CHARTER PETITION

Respectfully Submitted

to the

LOS ANGELES UNIFIED SCHOOL DISTRICT

OCTOBER 2011
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AFFIRMATIONS AND ASSURANCES

As the authorized lead petitioners, we, Janet Landon and Ann Wexler, hereby certify that the information submitted in this petition for a California public charter school to be named Westchester Secondary Charter School ("WSCS" or the "Charter School"), and to be located within the boundaries of the Los Angeles Unified School District ("LAUSD" or the "District") is true to the best of our knowledge and belief; we also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, we understand that if awarded a charter, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

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

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Sections 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]

- The Charter School shall be deemed the exclusive public school employer of the employees of Westchester Secondary Charter School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(5)(O)]

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

- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]

- The Charter School shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to noncore, noncollege preparatory teachers. [Ref. California Education Code Section 47605(l)]

- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.

- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).

- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)]

- The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's education programs. [Ref. California Education Code Section 47605(c)]

- The Charter School shall comply with any jurisdictional limitations to locations of its facilities. [Ref. California Education Code Section 47605-47605.1]
• The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Section 47612(b), 47610]

• The Charter School shall comply with all applicable portions of the No Child Left Behind Act.

• The Charter School shall comply with the Public Records Act.

• The Charter School shall comply with the Family Educational Rights and Privacy Act.

• The Charter School shall comply with the Ralph M. Brown Act.

• The Charter School shall meet or exceed the legally required minimum of school days. [Ref. Title 5 California Code of Regulations Section 11960]

________________________________________________________________________
Janet Landon, Lead Petitioner

________________________________________
Date

________________________________________________________________________
Ann Wexler, Lead Petitioner

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Date
INTRODUCTION

The Board of Directors/Founding Team for Westchester Secondary Charter School respectfully submits this charter petition to the Los Angeles Unified School District for a five-year charter to establish a rigorous, college-preparatory community-based secondary “span” charter school (grades 6-12), targeted to serve a diverse student population in Westchester and the other communities that have traditionally attended Westchester schools, including Playa del Rey, View Park-Windsor Hills, Ladera Heights, and Playa Vista.

Westchester has had public schools in its community for more than 60 years, but over the past decade it has seen large drops in enrollment, even among its successful elementary schools, while nearby communities have gained enrollment. A number of reform movements, whether from the District, the local community or in partnership, have not had the desired effect of reinvigorating the schools. A common perception among parents is that there are not enough local options for secondary schools. This perception exists not only among Westchester residents, but also among the communities that feed into Westchester schools, especially Playa del Rey and View Park-Windsor Hills. Families that are committed to a public school education and diversity for their children often start in the local elementary schools, but by middle and high school many have opted for schools such as LACES, Hamilton, and Venice. In order to meet their long term educational goals for their children, others have chosen not to attend the upper elementary grades of Westchester schools, in large part because of a perceived need to position themselves to attend secondary schools outside of Westchester. Still others choose private or charter schools in other parts of Los Angeles: many apply for inter-District transfer into the Culver City, El Segundo and Manhattan Beach school districts; and others move out of Westchester altogether. This displacement affects the entire community. Schools without a strong local base are likely to founder; thus, it is imperative to rebuild the community support that all of our local schools need.

The founders of Westchester Secondary Charter School believe a community-based secondary school that incorporates many of the features families tend to look for elsewhere will help to restore confidence in the entire system and, by doing so, will strengthen the Westchester public schools as a whole. Westchester is a “can do” community that runs successful businesses, service organizations, local government groups, and private and charter schools. It needs the focal point of a secondary school that it can manage and support and feel a sense of ownership in. This school will help build the “critical mass” necessary to stabilize and reinvigorate the Westchester elementary schools, which in turn will provide a greater student base to choose not only WSCS, but also the traditional offerings of LAUSD. Families like to know they have choices; a greater supply of quality secondary educational offerings will increase demand for all of them.

Westchester Secondary Charter School is designed to incorporate many of the features that parents choose in other schools: (1) the Charter School will embrace diversity and tradition, by targeting the communities that have historically attended Westchester schools; (2) it will offer a span program covering grades 6-12, like that of LACES and many parochial and private schools; (3) it will offer smaller classes and individualized attention to help all students achieve, regardless of background or needs; and (4) it will offer a comprehensive, college-preparatory
program that will have the arts as a priority in its budget, like the Hamilton magnets or other nearby public high schools. We believe in the power of the comprehensive high school experience, and that students should not have to choose a specialty school to get the kind of experiences such a school offers, whether it be a strong science program, inspiring humanities classes, athletics (even if a student doesn’t plan on going pro), or the chance to shine on stage in the high school musical (even if a student’s goal is not to become a Broadway star).

**Founding Team:**

The founders of WSCS are parents, teachers, and community members who all are committed to public education and who believe the establishment of this school is necessary not only to serve its students, but also to reinvigorate and stabilize all of the public school offerings in Westchester. The founders have demonstrated their commitment to public education through long and dedicated education careers in Westchester, countless volunteer hours to the local schools and their support groups, and making substantial financial contributions. Many of the founders have worked together across several schools and sat on community boards and committees together. Educators with experience in middle and high school are creating the educational program, working with the expert guidance of our Board members and outside consultants who have the capacity to open and smoothly operate charter schools in California.

Founders for Westchester Secondary Charter School have expertise in these areas:

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<th>Founder</th>
<th>Curriculum</th>
<th>Assessment</th>
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**Janet Landon, Lead Petitioner, and Proposed Principal of Westchester Secondary Charter School**

Ms. Landon holds a Bachelor of Science in Drama from the University of Evansville (Indiana), a Bachelor of Science in Education from the University of Southern Indiana, and a Master of Science in Educational Leadership (with Honors) from California State University Northridge. She has 20 years of experience in education as a teacher and a department chair, and during her tenure at Orville Wright Middle School she served as coordinator of the Gifted and Talented Education (GATE), School for Advanced Studies (SAS), Testing, and No Child Left Behind (NCLB) programs. She has credentials in Administration Tier One, Secondary English, Multiple Subjects, Gifted, Schools Attuned, and CLAD.
Currently, she is on the faculty at Huntington Park High School in its Renaissance School of the Arts, part of a program recently re-constituted through the District’s Public School Choice Program. She is a theater and English teacher who spent 11 years running an award winning drama program at Orville Wright Middle School. She donated her time to Westchester High School, as the school re-established its musical theater program. Ms. Landon has served in leadership positions throughout her tenure in the Westchester community, including service on the Neighborhood Council of Westchester/Playa’s Education Committee. She was active in the District’s I-Design movement, serving on the Transition Team at Westchester High School and the Autonomy Exploratory Committee at Orville Wright Middle School. Before becoming a teacher, Ms. Landon was a professional actress in New York City and Los Angeles, and founded/operated Shanklin West Theatre Company.

She believes that all students have the right to a quality education supported by caring professionals dedicated to that purpose. She is dedicated to the WSCS’s core values/mission of ensuring a rigorous liberal arts education for all.

**Ann Wexler, Lead Petitioner and Board member**

Ms. Wexler holds a Bachelors Degree in Music Education from Northwestern University, an MBA in nonprofit arts management from UCLA, and a law degree from UCLA. She works part-time as an attorney representing families in special education matters. She attended law school while her children attended LAUSD schools, and she worked with the ACLU on the Williams lawsuit while at UCLA. Before law school, she spent more than a decade as a nonprofit arts fundraiser, including at the Los Angeles Philharmonic Association, LACMA, and the USC School of Fine Arts.

Ms. Wexler has been a parent advocate for and a volunteer with the Westchester public schools for 15 years. She has held many board positions and offices, in PTA, Booster Clubs, LEARN and School Site Councils, and local district committees. She was active in the District’s I-Design movement in Westchester, sitting on many committees and the Westchester High School Transition Team. She sits on the board of directors for the Westchester/Playa Education Foundation, a private 501(c)(3) organization unique in LAUSD in that it supports a family of public schools.

Her daughter graduated from Cowan, Orville Wright and Westchester High, as did her husband. Ms. Wexler acted as vocal coach for three years for Westchester High School’s revived musical theater program, where she was glad to help drama kids and football players alike develop their talent.

**Eric Hankey, prospective teacher**

Mr. Hankey has been a music educator for 15 years and is credentialed in secondary music and mathematics. He received his Bachelor of Music in Performance and Music Education from Ithaca College, and his Masters in Education from the University of Southern California. He has won multiple awards as a teacher and director, and every summer he helps run a world-renowned
musical theater camp in upstate New York. His first teaching job was at Westchester High School; after teaching in New York for a number of years, he pursued his dream to return to southern California and Westchester High School, where he re-established a vibrant performing arts program. He also taught math intervention at WHS. Even when it can have no impact, the community rallies passionately every time his position is cut due to seniority or budget reasons. He currently is rebuilding the music program at Bishop Montgomery High School in Torrance.

In his job as a teacher and music director, he has worked closely with and sat on the boards of various school committees and professional organizations. He has founded numerous booster clubs and overseen the raising of thousands of dollars, and he serves on the Pack Committee for his sons’ Cub Scout Pack.

Rebecca Bernal, Board member

Through her work as a field deputy with State Senator Curren Price, and formerly for his State Assembly office, Rebecca Bernal has represented and been active in WSCS’s target areas of Westchester, Playa Vista, Windsor Hills, Ladera Heights, and the surrounding communities. She staffs Senator Price in the policy areas of education, health, and the environment. Before graduating from California Polytechnic State University San Luis Obispo with a degree in Animal Science, Ms. Bernal attended Kentwood Elementary, Orville Wright Middle School, and Westchester High School. She is passionate about education in her home community. She is an active volunteer with the Westchester/Playa Education Foundation and the Westchester Family of Schools, sitting on the governance councils for Kentwood Elementary and Orville Wright Middle School. She has been an advisor for the YMCA’s Youth and Government Program, a swim instructor, a horse trainer and equestrienne, and a blue-ribbon baker for the Los Angeles County Fair. These experiences underscore her enthusiastic support of WSCS’s comprehensive mission.

Wendy Gladson, Board member

Wendy Gladson has a thriving real estate practice that includes many of the target areas for WSCS, and she knows firsthand the impact local schools have on a community’s economic health. She has extensive lobbying experience locally and in Sacramento in her role as Vice-Chairman of the Public Policy Committee of the Beverly Hills/Greater Los Angeles Board of Realtors, including most recently lobbying for the extension of the homebuyers tax credit. She is also a current Director of the Beverly Hills/Greater Los Angeles Association of Realtors and a local Director to the California Association of Realtors. Ms. Gladson has a passion for participation in and support of the arts and public education, having worked as a professional actress, and volunteering philanthropically with the Ebell of Los Angeles, the Assistance League of Southern California, and the Westchester/Playa Education Foundation. She was a founding sponsor of the Westchester’s Family of School’s Public School Expo/5K. She is committed to marshalling the vast business and philanthropic resources that exist in the local community to support WSCS.
Lisa Regan, Board member

Lisa Regan, currently on the faculty at Washington Preparatory High School, is completing her Doctorate in Education at the University of Southern California (USC), where her focus is accountability dynamics and effective school leadership models in urban settings. She has nearly two decades of extensive administrative and teaching experience, largely in LAUSD (including at Orville Wright in Westchester). She has been an assistant principal at two LAUSD secondary schools, a local district coordinator, and a central office curriculum specialist. She has specialized training and has published widely in reading/language arts, gifted education, and special education. She has extensive experience with WASC, small learning communities, and English Learner students.

Ms. Regan’s career has been focused on providing students, parents, and communities with high quality public education in LAUSD, and she welcomes the opportunity to continue this work by lending her support and expertise to WSCS.

Consultants:

The founding team of WSCS knows that there is a wealth of experience and knowledge that has developed since the inception of charter schools in California 20 years ago. The Board has selected and provided the start-up funding for consultants in the areas of charter development, management and finance, law, and fundraising to supplement its own areas of expertise and experience. These firms also train and educate the Board, critical in helping to ensure a successful start-up experience for WSCS, its students, families, and personnel.

ExED

ExED is a non-profit organization that assists Southern California charter schools with the essential functions they often find most difficult: securing affordable facilities, dealing with school districts, complying with state and federal regulations, accounting and payroll. Since its founding in 1998, ExED has worked with more than 75 charter schools serving more than 15,000 students. ExED has more than 30 staff members between its Los Angeles and San Diego offices. ExED has worked with WSCS from the very beginning, prior to its incorporation. It has worked with the WSCS Board to develop the school’s five-year budget, to review the school’s petition, and to provide board training. ExED will provide WSCS’s back-office services once the Charter School is approved.

Middleton, Young & Minney, LLP

Middleton, Young & Minney, LLP (MYM) is the premier charter school law firm in California and represents more than half of California’s charter schools. It has been a leader in charter school representation since the passage of California’s Charter Schools Act of 1992, and it offers expertise in every facet of charter school creation, expansion and operation – including charter school petitions, renewals and revocations, employment and labor law, non-profit incorporations, board governance, facilities, student issues, policy development and more.
MYM began its relationship with WSCS when the lead petitioners attended the California Charter School Association Conference in March 2011. MYM represents WSCS; it provides legal services and advice in all areas on charter school law, and it is providing training to WSCS’s Board.

The Bronow Group, Inc.

