Charter School shall provide a Certificate of Occupancy to the District for each facility before the school is scheduled to open or operate in the facility or facilities. 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.

**Pest Management:** Charter School shall comply with the Healthy Schools Act, California Education Code Section 17608, which details pest management requirements for schools. Developers may find additional information at: [www.laschools.org/employee/mo/ipm](http://www.laschools.org/employee/mo/ipm).
**Asbestos Management:** Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

**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-2, VII or better] 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 (“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. 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 bus service. If Charter School provides student bus 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 $50,000 per occurrence, with no self-insured retention.

5. **Professional Educators Errors and Omissions** liability coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 general aggregate.
6. Sexual Molestation and Abuse coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.

7. Employment Practices Legal Liability coverage with limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

8. Excess/umbrella insurance with limits of not less than $10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies. The policy shall be endorsed to name the 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.

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 days of all new policies inceptions, renewals or changes, certificates or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

“The insurance afforded by this policy shall not be suspended, cancelled, reduced in coverage or limits or non-renewed except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to the District.”

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 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.

**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.

**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.

**Internal Fiscal Controls**
WISH Secondary Charter will develop and maintain sound internal fiscal control policies governing all financial 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. EC 47612(b)