The Bronow Group, Inc. is a values-based, non-profit management and development consulting firm based in Manhattan Beach. Debra Bronow’s personal and professional commitment to the non-profit sector spans nearly 30 years. As president of The Bronow Group, Inc., Ms. Bronow consults with a variety of organizations, including independent schools, public television stations, public education foundations, and arts organizations. Currently Director of Institutional Advancement for BJE: Builders of Jewish Education, she has also served in senior staff positions at Vistamar School, Marlborough School, the Long Beach Museum of Art, the University of California Irvine’s School of Fine Arts, and South Coast Repertory. She has helped establish new development programs and ensured growth in mature programs; planned and managed capital campaigns ranging from $5 million to $35 million; and helped organizations articulate and realize their visions with strategic planning, board and volunteer training, and a coordinated approach to marketing and development. Ms. Bronow earned a bachelor’s degree in fine arts and English at the University of La Verne and holds a Masters of Business Administration degree from The Anderson School at UCLA.

Ms. Bronow is working with the WSCS to develop a fundraising plan that will cover the initial start-up funds for the school and help ensure its long-range financial stability. The plan will include developing resources and campaigns for major gifts and grants, and membership in the Friends of Westchester Secondary Charter School, the 501(c)(3) organization that supports the school.

California Charter Schools Association

The California Charter Schools Association advances the charter school movement through state and local advocacy, leadership on accountability, and resources for member schools. CCSA is a trusted source of data and information on California’s charter schools for parents, authorizers, legislators, the press and other interested groups.

WSCS holds a Charter Development Membership with the CCSA, and it is actively using a wide range of the CCSA’s resources, including in-school development and operations, board training and operations, advocacy, and its ability to procure discounted services and materials for schools.
**ELEMENT 1: DESCRIPTION OF THE EDUCATIONAL PROGRAM**

*Governing Law:* 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 that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. *Education Code Section 47605(b)(5)(A)(i).*

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

**LAUSD-Specific Language**

The address of WSCS is to be determined, but is planned to be in Westchester, Los Angeles, CA 90045. The contact address is 7220 Ogelsby Ave., LA, CA 90045.

The phone number for WSCS is 310-649-6258.

The contact person for WSCS is Ann Wexler.

The term of this charter shall be from July 1, 2012 to June 30, 2017: In accordance with California Education Code §47607(a)(1), upon approval, this charter petition will be effective as of the date of approval. We request a charter term of five (5) fiscal years, starting with the first fiscal year in which the school opens and ending on June 30, 2017.

The grade configuration is span: ultimately, grades 6-12; the first year, grades 6-9, adding one grade upwards per year until grade 12 is reached.

The number of students in the first year will be 300, or 75 students per grade: three classrooms per grade of 25 students each.

The grade level(s) of the students the first year will be 6-9.

The scheduled opening date of WSCS will be September 4, 2012.

There are no admission requirements. Existing students are exempt from a public random drawing. As described in Element 8, admission preference will be given to siblings of students who are currently attending the Charter School; children of staff members, the Charter School’s Board, and founding families; and residents of the District.

The operational capacity will be 300 students in the year 1, and eventually up to 525 students in
The instructional calendar will be a traditional calendar, from September 4 until June 14, and is fully described in Element 1, Section E.

The bell schedule for the Charter School will be 8:30 a.m. to 3:50 p.m., seven periods of 50 minutes each, with an optional “zero” period at 7:30 a.m. On Fridays, the seven periods will be 30 minutes each, with the instructional day ending at 1:30 p.m. This results in 70,260 instructional minutes per year. See Element 1, Section E for details.

If space is available, traveling students will have the option to attend.

A. **Target Student Population**

WSCS intends to open in September, 2012 with grades 6 through 9, 75 students per grade, for a total of 300 students its first year. Each year, the school will grow by one grade until 12th grade is reached, for a total of 525 students, for the 2015-16 academic year. If space allows, we anticipate student enrollment as follows over the next five academic years:

**FIVE-YEAR ENROLLMENT TARGET**

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<td>75</td>
</tr>
<tr>
<td>11th</td>
<td></td>
<td></td>
<td>75</td>
<td>75</td>
<td>75</td>
</tr>
<tr>
<td>12th</td>
<td></td>
<td></td>
<td></td>
<td>75</td>
<td>75</td>
</tr>
<tr>
<td>Total</td>
<td>300</td>
<td>375</td>
<td>450</td>
<td>525</td>
<td>525</td>
</tr>
</tbody>
</table>

WSCS will recruit students from Westchester (zip code 90045) as well as the communities and neighborhoods that have historically been included in the attendance areas for Westchester’s traditional LAUSD public schools: View Park-Windsor Hills (part of 90043), Playa del Rey (90293), Ladera Heights (90056), and Playa Vista (90094). These communities are generally south of Marina del Rey, Culver City, and Stocker Street; north of LAX; west of Crenshaw Boulevard; and east of the Pacific Ocean. Although WSCS will not have specific boundaries and will be open to all children who reside in the State of California, it is expected that the majority of students will reside primarily in five zip codes, due to WSCS’s focus on historic attendance areas including all or part of the 90045, 90043, 90293, 90056, and 90094 zip codes.¹

According to the 2010 Census, just under 76,000 people reside in these areas, including approximately 7,575 families with children who could be served by the Charter School:

---

¹ The communities are defined by both the US Census and the Los Angeles Times Neighborhoods Mapping Project, as well as LAUSD’s School Finder.
Target Communities for Westchester Secondary Charter School

Size of Market

<table>
<thead>
<tr>
<th>Community</th>
<th>Zip Code</th>
<th>Population per 2010 Census</th>
<th># of Households with Children</th>
</tr>
</thead>
<tbody>
<tr>
<td>Westchester</td>
<td>90045</td>
<td>39,480</td>
<td>4,178</td>
</tr>
<tr>
<td>View Park-Windsor Hills²</td>
<td>90043</td>
<td>11,075</td>
<td>1,246</td>
</tr>
<tr>
<td>Playa del Rey</td>
<td>90293</td>
<td>12,132</td>
<td>797</td>
</tr>
<tr>
<td>Ladera Heights</td>
<td>90056</td>
<td>7,827</td>
<td>851</td>
</tr>
<tr>
<td>Playa Vista</td>
<td>90094</td>
<td>5,464</td>
<td>503</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>75,978</strong></td>
<td><strong>7,575</strong></td>
<td></td>
</tr>
</tbody>
</table>

The Charter School will draw from an ethnically diverse population, as demonstrated by the demographic statistics in the table below. The target population assures the continued diversity for a community-based charter school. This diversity is the impetus for the Charter School’s focus on an individualized education rich in content designed to allow all students to succeed academically and to be prepared for college and the workplace. Compared to the rest of Los Angeles, whose demographics are 50% white, 10% African American, 11.3% Asian, and 49% Hispanic/Latino, the target area has a higher percentage of African Americans, and a lower percentage of Hispanic/Latino residents:

Racial/Ethnic Data

Percentages and Total Numbers of Ethnicities for Target Communities

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Westchester</td>
<td>90045</td>
<td>39,480</td>
<td>20%</td>
<td>7,817</td>
<td>10%</td>
<td>1,092</td>
<td>19%</td>
<td>7,335</td>
<td>46%</td>
<td>18,311</td>
</tr>
<tr>
<td>Playa del Rey</td>
<td>90293</td>
<td>12,132</td>
<td>6%</td>
<td>764</td>
<td>9%</td>
<td>1,925</td>
<td>10%</td>
<td>1,262</td>
<td>69%</td>
<td>8,395</td>
</tr>
<tr>
<td>View Park-Windsor Hills²</td>
<td>90043</td>
<td>11,075</td>
<td>85%</td>
<td>9,414</td>
<td>1%</td>
<td>111</td>
<td>7%</td>
<td>720</td>
<td>6%</td>
<td>665</td>
</tr>
<tr>
<td>Playa Vista</td>
<td>90094</td>
<td>5,464</td>
<td>11%</td>
<td>601</td>
<td>23%</td>
<td>1,257</td>
<td>11%</td>
<td>601</td>
<td>49%</td>
<td>2,677</td>
</tr>
<tr>
<td>Ladera Heights</td>
<td>90056</td>
<td>7,827</td>
<td>74%</td>
<td>5,792</td>
<td>3%</td>
<td>196</td>
<td>4%</td>
<td>290</td>
<td>14%</td>
<td>1,096</td>
</tr>
<tr>
<td><strong>Total target communities:</strong></td>
<td><strong>75,978</strong></td>
<td><strong>24,388</strong></td>
<td><strong>9%</strong></td>
<td><strong>6,757</strong></td>
<td><strong>13%</strong></td>
<td><strong>10,208</strong></td>
<td><strong>41%</strong></td>
<td><strong>31,144</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Children in the areas targeted by WSCS are already part of a school feeder pattern based in Westchester. Elementary schools are Cowan Avenue, Kentwood, Loyola Village, Paseo del Rey, and Westport Heights.³ Orville Wright Middle/Magnet School (“OWMS”) is the local middle school, and, until July 2011, Westchester Senior High School (“WHS”) was the culminating high school for the feeder pattern. Due to a series of failed reform attempts, and

² View Park-Windsor Hills is a census-designated place (CDP) that occupies part of the 90043 zip code.
³ Windsor Hills, the one LAUSD school located in View Park-Windsor Hills, is a magnet beyond kindergarten; children who live in what was originally the attendance area for that school are zoned for Cowan Avenue from first through fifth grades.
decreasing enrollment, for the 2011-12 academic year LAUSD converted WHS from a community school with a single magnet program into an entirely magnet campus, with the new name Westchester Enriched Sciences Magnets (“WESM”). As a result, Venice High School is now the designated high school for Westchester, Playa del Rey, and Playa Vista residents, while Crenshaw High School is now the designated high school for View Park-Windsor Hills and Ladera Heights residents.4 The data for these schools, as well as for charter schools in Westchester, is as follows:

LAUSD Demographic Information for Prospective Site (Surrounding Schools Data)

<table>
<thead>
<tr>
<th>LAUSD Schools</th>
<th># of students</th>
<th>Program Improvement?</th>
<th>Met Schoolwide Growth Target?</th>
<th>Met all Subgroup Growth Targets?</th>
<th>API score</th>
<th>API State Ranking</th>
<th>Similar Schools Rank</th>
<th>% Eligible Free/Reduced Lunch</th>
<th>% Special Ed Students</th>
<th>% EL Students</th>
<th>% African American</th>
<th>% Hispanic</th>
<th>% White</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cowan Avenue Elem.</td>
<td>360</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>853</td>
<td>7</td>
<td>7</td>
<td>26%</td>
<td>12%</td>
<td>&lt; 1%</td>
<td>67%</td>
<td>8%</td>
<td>20%</td>
</tr>
<tr>
<td>Kentwood Elem.</td>
<td>348</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>847</td>
<td>8</td>
<td>9</td>
<td>37%</td>
<td>17%</td>
<td>7%</td>
<td>37%</td>
<td>26%</td>
<td>27%</td>
</tr>
<tr>
<td>Loyola Village Elem.</td>
<td>484</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>872</td>
<td>5</td>
<td>7</td>
<td>57%</td>
<td>14%</td>
<td>6%</td>
<td>63%</td>
<td>17%</td>
<td>16%</td>
</tr>
<tr>
<td>Paseo del Rey Elem.</td>
<td>523</td>
<td>Yes PI 1</td>
<td>Yes</td>
<td>Yes</td>
<td>877</td>
<td>8</td>
<td>7</td>
<td>45%</td>
<td>7%</td>
<td>9%</td>
<td>37%</td>
<td>28%</td>
<td>25%</td>
</tr>
<tr>
<td>Westport Heights</td>
<td>459</td>
<td>Yes PI 1</td>
<td>Yes</td>
<td>Yes</td>
<td>786</td>
<td>4</td>
<td>1</td>
<td>56%</td>
<td>8%</td>
<td>10%</td>
<td>46%</td>
<td>32%</td>
<td>14%</td>
</tr>
<tr>
<td>Windsor Hills Elem.</td>
<td>677</td>
<td>Yes PI 1</td>
<td>Yes</td>
<td>Yes</td>
<td>797</td>
<td>5</td>
<td>7</td>
<td>68%</td>
<td>4%</td>
<td>2%</td>
<td>92%</td>
<td>7%</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>Orville Wright Middle School</td>
<td>904</td>
<td>Yes PI 5</td>
<td>No</td>
<td>No</td>
<td>736</td>
<td>5</td>
<td>7</td>
<td>50%</td>
<td>13%</td>
<td>5%</td>
<td>57%</td>
<td>23%</td>
<td>13%</td>
</tr>
<tr>
<td>Westchester High School</td>
<td>1,499</td>
<td>Yes PI 1</td>
<td>Yes</td>
<td>Yes</td>
<td>663</td>
<td>2</td>
<td>7</td>
<td>57%</td>
<td>12%</td>
<td>3%</td>
<td>73%</td>
<td>16%</td>
<td>7%</td>
</tr>
<tr>
<td>Charters</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Open Charter Elementary</td>
<td>408</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>919</td>
<td>9</td>
<td>2</td>
<td>16%</td>
<td>12%</td>
<td>9%</td>
<td>25%</td>
<td>15%</td>
<td>38%</td>
</tr>
<tr>
<td>CLAS Affirmation</td>
<td>336</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>704</td>
<td>5</td>
<td>9</td>
<td>96%</td>
<td>10%</td>
<td>0%</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>WISH Charter</td>
<td>266</td>
<td>No</td>
<td>N/A</td>
<td>N/A</td>
<td>844</td>
<td>N/A</td>
<td>N/A</td>
<td>11%</td>
<td>8%</td>
<td>8%</td>
<td>1%</td>
<td>36%</td>
<td>47%</td>
</tr>
<tr>
<td>Dantzler Prep Charter HS</td>
<td>314</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>723</td>
<td>4</td>
<td>4</td>
<td>46%</td>
<td>8%</td>
<td>0%</td>
<td>96%</td>
<td>1%</td>
<td>&lt;1%</td>
</tr>
</tbody>
</table>

This Surrounding Schools Data Table demonstrates some key characteristics about Westchester and its schools. First, Westchester’s schools are not nearly as diverse as the communities from which those schools draw. Second, the schools become increasingly less diverse from elementary to middle and high school. Also, the secondary schools do not perform nearly as well as the feeder elementary schools, and suffer a greater achievement gap among their subgroups.

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4 See “School Finder” at www.lausd.net. Residents in these attendance areas have been promised priority in the magnet admissions process for WESM for the foreseeable future, since it is anticipated that it will take several years for the school to reach full capacity.
Enrollment Trends

The above chart reflects the achievement divide between the community’s elementary schools and its secondary schools. However, in spite of the relative academic success of the elementary schools, they, too, have seen declining enrollments during the past ten years, a decline not shared by neighboring school districts, which actively recruit Westchester residents to permit into their schools. Indeed, last year 365 students zoned for Westchester High School sought permits to attend schools in other school districts. (Report Number 271 – 10/11 to the Los Angeles Board of Education, March 29, 2011.) In addition, the California Department of Education reports that there were 2,350 students enrolled in private schools in the target communities for 2010-11.

Due primarily to the poor academic results at the local middle and high schools, and a lack of quality and variety of the courses and programs that many families seek (most notably in the arts), many children living within the designated attendance areas for these schools end up attending school elsewhere. Many families in this area “vote with their feet” by either moving out of these areas altogether, permitting into neighboring districts (especially El Segundo and Manhattan Beach), or taking advantage of the increasing number of the charter schools that are available. While some families choose to bypass the elementary schools altogether, many others leave after the early grades.

### Enrollment trends for LAUSD Schools in Westchester, 2000 v. 2010

<table>
<thead>
<tr>
<th>School</th>
<th>2000</th>
<th>2010</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cowan Avenue Elementary</td>
<td>504</td>
<td>360</td>
<td>-144</td>
</tr>
<tr>
<td>Kentwood Elementary</td>
<td>433</td>
<td>348</td>
<td>-85</td>
</tr>
<tr>
<td>Loyola Village Elementary</td>
<td>634</td>
<td>484</td>
<td>-150</td>
</tr>
<tr>
<td>Paseo del Rey Elementary</td>
<td>551</td>
<td>523</td>
<td>-28</td>
</tr>
<tr>
<td>Westport Heights Elementary</td>
<td>597</td>
<td>459</td>
<td>-138</td>
</tr>
<tr>
<td>Orville Wright Middle</td>
<td>1,527</td>
<td>904</td>
<td>-623</td>
</tr>
<tr>
<td>Westchester Senior High</td>
<td>2,082</td>
<td>1,499</td>
<td>-583</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>8,328</strong></td>
<td><strong>6,587</strong></td>
<td><strong>-1741</strong></td>
</tr>
</tbody>
</table>

### Enrollment trends in nearby districts, 2000 v. 2010

<table>
<thead>
<tr>
<th>School District</th>
<th>2000</th>
<th>2010</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>El Segundo</td>
<td>2,889</td>
<td>3,242</td>
<td>+353</td>
</tr>
<tr>
<td>Manhattan Beach</td>
<td>6,165</td>
<td>6,612</td>
<td>+447</td>
</tr>
<tr>
<td>Culver City</td>
<td>6,360</td>
<td>6,801</td>
<td>+441</td>
</tr>
<tr>
<td>Wiseburn</td>
<td>1,239</td>
<td>3,180</td>
<td>+1941</td>
</tr>
</tbody>
</table>

5 It should be noted that families who “flee” Westchester secondary schools include many who have been happy in diverse elementary schools, and that many of them choose equally diverse options outside of Westchester, including Palms Middle School, LACES, and Venice and Hamilton High Schools. These choices are made not only by Westchester and Playa del Rey parents, who are geographically closer to the family of schools located in Westchester, but by View Park-Windsor Hills families as well. View Park-Windsor Hills families whose students matriculate from Cowan Avenue Elementary usually opt to send students somewhere other than OWMS or WHS. Fewer than one-third of Cowan Avenue Elementary’s 5th grade class last year – from either Westchester or View Park-Windsor Hills – matriculated to OWMS. This further destabilizes the schools, since children and families who have bonded in elementary school do not continue on together.
Local realtors often cite the effect on the real estate market of families’ concerns about the schools. During the past decade, the target communities have also seen a decline in the number of families with children; by contrast, El Segundo, Manhattan Beach, and Culver City have seen an increase in the number of families with children:

**Target Communities**

**Families with Children, 2000 v. 2010**

<table>
<thead>
<tr>
<th>Community</th>
<th>2000</th>
<th>2010</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Westchester</td>
<td>4,671</td>
<td>4,178</td>
<td>-493</td>
</tr>
<tr>
<td>Windsor Hills</td>
<td>1,286</td>
<td>1,246</td>
<td>-40</td>
</tr>
<tr>
<td>Playa Del Rey</td>
<td>747</td>
<td>797</td>
<td>+50</td>
</tr>
<tr>
<td>Ladera Heights</td>
<td>1,022</td>
<td>851</td>
<td>-171</td>
</tr>
<tr>
<td>Playa Vista&lt;sup&gt;6&lt;/sup&gt;</td>
<td>0</td>
<td>535</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>9,736</strong></td>
<td><strong>7,607</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Nearby Cities with Independent School Districts**

**Families with Children, 2000 v. 2010**

<table>
<thead>
<tr>
<th>Community</th>
<th>2000</th>
<th>2010</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>El Segundo</td>
<td>2,071</td>
<td>2,171</td>
<td>+100</td>
</tr>
<tr>
<td>Manhattan Beach</td>
<td>4,191</td>
<td>4,716</td>
<td>+525</td>
</tr>
<tr>
<td>Culver City</td>
<td>4,335</td>
<td>4,499</td>
<td>+164</td>
</tr>
</tbody>
</table>

**WSCS’s Ability to Combat Enrollment Trends at Other LAUSD Schools in Westchester**

These statistics are especially unfortunate since our elementary schools (especially in the lower grades) have a more robust diversity, as well as higher academic achievement, than our secondary schools. Declining enrollment numbers, coupled with the lack of a strong local presence, result in instability that further feeds a loss of enrollment. It then becomes more challenging to serve the needs of students within the Westchester schools.

WSCS believes it can help reverse these trends by providing a secondary school that (1) will be attractive to local families, (2) will raise the performance of lower-performing students, and (3) will bolster the feeder elementary schools, which are destabilized by families who leave them due to concerns about current options for middle and high school.

**Westchester’s Capacity to Support Local Schools**

Westchester as a distinct community dates back to the 1940s, although developers such as Fritz Burns began constructing homes in the 1930s. As the community developed during and after World War II with the establishment and growth of aerospace companies in the area, Burns

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<sup>6</sup> Homes were not built in Playa Vista until 2001. Although Playa Vista has added 535 families with children under 18 during the past decade, the vast majority (59%) of these children are under age 5, compared to Westchester, where only 30% of children are under age 5. The children in Playa Vista are to be served by Central Region Elementary School No. 22, currently slated to open for the 2012-13 academic year. The same factors causing instability at the currently operating elementary schools are likely to be present at the new elementary school.
Westchester Secondary Charter School Charter Petition

7 WHS achieved its highest gains in API and other metrics during the brief period under i-Design. Many view these gains as evidence that the community, in partnership with teachers, parents, and students, can provide meaningful support for its schools.
focal point. This is why WSCS, as a charter school, is attracting such excited support. The community wants to help, and it wants all students to succeed, but it has to be sure that an organization is efficiently run and responsive to all stakeholders.

WSCS will have the ability to allow the community to provide the kind of services and expertise that it is capable of providing, with results that will benefit not only students in the neighborhood, but also those of surrounding neighborhoods. Such a school has a better chance of addressing the achievement gap not only because it will have the flexibility a charter can provide, but because it will have access to the resources this community can offer – funds, expertise, and support.

WSCS offers a fresh start that should bolster all of our schools. This is a case where an increase in the supply of excellent educational opportunities will also increase demand: families will be more likely to attend the local elementary schools because they know that a community-based secondary charter school is an option when their children matriculate. This will lead to larger fifth grade classes in the local elementary schools, thus creating more students not only for WSCS, but also for OWMS (and, thereafter, for WESM). WSCS looks forward to cooperating with all LAUSD schools in the area, and, should it have a waiting list, will gladly share it with local LAUSD schools that request it.

B.  Mission And Vision

Mission

Westchester Secondary Charter School will provide students in grades 6-12 with a challenging and comprehensive college preparatory education in a public school setting employing the technology of the 21st century. We will inspire students to strive for academic and creative achievement and excellence.

Vision

The vision of Westchester Secondary Charter School is to develop in its students a sense of personal and civic responsibility, as well as the skills to think critically, communicate effectively, and successfully engage in the global community.

Our goals and purposes are:

- To re-establish a strong secondary school which the entire community can unite around, be proud of, and support. WSCS will serve the Westchester community, as well as those communities that have traditionally attended Westchester schools, primarily: Playa del Rey, Windsor Hills, Ladera Heights, and Playa Vista. These areas represent a richly diverse group of students, whose families share the common goal of procuring the best educational opportunities for their children.
• To address the needs of the diverse learners we will serve: traditional learners, gifted and high-achieving students, those with special needs, and English learners; and to provide appropriate intervention in order that all students perform at grade level;

• To prepare students, through a rigorous curriculum, to meet the demands of college;

• To make the arts an indispensible part of our students’ education, by restoring and improving programs which have been reduced due to budget cuts;

• To create an environment that is safe and pleasant, where all students and their families feel welcome;

• To give students the gift of time, through smaller classes and a schedule that offers maximum flexibility;

• To manage our school as efficiently and effectively as possible, thus restoring the confidence of potential community partners who can provide additional resources.

C. Educational Philosophy

WSCS believes all students deserve a demanding, personalized, and relevant college-preparatory high school education that prepares them to succeed. When teachers work collaboratively and use research-based instruction to implement a rigorous, standards-based curriculum, all students can achieve high levels of academic success. Teachers using direct instruction integrated with project-based and cooperative learning methodologies, informed by data from a variety of assessment tools, and supported by technology, will be continuously adapting to meet the unique educational goals of the diverse learners we expect to serve. This will result in knowledgeable, creative, and responsible students who can think critically, communicate effectively, and successfully engage in the global community.

WSCS will be a college preparatory public charter school that educates students in grades six through twelve. Students at the high school level will be programmed into coursework needed to attend the University of California, California State Universities and choice institutions of learning at the post-secondary level. Students in the middle school grades will be supported in their educational goals and coursework foundations so that they are well prepared to meet the rigorous demands of the high school program.

Grades Six through Twelve

We believe, and research supports, the value to students and their families of having an entire secondary program at a single location. In order for students to be successful in their high school programs, they must be prepared. At WSCS, sixth through eighth graders will have demanding, high standards for academic performance and social conduct, and will be given the individualized support they need to be successful. Students able to accelerate will be able to do so easily and receive credit and students in need of remediation will have it as part of their daily schedule without sacrificing an elective course.
A six through twelve grade school configuration has been researched and proven a valuable structure to increase retention, parental involvement, flexibility, leadership, and stability.

- **Increased retention**: Alspaugh found loss of academic knowledge from students when they transitioned from middle school to high school, and that dropout rates were higher among students who attended separate schools during the seven through twelfth grade years. (Alspaugh, John W. *The Interaction Effect of Transition Grade to High School with Gender and Grade Level upon Dropout Rates*. April 1999.)

- **Parental involvement**: Parents tend to give more time to schools that have the larger academic grade span than in their typical two school counterparts. Parent involvement significantly increases the academic success of a school’s students. (Paglin and Fagler, *Grade Configuration: Who Goes Where?* 1997.)

- **Flexibility**: Secondary span schools provide flexibility for accelerated students that split schools do not; high-achieving middle school students that otherwise would not be able to commute to high school would have the option to enroll in advanced coursework at the 9-12 grade level. (*Ibid.*)

- **Leadership**: Schools with multiple grade levels have the advantage of optional cross-age activities to provide leadership opportunities for the older students as well as tutoring for the younger ones. (*Ibid.*)

- **Stability**: Having the secondary students on one school location provides continuity and stability which allow the students to focus more intensely on academics rather than social or safety concerns. (*Ibid.*)

**D. An Educated Person In The 21st Century**

An educated person in the 21st century will share many similarities with an educated person of the preceding centuries yet must also have the skills to navigate the vast resources available from technology. Such a person has had a rich liberal-arts education, which results in a broad range of knowledge in many disciplines and an understanding of how that knowledge is used (“content”); critical thinking skills, including discernment, evaluation, and analysis (“skills”); and the ability to use the knowledge ethically, creatively, and effectively – both individually and in collaboration with others (“application”), within a global setting.

Now, and even more so in the future, educated people should know not only what they know, but also what other people know, so they can share knowledge. For example, doctors need not only their own knowledge but also that of potentially every other doctor on the planet. The sheer speed and ubiquity with which knowledge can be shared makes this possible, but requires educated people be able to balance the wide array of information available. They also need a
Content

What’s Past is Prologue (Shakespeare, The Tempest). Undoubtedly, the 21st century educated person will have knowledge that is yet to be known, simply because new things are constantly happening, or are being invented or discovered. But the educated person will also share the knowledge foundations of his or her forbears, so that new knowledge can be understood in context. Many current political challenges, for example, have historical roots that are centuries old. An educated person in the 21st century will:

- have attained a first-rate liberal arts education, rich in the study of history, science, literature, geography, civics and government, economics, mathematics, the arts, technology, and English and foreign languages;
- know how these subjects interrelate; for example, knowing the use of mathematics for disciplines in the humanities; or the historical context for works of art and music;
- know not only the classics and important works of his or her own culture, but also those of other cultures; and
- have familiarity with a wide range of literary, musical, and artistic works (popular and “classical” – and those areas in between), as well as scientific facts and concepts, technological developments, geographic information, and important events and people from history.

Content knowledge is the necessary foundation that leads to “critical skills” and “application.” Breadth of knowledge is essential; it is this familiarity that then allows the educated person to become educated in more depth. Depth of knowledge then allows increased understanding, making possible critical thinking skills, synthesis, and application. This need for strong content is why our curriculum is based on Core Knowledge, the California content standards, and the A-G requirements for the University of California/California State University systems.

Critical Thinking Skills

Although it is true that infinite information is available through a few strokes on a keyboard, this sheer, overwhelming amount of, and access to, information requires an educated person to have a more solid foundation of content knowledge, not less. For example, someone with no knowledge of the Holocaust could easily have his or her online introduction to the topic be a screed that denies the event ever happened.

Thus, it is imperative that an educated person in the 21st century be able to:

- Think critically
- Practice discernment/evaluation
• Communicate effectively using technology
• Collaborate for shared goals
• Master independence (self direction)
• Demonstrate social skills

Application

Ultimately, the educated person in the 21st century will be able to draw upon content knowledge and critical thinking skills, in order not only to solve problems, but also to create – whether in the arts, the sciences, the humanities, public service and commerce, or some combination thereof. Application means that an educated person will use their creativity to innovate new products and solve problems in order to contribute to one’s own life as well as the world. Students at WSCS will have many opportunities through projects, performances and community service to apply their knowledge into demonstrations.

Technology

Technology has become the primary source of information in the 21st century. Students need to develop technological skills using a variety of software basic in order to have an understanding and confidence in how computer tools behave and a confidence about using new tools that support their learning. Schools use a variety of platforms in order to communicate and educate their student populations at the advanced level and all learners need the skills to navigate those platforms. Twenty-first century learners need to be able to disseminate the varied sources of information available through technology into a usable tool for understanding and communicating their knowledge. Technology offers vast options for communicated information in a visual modality that these learners need to be able to manipulate. Our program design will implement technology across the curriculum. It is a fundamental tool for identifying learning gaps in order to modify and improve instruction as well as a tool in all of our teaching methodologies.

E. How Learning Best Occurs

Ultimately, qualified teachers aid students in learning, by having deep content knowledge, strong skills in classroom management, and the ability to connect with their students. Teachers will best facilitate learning when they present information, skills, and concepts in a controlled manner, and employ a range of techniques that strike the balance between revealing what is to be learned, and allowing the student to participate in taking what he or she already knows to a new level of knowledge and understanding. (See Willingham, Daniel T., Why Don’t Students Like School? (2009), and Lemov, Doug, Teach Like a Champion (2010)).

The target population of WSCS is an ethnically diverse community where families have high expectations for their children. Some of the student body we expect to serve will have gaps in their education that will need to be filled in order to achieve their individual academic goals. This is evidenced in the test score data at the schools currently serving the students of our target communities.
Learning occurs best when students feel secure and respected, in a safe, nurturing, yet stimulating environment. First and foremost, schools can manage where students learn. The design of WSCS will have a maximum of 25 to 1 student to teacher ratio unless it serves the coursework to expand beyond it. The Peters Procedures character education program will ensure that instruction is not hindered but enhanced by student conduct. The use of technology will stimulate and motivate the learning process.

Learning occurs best when teachers have a deep content knowledge of their subject and the tools that they are using to teach it. The professional development at WSCS includes thorough training and support in use of all the textbooks, assessments and supplemental offerings from Pearson and Saxon Publishing. It is also structured so that regular assessment data can be reviewed on a weekly basis. Professional learning communities will collaborate to share best practices or shared teaching models to develop master teachers.

Learning occurs best when instructors have a strong connection with the student. Personalization is the foundation of our educational philosophy at WSCS. Our instructional plan including methodologies and assessments were selected to support this goal. The vertical alignment of instructional programming will promote teachers staying with the same group of students for two years whenever possible.

Regular communication between teacher to students and their families regarding their learning goals is a key factor in enrolling student engagement in their own learning. WSCS will have an online grading program and calling systems for easy communication between the school and its families. In addition, the “gift of time” design associated with the school program allows extended time between periods to allow for conversation and support for students from staff. Teachers will be expected to attend the majority of school celebrations and performances in order to fully form a school community.

Learning occurs best when instruction is presented in a controlled manner that leads to application. The methodology of instruction at WSCS includes direct instruction that leads to cooperative activities and projects with the use of technology as appropriate. Regular assessments will ensure that students are re-taught and provided with intervention as needed in order to reach the level of application.

F. Creating Self-Motivated, Competent, And Lifelong Learners

It is WSCS’s objective to plant the seeds and enable its students to become self-motivated, competent, lifelong learners. In addition to providing students with a thorough education, rich in content and skills, perhaps the most important thing a school can do is to make school a pleasant and enjoyable place, in addition to a challenging and interesting one.

WSCS believes it will accomplish this by:

- Creating academic success for students. Competence creates success, which creates confidence. Students who are competent in what they know are more likely to be motivated to continue learning. WSCS creates competence by:
Having a rigorous and thorough curriculum that emphasizes content, critical thinking and effective social interactions, and the application of knowledge;

Frequent assessment to adapt teaching to make sure students are truly learning, and will be prepared for college and the world of work; and

Providing as much flexibility in the schedule and courses as possible to address the individual needs of students.

Integrating technology across the curriculum. Technology is a great motivator because of its ability to offer immediate feedback and the general sense of satisfaction that comes from using it.

- Creating a safe, pleasant, and respectful environment. Character education and behavior are fundamental in order for students to learn. Peters Procedures has been selected because it helps to create such an environment, by ensuring the use of a common vocabulary and set of skills to be shared by everyone associated with the school, including all staff, students, and parents. Minimizing the social stresses often associated with the teen years of development will increase the ability for learning.

- Creating opportunities for real world success. People who can function in life have the ability to keep learning. WSCS is committed to providing real life connections and experience:

  - WSCS includes internships and community service as part of its instructional program, and its relationship with the local Chamber of Commerce and groups such as the Rotary Club will make this class truly meaningful to students.

  - Peters Procedures includes workplace skills such as resume writing and interviewing.

  - Community Service. This is a graduation requirement, and students are expected to fulfill at least 20 hours each year.

  - Internships. Seniors will have an internship with a business or organization within the community, and will complete a paper or project about the experience.

G. A Typical Day: The Gift Of Time

It’s 8:00 a.m. Gloria, the junior class president, greets our visitor and says that teachers are in their classrooms at least 30 minutes before classes start at 8:30 a.m. so that they are available to students or parents who would like to speak with them. This is the first “gift of time.” Students are arriving on time and rested, even those with long commutes. Gloria describes some scenes:

- Jeremy, the student MC this week, announces the music selection chosen by students as part of a class assignment – to find music connected to a course of study. This morning,
it’s a Brandenburg Concerto by Bach, since the 6th graders are studying the Baroque period in the music history part of their Social Studies class, as part of the Core Knowledge curriculum.

- Two students from the National Geographic Bee team are labeling landmasses and other physical features, along with world religions, on a world map.

- Some students are in an optional “zero” period that began at 7:30 a.m. Many are in the yoga class, fulfilling the P.E. requirement; others are taking Latin.

The bell rings at 8:20 a.m., and students go to class. Following Peters Procedures, they line up at their classrooms and politely greet their teacher or a class officer. A parent volunteer, Ms. Barnard, takes over for Gloria as she assumes her post at her classroom.

Ms. Barnard explains that the schedule itself is a gift of time, since it avoids a frantic dash through the day. There are seven periods daily, which allows all middle school students the opportunity to take two electives, and ensures that all high school student will be able to take a foreign language and at least one elective each semester. The school’s philosophy is that “each student’s teacher sees that child every day,” so the schedule does not change, with the exception of Friday (which has shortened periods, and ends early so teachers can conference). The average class size is 25, allowing for more individualized attention.

Ms. Barnard shows the visitor several classes during first and second periods. She explains that while most of the students go to classes at their grade level, the school’s flexibility and “span” curriculum (middle and high school) allow students to have individual needs addressed. Her own son Will, a highly gifted 6th grader with Asperger’s, has accelerated in math, and he is enrolled in the 9th grade Algebra II class. She tells the visitor that she has been delighted with the social skills training that is built in to Peters Procedures, which eliminated the need for Will to miss class time to work on these skills on his own – an individualized “gift of time.”

As the visitor and Ms. Barnard walk through the halls, they peek in at some classes. In each room, the students are using their Peters Procedures training to answer questions courteously, and to focus as their teacher guides the lesson, from the moment class begins. Good classroom behavior guarantees perhaps the most important gift of time – teachers who have the time to devote to teaching rather than to maintaining classroom discipline.

The visitor is shown a 6th grade math class where the teacher begins with warm-ups from a Saxon math lesson. After two core academic classes, third period will generally be an arts or technology elective. Our visitor stops by Electronic/Music/Production, which is both – an interdisciplinary arts and technology class. There, groups are actively engaged in several projects: one is working on emusictheory.com assignments, another is creating a computer-controlled lighting cue list for the drama club’s show, and a third is editing sound files to create a backing track for a vocalist. The teacher, Mr. Friendly, travels from group to group, and has help from USC graduate students.
The visitor is then taken to see one of the school’s “suites,” a non-credit period for middle school students, for intervention or enrichment. Students are placed in suites based on their interest and teacher assessment. The intervention suites run on a six-week cycle, so a student whose needs have been met in an intervention can then join an enrichment suite mid-semester. Students can also use suite time to prepare for competitions such as DTASC or the Geography Bee. The scheduling allows all students to participate in programs that commuting students often aren’t able to. Today, the visitor looks in on Future Problem Solvers, where students are researching whether the value of the dollar should be readjusted as against the value of the Chinese Yuan in order to address trade imbalances between the two countries.

Before lunch, the visitor sees an 11th grade American History class, where the students are working in cooperative groups following a direct instruction introduction by Mr. Lopez. The groups are creating video presentations based on their research on the Revolutionary War period. The lunch signal sounds at 12:20 p.m., and students make their way to the food court, where some choose from the salad bar, and others are served pre-selected meals ordered from the school’s food vendor. Jeff takes his meal as he leaves for his internship at the nearby Kaiser Medical Center. A new student enters the cafeteria, and he is welcomed and asked to join a group of students at a table, who are well versed in this social “procedure.” Many teachers are joining students at their tables; Ms. Jones is meeting with the Debate Team. The MC introduces the jazz ensemble, whose members have eaten quickly so they can perform.

After lunch, the visitor visits fifth and sixth periods. In a physics class, the lesson is on how light rays bend in lenses and the mathematical representation of this process. The students are working with concave and convex lenses and making predictions that must be backed up by reasons. Later, some students head to their seventh period conditioning classes for the basketball and track teams. The final bell rings at 3:50 p.m. Some students prepare to leave; others stay for rehearsals, clubs, mentoring, or homework help. The principal invites the visitor to return for the Parent Organization’s evening seminar on “Understanding Your Teenager’s Brain,” or to join the live feed on the school’s website. After all, the school’s parents need the gift of time as much as anyone.

H. Instructional Program, Framework And Methodology

Introduction

Courses at WSCS fall into two separate sections: middle school and high school, with occasional overlap. All students have required coursework aligned to the California Content Standards that will exceed the UC/CSU (A-G) and state requirements for graduation, and are compatible with LAUSD’s requirements. Each student will have opportunities to pursue personal interests through our electives programs in all grades, and middle school students will have the option to explore a variety of enrichment courses through the Suites program or to receive intervention if deemed necessary by assessments. High school students will be able to take multiple electives using a zero period if they choose and will also participate in community service and internships.
WSCS will offer a liberal arts, college preparatory educational program, and our courses and schedule have been designed to ensure that all students have access to their needed coursework within the school day.

In the middle school program, WSCS use the Core Knowledge Sequences as aligned to the California Content Standards (see Appendix A). We will offer the four core subjects, physical education, and an elective, along with a non-credit period for intervention or enrichment (Suites). Each course is worth 5 credit units except for those designated as non-credit.

**Middle School Subject Delineation by Grade**

<table>
<thead>
<tr>
<th>Grade</th>
<th>English</th>
<th>Math</th>
<th>Social Studies</th>
<th>Science</th>
<th>Elective</th>
<th>P.E. or Tech</th>
<th>Suite (NC)</th>
</tr>
</thead>
<tbody>
<tr>
<td>6th</td>
<td>6AB</td>
<td>6AB</td>
<td>6AB Ancient Civilizations</td>
<td>6AB Earth Science</td>
<td>Arts or Technology</td>
<td>6AB Team building</td>
<td>Enrichment or Intervention</td>
</tr>
<tr>
<td>7th</td>
<td>7AB (Algebra Readiness)</td>
<td>7AB</td>
<td>7AB World History through 20th Century</td>
<td>7AB Life Science</td>
<td>Arts or Technology</td>
<td>7AB Skill Development</td>
<td>Enrichment or Intervention</td>
</tr>
<tr>
<td>8th</td>
<td>8AB</td>
<td>Pre-Algebra or Algebra I</td>
<td>8AB U.S. History to 1900</td>
<td>8AB Physical Science</td>
<td>Arts or Technology</td>
<td>8AB Sports</td>
<td>Enrichment or Intervention</td>
</tr>
</tbody>
</table>

The high school program is outlined below. WSCS’s graduation requirements will be compatible with LAUSD’s requirements (which include the state and A-G requirements), thus ensuring flexibility should the need for transfers occur. The elective blocks are designed to give flexibility for elective study or intervention. Students will have the option to use this class time for a non-credit activity such as an internship or community service project, or to earn additional credits during this period or make up for lost credits from previous attempts. Courses will be offered at an AP or Honors level in a minimum of one section. Students must achieve the grade of a C or better in order to obtain credit for a course. Each semester’s course is worth 5 credits towards the 230 required for graduation.

**High School Subject Delineation by Grade**

<table>
<thead>
<tr>
<th>Grade</th>
<th>English</th>
<th>Math</th>
<th>Social Studies</th>
<th>Science</th>
<th>Languages</th>
<th>PE, Health, Electives</th>
<th>Electives/Arts/Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th</td>
<td>9AB</td>
<td>Geometry</td>
<td>Geography</td>
<td>Biology</td>
<td>Spanish</td>
<td>PE</td>
<td>Electives/Arts/Technology</td>
</tr>
</tbody>
</table>
Below are WSCS’s graduation requirements, compared to those of LAUSD and the University of California, along with our planned course offerings in Year 1 and Year 5.

**GRADUATION REQUIREMENTS/HIGH SCHOOL COURSES**

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>LAUSD 2014/2015 (includes State Requirements)</th>
<th>UNIVERSITY OF CALIFORNIA “A-G” Requirements (includes CSU and matches many private colleges)</th>
<th>WESTCHESTER SECONDARY CHARTER SCHOOL</th>
<th>WSCS GRADE 9 Course Offerings Year One</th>
<th>WSCS GRADES 9-12 Course Offerings Year Five</th>
</tr>
</thead>
<tbody>
<tr>
<td>English “B” Requirement</td>
<td>40 credits English 9 &amp;10, American Lit &amp; Contemporary Composition 12 grade Composition &amp; an English Literature elective</td>
<td>4 Years English AP courses recommended</td>
<td>4 years English 9 &amp;10, American Lit &amp; Contemporary Composition 12 grade Composition &amp; an English Literature elective</td>
<td>English 9 AB English 9AB English 10AB American Lit Composition Shakespeare World Lit. AP Lit AP Lang/Comp Bible</td>
<td></td>
</tr>
<tr>
<td>Requirement</td>
<td>Credits</td>
<td>Years</td>
<td>Description</td>
<td>Credits</td>
<td>Years</td>
</tr>
<tr>
<td>----------------------</td>
<td>---------</td>
<td>---------</td>
<td>-----------------------------------------------------------------------------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td><strong>Math “C” Requirement</strong></td>
<td>20</td>
<td>4</td>
<td>Algebra 1, Geometry, Algebra 2 or higher levels Adv. App. Math if Geometry is not met</td>
<td>4</td>
<td>Elective</td>
</tr>
<tr>
<td><strong>Lab Science “D” Requirement</strong></td>
<td>20</td>
<td>3</td>
<td>Biology – including at least 2 of the foundational subjects of Biology, Chemistry, and Physics</td>
<td>3</td>
<td>Biology</td>
</tr>
<tr>
<td><strong>Foreign Language “E” Requirement</strong></td>
<td>2</td>
<td>2</td>
<td>Same language. AP &amp; 3-4 years recommended.</td>
<td>2</td>
<td>Spanish, Latin, French</td>
</tr>
<tr>
<td><strong>Visual/Performing Arts “F” Requirement</strong></td>
<td>10</td>
<td>1</td>
<td>Visual and Performing Arts</td>
<td>One year</td>
<td>Theatre</td>
</tr>
<tr>
<td><strong>Electives “G” Requirement</strong></td>
<td>75</td>
<td>1 year or more</td>
<td>Advanced classes in Math, Arts, English, Lab Science, World Language, or Social Sciences</td>
<td>One year or more</td>
<td>AP Music Theory</td>
</tr>
<tr>
<td><strong>Physical Education</strong></td>
<td>20</td>
<td>None</td>
<td>2 years</td>
<td>General PE Sports (track, soccer, or lacrosse)</td>
<td>2 years</td>
</tr>
</tbody>
</table>
I. Proposed Teaching Methodologies

Research shows that teachers should focus on the content's best modality, not the student's. Daniel T. Willingham (2006), "The Content's Best Modality Is Key."

In order to effectively reach our community of diverse learners, and to ensure that we aid them in becoming knowledgeable citizens who can think critically and apply their knowledge, WSCS will use several instructional methodologies that have proven effective in implementing a program of data-driven instruction. These methods -- Direct Instruction, Project-based Learning, and Cooperative Learning -- incorporate a variety of techniques or strategies, and will be supported by technology to make them as effective as possible. No one methodology will be used exclusively in any classroom but a blend of methods will address the content of the course and ensure that students are actively engaged in their own learning. A key component to all instruction is to constantly assess the effectiveness of these tools and to adjust in response to the assessment data, in order to support the backward design model of curricular development.

These strategies, described below, are critical to effectively serving the diverse population that WSCS anticipates serving. The research base for each strategy is described in the corresponding section, and establishes the validity of each strategy for maximizing the learning of all students. Teachers will have professional development for two hours each week and part of this time will be used to review assessment data and collaborate on best practices for instruction around specific coursework and reinforcement of skills needed for students to be able to meet coursework standards.

<table>
<thead>
<tr>
<th>Health</th>
<th>5 credits</th>
<th>None</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Credits to Graduate</td>
<td>230</td>
<td>230</td>
<td></td>
</tr>
<tr>
<td>Additional Non-Course Requirements</td>
<td>Computer Literacy Career Pathway Service Learning</td>
<td>Community Service: 20 hours per year Internship: one semester</td>
<td></td>
</tr>
<tr>
<td>Assessments</td>
<td>California High School Exit Exam (CAHSEE)</td>
<td>SAT or ACT</td>
<td>California High School Exit Exam (CAHSEE)</td>
</tr>
</tbody>
</table>

For complete scope and sequences/textbook correlations, see Appendix B-H.
Data-Driven Instruction

The school will implement a cycle of learning that is in keeping with the research findings of Mike Schmoker, Larry Lezotte and Douglas Reeves. They advocate for students to be pre-assessed and then given specific benchmark exams in order to continually triangulate assessment data to determine students’ progress towards specific goals. This information also serves to validate the various assessment tools that have been implemented.

This methodology creates a cycle of principles and practices whereby teachers and their professional learning communities begin with good baseline data, create measureable instructional goals consistent with the backward design plan; and use frequent formative assessments to inform teacher practice and increase student learning in order to meet those goals. From this procedure focused intervention is immediate and meaningful. Success Tracker, a Pearson program in our instructional materials, is one such mode of frequent assessment available to our teachers.

WSCS professional development occurs on Friday afternoon, by design, in order to use weekly assessment data to inform lessons or interventions for the following week.

Data will also be used by administration to:

- focus staff development programs;
- allocate money for needed programs;
- assign staffer where there are documented needs;
- inform stakeholder/community;
- establish grading systems;
- focus administrative tasks toward school improvement.

Direct Instruction

Direct instruction is a systematic approach that has the teacher act as a guide through new material after establishing the students’ prior knowledge. Students then engage in independent practice. Informal assessments determine any need for additional review and practice. Direct instruction is a method that is specifically designed to enhance academic learning time, by taking learners through the steps of learning systematically, and helping them to see both the purpose and the result of each step. When teachers explain exactly what students are expected to learn, and demonstrate the steps needed to accomplish a particular academic task, students are likely to use their time more effectively and to learn more.

Direct Instruction involves the following process:

1. Setting clear goals for students and making sure they understand these goals.
2. Presenting a sequence of well-organized assignments.
3. Giving students clear, concise explanations and illustrations of the subject matter.
4. Asking frequent questions to see if the students understand the work.
5. Giving students frequent opportunities to practice what they have learned.
Schwerdt and Wuppermann, in a recent study on the impact of direct instruction, found that students learned 3.6 percent of a standard deviation more if the teacher spent 10 percent more time on direct instruction, which amounted to one to two months of extra learning during the course of the year. (Schwerdt, G. and Wuppermann, A. “Is traditional teaching really all that bad? A within-student between-subject approach.” *Education Next.* April 19, 2011.) A different study compared four methods of instruction to determine whether discovery learning or direct instruction was more beneficial to student learning in mathematics. The study found that direct instruction was most successful when it came to student achievement. (Rittle-Johnson, B. “Promoting transfer: The effects of direct instruction and self-explanation.” *Child Development.* January/February 2006, pp. 1-15.) Another review of high-quality research in mathematics education found that "direct instruction can help students learn computational skills and understand math principles. We know that children don’t have to discover math principles on their own. . .in order to understand mathematical concepts." (Whitehurst, G. IES Director’s presentation at the Mathematics Summit, Washington, DC: February 6, 2003.)

**Cooperative Learning**

This method asks students to share skills and responsibilities in order to reach academic goals. The teacher acts as facilitator for students to progress through a task or generate answers in teams or small groups. It will be used in our classrooms to build academic skills and develop the teamwork, cooperation, and listening skills needed in the 21st century higher academic and work environments:

- **Think-pair-share:** a low risk activity where small groups are responsible for answering a question in a short period of time;
- **Peer-editing:** students offer meaningful suggestions for the improvement of a writing sample;
- **Peer tutoring:** students act as teachers to reteach a lesson to a peer;
- **Socratic questioning:** teacher directs discussions around meaningful questions;
- **Graphic organizers:** visual aids to assist in organizing information;
- **Gallery walks:** a variety of resources are made available throughout the room and students get out of their seats to review in order to draw conclusions from multiple perspectives;
- **Jigsaw:** each group becomes an expert in one aspect of a topic and then students rotate around to different groups to share their “expertise;”
- **Lab research:** teams of students perform experiments taking on the different roles needed to complete the experiment;
- **Service learning:** combines community service with academic instruction as it focuses on critical, reflective thinking and civic responsibility. With well-defined learning goals and critical reflection activities, numerous learning outcomes will be achieved; and
- **Research projects:** teams of students can cover a larger area of research on a specific topic when the tasks are shared.
Research on cooperative learning has demonstrated “overwhelmingly positive” results and confirmed that cooperative modes are cross-curricular. Cooperative learning requires students to engage in group activities that increase learning and adds other important dimensions. Brady and Tsay report that students who fully participated in group activities, exhibited collaborative behaviors, provided constructive feedback, and cooperated with their group had a higher likelihood of receiving higher test scores and course grades at the end of the semester. Results from Brady and Tsay’s 2010 study support the notion that cooperative learning is an active pedagogy that fosters higher academic achievement. (Tsay, M. and Brady, M. “A Case Study of Cooperative Learning and Communication Pedagogy.” *Journal of the Scholarship of Teaching and Learning*, February 2010, pp. 78-89.)

Teachers atWSCS using cooperative learning techniques will participate in professional development that provides specific guidelines for use of this method to increase academic achievement. Technology will be incorporated to offer additional resources for research projects. A research project sponsored by the Office of Educational Research and Improvement (U.S. Department of Education) stated that:

> (W)hen students are using technology as a tool or a support for communicating with others, they are in an active role rather than the passive role of recipient of information transmitted by a teacher, textbook, or broadcast. The student is actively making choices about how to generate, obtain, manipulate, or display information. Technology use allows many more students to be actively thinking about information, making choices, and executing skills than is typical in teacher-led lessons. Moreover, when technology is used as a tool to support students in performing authentic tasks, the students are in the position of defining their goals, making design decisions, and evaluating their progress.


**Project-based Learning**

This method engages students in authentic learning activities with the teacher as facilitator. Project-based learning has been defined by Thomas to include these features:

> Projects are central, not peripheral to the curriculum; projects are focused on questions or problems that ‘drive’ students to encounter (and struggle with) the central concepts and principals of the discipline; projects involve students in a constructive investigation; projects are student-driven to some significant degree; projects are realistic, not school-like; and projects include collaboration.


The same University of Indianapolis report found that the research on project-based learning
reports positive outcomes related to student learning in the areas of content knowledge, collaborative skills, engagement and motivation, and critical thinking and problem-solving skills. 

(Ibid.)

These activities are designed to answer in-depth and rigorous questions or solve a problem that is connected to the everyday world. A well-designed project demands that students encounter and work through the principles of the course discipline. Projects can be individualized or in cooperative groups. Projects give students the opportunity to reflect upon their own ideas and choices to affect a project outcome. Projects are both student-centered inquiry and an assessment of student competence that can be demonstrated in a public performance or presentation.

- Simulations – can be a computer generated activity or teacher created one that demands the student experience the replication of the desired field of study. It is both interactive and dynamic allowing students to develop the critical thinking skills they need to analyze, judge and act upon information as it changes.
- Virtual learning- uses technology created by teachers or the gaming industry to deepen learning around a specific topic. The computer program connects to a field requiring the student to navigate and solve complex problems.
- Student Research – students use technology and other resources to develop more in-depth knowledge and critical thinking around a specific learning goal. This can be done independently or in cooperative groupings.

Students at WSCS will be assigned projects to complement and enrich their learning as appropriate to the coursework and instructors discretion. Projects will have clearly defined expectations for learning outcomes. When it is appropriate, they will be cross-curricular.

J. **Curriculum: Scope And Sequence/Course Descriptions**

Subjects will be taught at WSCS in the order expected by the state of California in alignment with the state standards. A general explanation for the coursework is outlined below with detailed scope and sequences/correlations, available in Appendix B-H.

**English**

- Pearson Timeless Series
- Core Literature
- Language of Composition

The English Language Arts instructional program will utilize the standards-based design of the Pearson textbooks to ensure that students reach the learning goals of each grade level and are able to communicate effectively through the written and spoken word. The scope and sequence of the texts will serve as a guide to address each of the grade level standards that will develop the young readers and writers. Teachers will use the various activities offered in the textbooks to create lessons that use our core methodologies of direct instruction, cooperative learning and project-based learning. Using a variety of strategies, teachers will be able to engage our diverse student body by offering parallel instruction that is both standards based and individualized. One
such tool will be to adapt core literature that will be used to align with the Core Knowledge sequence at the middle school program and be used to offer variety and additional substance to the coursework at the high school level.

The Pearson Timeless series was selected for grades 6-10 because the texts were designed to correlate with the California State Standards in a sequential scope and sequence. Students will work to develop mastery within the five domains of English Language Arts study: Reading, Literary Response and Analysis, Writing, Language Conventions and Listening and Speaking. High school level English courses will include general English Language Arts for grades 9 and 10; American Literature as a one-semester required class and Composition complement it during the second semester. World Literature will be offered to students to select as part of their senior year of study in English along with English electives in the Bible and Shakespeare. Instructional materials for the Composition class will include The Language of Composition by Renee H. Shea et al. All of the English Language courses taught at WSCS will include core literature in addition to the Pearson text.

In addition to the Pearson text, student learning will be enriched with core literature. Literature-based instruction is an authentic tool wherein teachers provide students with the skills they need to fully understand what they read. Research shows that literature-based instruction helps all students become better readers, writers, and thinkers, and helps them discern for taste and quality of literature. (Wells, G. (1990) “Creating the conditions to encourage literate thinking.” Educational Leadership, 47(6), pp. 13-17.) Research also shows that students’ writing reflects the written and verbal language to which they are exposed, and that students incorporate in their own writing a broader range of vocabulary and a wider variety of literary forms (Maples, V.P. Teaching reading and writing in elementary schools. New York: McGraw Hill, 1994). Students will have weekly summative and formative assessments. Rubrics will be used to assess student progress in the written language while more traditional evaluative tools such as quizzes; tests will reveal student mastery in vocabulary, reading comprehension, and grammar. Project-based assessments are a part of our methodologies and will be used to take the student from learner to teacher.

Scope and Sequences/Correlations for English can be found in Appendix B.

Middle School English Language Arts:

Sixth Grade - Eighth Grade ELA Courses
Pearson Timeless Series: Copper, Bronze, Silver
Core Knowledge

Students will progress each year developing as readers and writers strong in writing conventions with a rich vocabulary able to demonstrate their understanding of a variety of reading sources through thoughtful analysis. The Core Knowledge Curriculum outlines recommended core literature introducing future concepts and the Pearson Series has carefully selected standards-aligned reading samples to guide the middle school student into sequential reading and analyzing
text. Students will have many opportunities to develop their listening and speaking skills not only in their English class but also across the curriculum.

**High School English Language Arts:**

**Ninth Grade ELA Course**  
*Pearson Timeless Series, Gold*

The focus of the ninth grade year is on more challenging, classic works such as the *Odyssey, Animal Farm,* and *Of Mice and Men,* and the development of writing with supported literary analysis. Students will practice persuasion in speech and writing, and characterization through biographical and autobiographical narratives. They will practice expository essays on topics related to literature. Students will read six core texts throughout the year in addition to independent reading and instruction from the Pearson text.

**Tenth Grade ELA Course**  
*Pearson Timeless Series, Platinum*

Students in this course will continue to use the Pearson text to supplement core-reading material. The emphasis on the tenth grade courses is on writing essays, minimum eight per year with several of them timed. The focus is on Literary Analysis as the students continue to read more challenging, classic literature. Students will write two process papers, an expository paper related to literature, a short story, persuasive essay and autobiographical narrative. Students will be expected to complete a balance of independent selected reading with that assigned in the course.

**American Literature**  
*Pearson American Literature*

This class will explore American literature from colonial times through post modernism. The masters of American poetry are studied in depth along with modern literature greats, Saul Bellow and Toni Morrison. The text provides a wealth of additional contextual information surrounding the readings to lend guidance to the literary analysis.

**Composition**  
*Language of Composition*

This class will use the Language of Composition to develop students into more effective communicators in the written language exclusively. The emphasis is on timed responses to select literature passages as well as detailed expository samples and evidence of persuasive techniques. Students will be developing their own voice and style in addition to becoming comfortable in the use citations to support their research.
Shakespeare (Elective)
Selected plays

Students are able to concentrate solely on the work of William Shakespeare exploring Hamlet, Much Ado About Nothing, Richard III and a selection of sonnets. Students will analyze the layers of meaning in the plays through extensive exploration of words and their derivatives.

World Literature (Elective)
AGS World Literature, Revised

In World Literature lessons give students the opportunity to explore the works of culturally diverse writers from around the globe. This elective option educates students in comparative cultures through literature of a variety of genres. Complete works and excerpts in this newly revised and expanded text are carefully chosen to appeal to students and enrich their understanding styles and connect world history knowledge to the world of literature. From Chinese and Haitian folktales to expressionist drama and humor, the improved World Literature text and strong support materials enhance students’ understanding of literature and addresses WSCS’s goal of creating global thinkers.

Bible (Elective)
The Bible

This class will focus on the Bible as literature through the sequence of the Old Testament, drawing comparisons between a variety of translations.

Intervention
LANGUAGE!
REWARDS (Sopris West)

Students, whose skill levels have demonstrated difficulty in meeting grade level standards, will have class time for intervention either through a Suites class in the middle school or Study Skills course at the high school. REWARDS is a sequential, direct instruction method of re-teaching reading skills to fill in gaps in learning for the struggling reader. LANGUAGE! is designed for the English Language Learner in need or reinforcement or skill building.

Study Skills (Non-credit elective)

This elective offering at the high school will provide the opportunity, within the school day, for students needing intervention in English or Mathematics to learn the essential skills required to reach mastery in these subjects.
Mathematics Courses

*Saxon Series*

*ALEKS*

WSCS will use Saxon Math in order to achieve its mission of having its students reach content mastery understanding. Saxon has a research-based structure to encourage building concepts sequentially and help students retain that knowledge by periodically reviewing old content in new problems. The instruction, practice, and assessment of those increments are systematically distributed across each grade level. Practice is continual, and assessment is cumulative.

The Saxon approach differs from most programs in that it distributes instruction, practice, and assessment instead of massing these elements throughout the lessons and the school year. As students encounter new increments of instruction, they are also continually reviewing previously introduced math concepts. Frequent assessments of newer and older concepts are encountered throughout the lessons, ensuring that students truly integrate and retain critical math skills. Research has shown that intellectual skill objectives are arranged into a pattern that reveals prerequisite relationships among them (Gagne & Briggs, 1974). Thus, lower level skills must be automatic before higher-level skills can be mastered.

Anderson’s ACT theory explains that expertise is obtained through three stages: cognitive, associative, and autonomous. During the cognitive stage, learners rehearse and memorize facts related to a particular domain or skill that guide them in problem solving. Within the associative stage, learners are able to detect errors and misunderstandings through continual practice and feedback. By the time learners have reached the autonomous stage, they have practiced a skill to the extent that it becomes automated, reducing the amount of working memory needed to perform the skill and leading to expertise with that skill. Saxon honors this process in its delivery of math content.

The mathematics program strives to produce mastery in our students. Therefore, a variety of instructional strategies and adherence to the Saxon math program will be used to ensure that all students have multiple opportunities to learn the mathematical concepts and skills. The mathematic program is designed to encourage not only the mastery of specific skills but also to encourage the use of higher-order and critical thinking skills on a daily basis. Math is also integrated in other subject curriculum, including social studies, science, and reading.

Students at WSCS will be given a pre-assessment test that will be considered along with prior assessment data to determine the best placement and support for each student’s mathematics instructional goals. Saxon Math is aligned with the California Content Standards and the correlations are provided in Appendix C.
Mathematics 6AB  
*Text: Saxon Math CA 6 (Grade 6)*

The major purpose of this course is to serve as a vehicle by which students will master the four arithmetic operations with whole numbers, positive fractions, positive decimals, and positive and negative integers; and will accurately compute and solve problems. They will apply this knowledge to statistics and probability, and geometry.

In this course, students will understand the concept of mean, median, and mode of data sets and how to calculate the range. They will analyze data and sampling processes for possible bias and misleading conclusions; they will use addition and multiplication of fractions routinely to calculate probabilities.

Students will work with ratios and proportions. Students will continue their study of geometry, including complementary and supplementary angles, the sum of the angles in a triangle, the concept of the constant pi and its applications to the formulas for area and circumference of the circle.

Mathematics 7AB  
*Saxon Math Course 2 (Grade 7)*

By the end of grade seven, students will be adept at manipulating numbers and equations and understand the general principles at work. Students will gain a deeper understanding of rational numbers and their various forms of representation. They will increase their understanding of ratio and proportion and apply this knowledge to topics such as slopes of lines and the change in volume and surface area of basic three-dimensional figures when the scale is changed. Students will make conversions between different units of measurement and compute percentages of change and simple and compound interest. In addition, students will know the Pythagorean Theorem and solve problems involving computing a missing side.

Since the seventh grade standards constitute the core content for the mathematics portion of the California High School Exit Exam (“CAHSEE”), it is essential that students become proficient in the key standards.

Pre-Algebra AB  
*Saxon Math Course 3 (Grade 8)*

This course is designed for students who do not have the prerequisite skills for Algebra 1. Upon completion of this course, students will be able to: solve one step and multi-step equations, convert decimals, fractions and percentages, identify points, lines, planes, and angles and understand their relationship, graph on a number line or coordinate plane, identify types of angles, prove two triangles are congruent, solve right triangles using the Pythagorean Theorem, find the probability of an event happening, find the area of all types of polygons and circles and find the surface area and volume of various solids. This class meets all required state standards.
Grades 9 Through 12

Algebra I (may be taken by 8th graders who demonstrate readiness)
Saxon Algebra I

This course teaches the tools of algebra: order of operations, adding, subtracting, multiplying and dividing integers, functions and their graphs, linking graphs and tables, algebraic concepts and simple equations, inequalities, graphing and writing linear equations, quadratic equations, exponents, right triangles and radical expressions, polynomials, rational expressions and functions. This class meets all required state standards.

This course is a formal development of the algebraic skills and concepts necessary for students who will take a Geometry course and other advanced college-preparatory courses. This course will meet the Algebra requirement for graduation.

The purpose of this course is to serve as the vehicle by which students make the transition from arithmetic to symbolic mathematical reasoning. It is an opportunity for students to extend and practice logical reasoning in the context of understanding, writing, solving, and graphing problems involving linear and quadratic equations (including systems of two linear equations in two unknowns).

In this course, students are expected to demonstrate their ability to extend specific problems and conditions to general assertions about mathematical situations. Additionally, they are expected to justify steps in an algebraic procedure and check algebraic arguments for validity.

Geometry
Saxon Math Geometry

This course is a formal development of the geometric skills and concepts necessary for students who will take Algebra 2 and other advanced college-preparatory courses. The content will include: a study of the postulates and theorems to support proofs; the study of perpendicularity, parallelism, congruence and similarity relationships, the study of measurement in common geometric figures; coordinate geometry; relationships in circles and polygons; introductions to trigonometric functions and other right triangle studies; and more.

Algebra II
Saxon Algebra II

This course is an advanced algebra course designed for those students who have already mastered Algebra 1. Topics will include: models, functions and permutations, linear relationships, matrices, linear systems, quadratic equations, polynomials, exponential and logarithmic functions, rational functions, periodic functions and trigonometry, quadratic relations, probability and statistics. This course meets all required state standards.
**Trigonometry/Mathematical Analysis**  
**Saxon Advanced Math**

Mathematical analysis is combined with trigonometry to make a yearlong precalculus course. Trigonometry uses the techniques that students have previously learned from the study of algebra and geometry. The trigonometric functions studied are defined geometrically rather than in terms of algebraic equations, but one of the goals of this course is to acquaint students with a more algebraic viewpoint toward these functions. Facility with these functions as well as the ability to prove basic identities regarding them is especially important for students intending to study calculus, more advanced mathematics, physics and other sciences, and engineering in college.

Mathematical analysis combines many of the trigonometric, geometric, and algebraic techniques needed to prepare students for the study of calculus and strengthens their conceptual understanding of problems and mathematical reasoning in solving problems. These standards take a functional point of view toward those topics. The most significant new concept is that of limits.

**Advanced Placement Calculus AB**  
**Saxon Calculus**

Calculus AB is primarily concerned with developing the students’ understanding of the concepts of calculus and providing experience with its methods and applications. The courses emphasize a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. The connections among these representations also are important.

**AP Calculus BC**  
**Saxon Calculus**

AP Calculus AB is a challenging in-depth study of functions, graphs, limits, derivatives, definite integrals, anti-derivatives, and real-world applications of differentiation and anti-differentiation. Students will work with functions graphically, numerically, analytically, and verbally and understand the connections among these representations. Some of the topics covered include limits, continuity, derivatives, applications of derivatives (rates of change, rectilinear motion, related rates, curve-sketching, optimization), integrals, applications of integrals (area, volumes, accumulation of change, differential equations), and techniques of integration.

AP Calculus BC is a full-year course in the calculus of functions of a single variable. It includes all of the AP Calculus AB topics as well as applications using parametric, polar and vector forms, the geometric interpretation and numerical solution of differential equations, improper integrals, series, and Taylor polynomial approximations of functions.

**Advanced Placement Probability and Statistics**  

The purpose of the AP course in statistics is to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students are exposed to four broad
conceptual themes:

1. Exploring Data: Describing patterns and departures from patterns;
2. Sampling and Experimentation: Planning and conducting a study;
3. Anticipating Patterns: Exploring random phenomena using probability and simulation; and

While exploring these themes, some of the topics that will be covered include distributions of data, measures of center, standard deviation, linear regression, correlation, data collection, sampling, randomization, probability and discrete random variables, binomial distributions, Central Limit Theorem, confidence intervals, tests of significance using large samples, small samples, means, and proportions, and Chi-square test.

Study Skills (Non-credit Elective)

ALEKS

This elective offering at the high school will provide the opportunity, within the school day, for students needing intervention in English or Mathematics essential skills to be supported to reach mastery in these subjects. The ALEKS program is a computer-based skill-building program for Mathematics.

Math Scope and Sequences/Correlations can be found in Appendix C.

Science Courses

- Pearson Science: Earth, Life, Health and Physical
- Kids Discover
- National Geographic
- Biology, Core Edition by Miller and Levine
- AGS Chemistry
- Marine Biology, 6th ed. by Peter Castro
- Environmental Science: Toward A Sustainable Future, 11th ed.
- Physics, 8th ed. John Curnell and Kenneth Johnson
- Health and Life Skills, Pearson

The science program at WSCS will follow the California State Standards using the strand of inquiry-based strategies provided in the Pearson textbooks that fully integrate technology. Pearson/Scott Foresman and Pearson/Prentice Hall are science programs that are text based and offer a variety of leveled investigations that move a student through the stages of science inquiry. It provides a science reading component as well as technology resources for students and teachers. In the middle school, students have log-ins through Pearson at www.pearsonsucces.net that allow teachers to assign specific work assignments, assessments or readings. Students can access their complete textbook, and link to other science websites that support a science unit. Pearson offers virtual labs so that all students can simulate experiments in the instance that the actual materials are not available for the classroom. The
Pearson texts also align with the Core Knowledge curriculum design in Science, so the content offered in the high school science courses will build on concepts introduced in the middle school science curriculum. Students in the middle school will have Earth, Life, Health and Physical Sciences and will be supported by the Success tracker program to ensure mastery of the content. Because our educational program is based upon achieving mastery in each subject, more students will be able to successfully complete three years of Science coursework at the high school and to enroll in AP courses.

*Kids Discover* and *National Geographic* magazines will enhance instruction and motivate research projects as our students develop projects. These magazines offer current articles and dynamic photography in the field of science.

**Middle School Sciences:**

**Sixth Grade**

*Pearson Earth Science.*

In the first year of middle school students will be able to demonstrate knowledge about the earth’s surface, oceans and the atmosphere. Weather and Space are also included in this year’s study.

**Seventh Grade**

*Pearson Health*

*Pearson Life Science*

The seventh grade year includes one semester of Health and covers subject matter needed for young teens to understand their changing bodies and the challenges of modern life. The second semester of this year is Life Sciences which looks at life from its origin and the complexity of the human body systems. Animal life and systems are also covered in this course along with concepts explored in more detail in the Environmental Science elective at the high school. It covers the foundations needed for high school Biology.

**Eighth Grade**

*Pearson Physical Science*

This course lays the foundation for High School Chemistry. It covers the basics in matter, electricity, sound, light, fluids, chemical reactions and the periodic chart.

**High School Sciences:**

**Biology**

*Biology, Miller and Levine*

Students will take Biology in the 9th grade using *Biology* by Miller & Levine as the core textbook. Miller & Levine Biology won the top honors in the 2009 Association of Educational Publishers Awards for this text. Each chapter starts with a Big Idea Question that ties together
with the main concept of the chapter. These Big Ideas pose direct questions that students can answer in pairs or small groups in order to create a strand that enables them to master the main concepts of the chapter. Students then apply the Big Idea concept to review questions in Lesson Assessments, and finally are asked to relate the Big Idea to their end-of-chapter review in their study guide, chapter assessment, and even in solving the Chapter Mystery. In addition to the text, there are technology connections and programs provided, including The Student Center. This offers students an online forum in which they can access their entire Biology course. Students can view and complete assignments, master vocabulary and concepts with games and activities, prepare for testing with study guides, watch engaging videos, and complete online tests that include remediation.

Chemistry
AGS Chemistry

Chemistry will be required in the 10th grade. The text for this course is AGS Chemistry, Pearson Publications. This book features a straightforward, clear writing style and proven problem-solving strategies. It provides a firm foundation in chemical concepts and principles while presenting a broad range of topics in a clear, concise manner. The text strikes a balance between theory and application by incorporating real examples and helping students visualize the three-dimensional atomic and molecular structures that are the basis of chemical activity. An integral part of the text is to develop students' problem-solving and critical thinking skills. The 10th edition is the integration of many tools designed to inspire both students and teachers. The textbook is a foundation for the unparalleled, effective technology that is integrated throughout. It correlates with the Advanced Placement expectations of the College Board and offers connections to online support and learning.

We will have Environmental and Marine Science as options along with Physics for grades 11 and 12 so that WSCS students can complete three years of science.

Marine Biology
Marine Biology, 6th ed. by Peter Castro

This course will cover the basics of marine biology with a global approach, using examples from numerous regions and ecosystems worldwide. The course will include solid basic science content needed in a general education course, including the fundamental principles of biology, the physical sciences, and the scientific method. This science coverage is integrated with a stimulating, up-to-date overview of marine biology. In addition there is an Online Learning Center where students can enhance their learning with underwater marine biology videos, flashcards, case studies, laboratory exercises, quizzes, and related web links. This text can be used for Advanced Placement Biology coursework.

Environmental Science
Environmental Science: Toward A Sustainable Future, 11th ed.

This textbook is recognized by the College Board as appropriate for Advanced Placement credit. Lessons include ecology, energy, pollution and population growth. There are sections on how to
“make a difference” that give students a tour of coal-fired power plants, waste water treatment facilities, farms, recycling facilities and more. There are also online assessments and tutorials to help teachers maximize class time and students to learn outside of class. The text is accompanied by a number of useful supplements for students and instructors. For students, these include getting personalized coaching and feedback with automatically graded assignments including:

- Pre-lecture quizzes
- Current Events quizzes
- Video Field Trips
- Graph-It activities (that help students work with and interpret data).

There is also a Self-Study Area for students to access 24/7. These support programs offer some useful supplements for instructors to assist in developing Backward Design.

*Physics*

*Physics, 8th ed. John Curnell and Kenneth Johnson*

This advanced science course is available for students who wish to take additional years of Science. It is an algebra-based science class designed to prepare students to be successful in a college introductory physics course or in the AP Physics course. It addresses the six standard topics typically covered in an introductory class and the scope and sequence in the adopted text are aligned to the time allotted in the school year for instruction. It teaches not only the fundamentals but also develops problem-solving skills. The sample problems clearly model the work required in order to be successful on most AP rubrics. There are online support materials available for practice and review. The publisher is John Wiley & Sons.

Science Scope and Sequences/Correlations can be found in Appendix D.

**Social Studies Courses**

- History Alive
- History and Geography, Core Knowledge
- AGS Globe World Geography and Cultures 2008
- World History the Modern World, Pearson
- United States History, Pearson
- MacGruder’s American Government
- Economics Principles in Action, Pearson
- Psychology, David Myers, Worth Publishers
- Original sources
- Newspapers
- Biographies
- Interact Simulations
- Field Trips
The WSCS middle school program will use Core Knowledge as its foundation for History and ELA. Pearson’s History Alive follows the Core Knowledge curriculum and the supplemental material in the History and Geography books will set the stage for later learning within the State standards for the subsequent grades. History Alive! serves as a dynamic tool for learning history but needs the supplemental materials from the Core Knowledge text for the understanding that builds into future coursework. Its design features the methodologies of cooperative learning, direct instruction, and project-based learning used throughout the school curriculum.

The HISTORY ALIVE! series has been adopted by most LAUSD middle school social studies departments. The theory and research base of the series come from the following:

- Wiggins and McTighe Understanding by Design
  The text offers plans for backward planning so that teacher lessons are aligned with assessments for understanding from all instructional practices within the subject being taught.

- Marzano Nonlinguistic Representation
  The text includes activities that encourage experiential modalities of learning and many images that reinforce the concepts being taught.

- Gardner Multiple Intelligences
  The text uses a variety of approaches so that all students have access to the material.

- Cohen Cooperative Interaction
  Students work in pairs or small groups to perform skill-oriented tasks such as mapping, graphing and interpreting primary sources to enhance their learning. Response groups have students analyzing critical thinking questions within a small group and presenting their findings to the class.

- Bruner Spiral Curriculum
  All of lessons in History Alive! And History and Geography are designed to act as foundational knowledge for later learning.

Students will study early man and Ancient Civilizations in grade six and have World History through the 1800’s in the seventh grade. Eighth and 11th grade will cover U.S. History and be followed with Government and Economics in the 12th grade. World History in the 20th century to the present will be covered in 10th grade.

The high school program is designed to offer AP options within each course offering and all subjects will align with state graduation requirements and the A-G guidelines. WSCS is a college preparatory program and as such we expect students to complete four years of our social studies program, beginning in 9th grade. Teachers will have the Pearson texts and the state standards to guide their instructional design but will supplement them with project-based learning through the uses of original source material, simulations, biographies, technology-based research and field trips. Students will be encouraged to take AP courses in order to be best prepared for college level instruction. All field trips will be designed to be cross-curricular.
Sixth Grade Social Studies  
Core Knowledge  
History Alive, Ancient Civilizations

Students in the sixth grade will begin with early humans and progress sequentially through the first civilizations. The Core Knowledge curriculum ensures that a comprehension study of these earlier cultures includes a strong understanding of geography, artistic contributions, and connections to modern times. This course focuses largely on Europe and ends at the conclusion of the Roman Empire.

Seventh Grade Social Studies  
Core Knowledge  
History Alive, World History

This course builds on the learning of grade six. In this course early civilization around the globe are studied including Africa, Asia and South America. The text materials offer a comprehension approach to this study that ends at the 20th century.

Eighth Grade Social Studies  
Core Knowledge  
History Alive, US History

This course is designed to build on the learning of the 5th grade curriculum; however, some review of pre-European invasion and colonial life will be necessary in order to lay the foundation for the remaining coursework. The course will cover the history of the United States up to Reconstruction

High School Courses:

Geography  
AGS Globe World Geography and Cultures 2008

The goal of this standards-based program is to help students understand how geography affects their lives. The textbook offers strong maps and visuals to present key concepts in human and physical geography, while step-by-step skills instruction prepares students for success on assessment. The course will include the physical world and the human world, including religions, through the study of the Americas in the first semester. The second semester covers the Middle East, Asia, Africa and Europe.

World History  
World History the Modern World, Pearson

This course builds on the 7th grade curriculum. Study begins during the Industrial Revolution and colonization continues to include the 21st century from a global perspective.
United States History
United States History, Pearson

This coursework builds on the studies of 8th grade Social Studies and begins at Reconstruction and continues in the history of the United States through contemporary times.

American Government
MacGruder’s American Government

This course lays a foundation for understanding our current political system by starting with the Constitution and Federalism. It then reteaches the functions of the three major branches of government and build on it to include a critical look at the influences that impact the decision making process: media and lobbies.

Economics
Economics Principles in Action, Pearson

This coursework covers the basics for later study. It examines the markets and banking systems locally and globally. It also covers macroeconomics and economics of the government.

Psychology (Elective) Course

Psychology will be an elective offering within the Social Sciences department. There will be an AP option for this class. Students at WSCS will be strongly encouraged to take this class to order to be more fully prepared for the demands of a post secondary education. In a high school psychology course, students are introduced to the scientific method as well as the core ideas and theories of psychology. As a result, students gain an understanding of the complexities and diversity of human thought and behavior. The instructor for his class will use not only the state standards for the course but also The National Standards.

Social Studies Scope and Sequences/Correlations can be found in Appendix E.

Language Courses

Realidades, Spanish
Ecci Romani, Latin
Bon Voyage! French

Students at WSCS will have several language options by the time we reach our full capacity of grades 6-12. Students will be able to explore languages through the Suites program during the middle school and those interested in starting their high school language credits will be able to take Spanish. Four years of Spanish will be available to the students at WSCS for the purpose of meeting the credit requirements of higher learning institutions. The school will use the REALIDADES textbook that is used in many LAUSD schools. As with all of the Pearson materials, there are a variety of workbooks and the success tracker assessment tool. The second language we will offer is Latin.
Research indicates that Latin education on all grade levels, is related to improved general English comprehension (including reading, vocabulary, grammar, and comprehension for both native and non-native speakers) and in facilitating the acquisition of a second foreign language. At the secondary level the study of Latin is related to increased levels of language achievement as demonstrated on both the Scholastic Aptitude Test (SAT) and the American College Test (ACT) verbal scores and increased use of critical thinking as evidenced by increased mathematics scores on these same tests. An additional side effect is students’ improved motivation and interest in learning another language and improved self-concept. (Alice K. DeVane, Valdosta State University.)

Learn to Read Latin from the Yale Language Series will be used to introduce students to Latin through our Suites program; however, the text for the credit course will be the Ecci Romani Latin Course texts.

Bon Voyage! from Glencoe is designed with clear expectations and goals; thematic, contextualized vocabulary; useful and thematically-linked structure; progressive practice; real-life conversation; cultural readings in the target language; recycling and review; and exquisite National Geographic Society panoramas of the Francophone world.

Spanish I Course
Realidades 1-2

Language study involves an integrated approach, incorporating the skills of listening, speaking, reading, and writing. Students will be able to produce simple questions, answers, and descriptions. Language acquisitions will include thematic vocabulary and use of basic grammatical forms such as present and preterit tenses as well as object pronouns. Students will also increase their awareness of the civilization, culture, and customs of the people whose language they are studying.

Spanish II Course
Realidades 3-4

Students are now able to meet basic survival needs in the foreign language. They can engage in common courtesy exchanges and carry on simple conversations, even initiating questions and statements. Past, present, future tenses, formal and informal commands as well as an introduction to the subjective are covered. Students will continue to explore the culture and customs of the people whose language they are studying.

Spanish III
Realidades 5-6

In the third year, students can handle most survival and social situations. Spontaneity should begin to occur. Students show ability to use the present, past and future tenses, subjunctive, conditional perfect tenses, as well as to master more frequent pronoun and verb forms. Students can sustain some lengthy conversations and discuss topics beyond basic needs when the topics
are part of the course content. Students also continue to study the culture and civilization of the people whose language they are studying.

Spanish Scope and Sequences/Correlations can be found in Appendix F.

French I  
Bon Voyage! Level 1

Language study involves an integrated approach, incorporating the skills of listening, speaking, reading, and writing. Students will be able to produce simple questions, answers, and descriptions. Language acquisitions will include: objects, numbers, colors, family, time, days, months, weather, clothing, and use of basic grammatical forms. Students will also increase their awareness of the civilization, culture, and customs of the people whose language they are studying.

French II  
Bon Voyage! Level 2

Students are now able to meet basic survival needs in the study of foreign language. They can engage in common courtesy exchanges and carry on simple conversations, even initiating questions and statements. Past, present, and future tenses are used. Students will continue to explore the culture and customs of the people whose language they are studying.

French III  
Bon Voyage! Level 3

Students can now handle most survival and social situations and spontaneity begins to occur. Students have the ability to use the present, past and future tenses, and master more frequent pronoun and verb forms. Students can sustain some lengthy conversations and discuss topics beyond basic needs when the topics are part of the course content. Students also continue to study the culture and civilization of the people whose language they are studying.

French Scope and Sequences/Correlations can be found in Appendix G.

Latin I  
Ecci Romani

The class presents the structure and syntax of the Latin language, instills an appreciation of Roman civilization and shows its effect on Western civilization, integrates Latin vocabulary with English derivatives and word usage, and develops proficiency in the four language skills of reading, writing, listening, and speaking.
Latin II
Ecci Romani, 2

During the first semester, the course continues an analysis of the structure and syntax of the Latin language and an appreciation of Roman civilization. Study continues in vocabulary and derivatives, while increasing proficiency in the four language skills of reading, writing, listening, and speaking. During the second semester, there is an emphasis on reading and translating original Roman writing, especially that of Julius Caesar.

Latin Scope and Sequences/Correlations can be found in Appendix H.

Physical Education

The Physical Education program at WSCS is designed to develop healthy living practices in our students. The standards for physical education in the state of California establish guidelines for physical development of small and large muscle groups, and coordination, team building skills, and specific skills within physical activities that can be maintained over a lifetime. Students will have physical education daily and the opportunity to participate in competitive activities during our suite program or specific movement related to our arts programs. The size of our school will dictate the number of competitive sports teams possible but we will focus primarily on California Standard Five, which designs activities students can participate in throughout their lifetimes.

With respect to the standards we will focus on track and field, tennis, volleyball, and basketball for team sports. Dance will be an option offered as the program develops into a full 6-12 school. The physical education program aligns well with the principles guiding WSCS. There will be backward design to ensure that students are developing the necessary physical skills to be healthy active adults and team activities to reinforce the importance of cooperative practices. Students will be expected to identify and plan goals with their teachers and be actively engaged in monitoring their learning progress so that assessment is on-going and personalized.

One of our board members designed a swim team program for Westchester High School partnering with the YMCA while she was a student there. Our long-term plans are to replicate that program so that swimming programs are another option for students at WSCS.

Students in the sixth and ninth grade will have their P.E. program in isolation but grades 7-8 will be flexible and combined as appropriate. The high school program only requires two years of participation but our elective program at the high school will provide options for students interested in continuing with this subject.

Electives

Electives are offered within all of the core subjects at the high school level. Additionally, elective offerings will include the arts and technology listed below.
Arts Courses

Our elective program will include music, drama, visual arts and technology. Because the Core Knowledge curriculum includes music and performing arts in all grade levels and it is integrated in all the content areas, students will have a strong arts foundation prior to enrolling in any of the arts electives. The electives at WSCS are aligned to the California State Standards and the course offerings will reflect the ability levels of the student body attending the school.

Initially we will have beginning music classes for the middle school program that will develop into performing and recording instrumental and choral groups. Drama, visual art and technology will be offered through the Suites electives in the middle school and within three years be will additional high school offerings.

Technology programs Smart Music, Garage Band and XP Mixed Craft align with our focus on individualization. These programs teach students how to record their work and play back for instructional purposes and assessment. They also create the opportunity to develop original work. Our music program is designed to educate students on all aspects of the music industry as well as build high levels of individual skills as musicians and singers. All of these technology programs have been developed with students in mind at a low financial investment.

The Core Knowledge Sequence includes music, visual art, and drama components. See Appendix A for these additional standards.

Other courses:

Art I

Art is an exploratory course designed for the beginning art student. The fundamentals of drawing, painting, pen and ink, scratchboards, etc., are incorporated in lecture, demonstrations, and student artwork. A project-oriented class, students will become competent in perspective, shading, etc., in a wide variety of art forms. All levels of talent are welcome.

Art II

This course expands the student’s knowledge of the arts and goes more in depth into the mediums and techniques. Students are exposed to advanced drawing and painting exercises as well as scratchboards, block printing and pen/ink. They will be encouraged to experiment and push themselves to expand their creative potential, enhance their art skills and start to develop their own style.

Theater

This course is designed to introduce students to the fundamental vocabulary of theatre arts such as the different types of stages, stage directions, parts of a stage and styles of drama (Theatre Standard 1). It offers many theatre games to teach the collaborative nature of the art and leads into performance of skits, plays and improvisation. Students are exposed to the historical
background of theatre from Ancient Greece and masks, Romans and stage combat, Shakespeare, *Commedia dell’arte* with puppetry, modern drama, and musical theatre through lessons and performance (Standards 2 and 3). Students are taught to analyze scripts by the reading of diverse medieval plays such as Morality plays and Noh drama (Standard 4). Students learn the different jobs and careers of the art throughout the course as students are assigned to those jobs in performance (Standard 5). They also make connections to other coursework as they orally present their design projects, write plays and create sets in scale and relate drama to history (Standard 5).

**Play Production**

In this course students produce and perform a variety of theatrical productions: Children’s, American, Original, Shakespearean and Musical (Standard 2 and 3). They read, analyze and prepare design elements for a diverse collection of classical plays (Standard 3 and 4). The students continue in the development of vocabulary as they apply the use of acting terms such as substitution and intention (Standard 1). Students learn the diverse jobs within the field as they are assigned to them as part of the preparation of each production. Students make connections to other subjects in the building of sets and props, management of publicity and ticket sales, oral presentations and analysis of text and character study in the roles performed (Standard 5).

**Beginning Band**

The expectation is that band members will gain enough technique and skill on their instruments to join Concert Band or Orchestra in future quarters, whether during or after school. Beginning Band will cover the basics of all of the music, styles, and exposure to playing in ensembles such as rock band, jazz combos, and drumline.

In this class students will work with a lot of the instruments, including:

- Try all of the band instruments - woodwinds, brass, percussion, piano, bass, and guitar
- Choose one instrument to focus on in a band rehearsal setting for this 10/20 weeks
- Learn to compose music for many instruments and combinations
- Learn to play and record in a student ensemble, such as a jazz combo or rock band

**Chorus**

This course explores choral music from a wide variety of cultures and time periods through study and performance. The core curriculum emphasizes the basics of vocal technique, sight-reading, music theory, and music history. Students will perform one major concert each semester, have the opportunity to go to competitions, and will have the opportunity to sing in variety of settings throughout the year.

**Concert Band**

*Prerequisite: Beginning Band or by audition.*
Concert Band is a continuation level course for students with previous band experience. Emphasis is on the advancement of instrument technique, the further development of ensemble performance skills, and rehearsal and performance of intermediate level band music.

**Orchestra**

Orchestra is for students with some instrumental experience. Educational emphasis is placed on the advancement of instrumental technique, further development of music reading and comprehension skills, independent musicianship, style, and a deeper understanding of small group ensemble music, and orchestral literature. Literature will contain both Classical and Popular music. Students will perform both in small group ensemble projects and as a large group. Orchestra will perform outside of class on a regular basis. More advanced students will have the opportunity to make up a Chamber Orchestra.

**Electronic Music Production**


Students will learn to create musical performances and prepare them for distribution as media. They will learn about and demonstrate understanding in:

- learning to play instruments, especially piano, guitar, bass, and drums, and use voice for recording
- form small ensembles of 2-5 players, to create and record musical performances
- basic music theory concepts, through composition and application (students who choose to prepare for the AP exam will receive AP Music Theory course credit for demonstrating understanding of advanced music theory concepts)
- historical concepts related to music, through discussion and writing
- audio record musical performances using a variety of media, including dat, hard disk, and tape
- video record musical performances and productions
- run live sound, audio, video, and lights for stage productions
- prepare audio and video recordings of stage and studio productions for publishing via hardcopy and the Internet

Also, many of the foundation-level skills necessary for AP Music Theory will be assessed through submission of graded assignments at emusictheory.com.

**AP Music Theory**

AP Music Theory is intended for serious high school music students to replace first-year college music theory. Students will learn about the concepts of melody, harmony, texture, rhythm, form, and style, through musical analysis, basic composition, dictation, sight-singing, and keyboard harmony. They will build aural, sight-singing, written, compositional, and analytical skills
through the completion of assigned projects. The course is intended to prepare the student for the AP Music Theory examination.

Because this course is preparing students to take the AP Music Theory exam, the class material is taught over the course of 30 weeks – quarters 1, 2, and 3. The beginning of quarter four will be used for intensive review and preparation for the AP exam; after the AP exam, students will complete their final composition project, which will include the creation of a recording made by live performers (if possible) or computer synthesis.

Technology

Beginning Computers

As an introductory course, the goal will be to provide students with a broad overview of computers and related technologies, with a focus on increasing their understanding and appreciation of and skill with these technologies.

The curriculum will consist of three main components: touch typing/keyboarding skills, applications (Programs: Word Processing, Graphics, Internet, Email, etc.) and concepts & issues in the field of Computer Technology.

Advanced Computers

This is an introductory course in Web Development and Design. Students are taught to construct websites in raw HTML using a simple text editor. Students will be introduced to web page design and development through a series of online tutorials. These will include introductory courses in HTML, XHTML, CSS and JavaScript as well as an overview of currently accepted Web Standards as outlined by the World Wide Web Consortium. Students will build a variety of personal websites demonstrating the skills acquired from these tutorials. To explore the course offerings more fully, explore the Class Syllabus, Assignments and Links section of this site. Students will be expected to complete a final Web project incorporating and demonstrating the skills acquired through these tutorials.

Suites

The Suites program is a second noncredit elective offering that was created to afford all of the students at WSCS the opportunity to reach mastery in their academic subjects and participate in enrichment activities that might normally only be available to students through an after-school program. Unlike the semester elective that is for credit, the suite is a pass-fail course offered in six-week units. Teachers will determine students that are in need of remediation within a subject and students will be assigned to a Subject Suite for re-teaching until mastery has been reached and they can move into an Enrichment Suite. The Enrichment Suites will reflect the interests of the students and the abilities of the teaching staff or guest instructors that will share their expertise under the supervision of one of our teachers.

Suite courses for enrichment will include all academic or arts-related competition teams, opportunities to explore a specific subject such as Journalism, or community service activities.
Character Education

*Peters Procedures for School Culture*

Peters Procedures has been shown to dramatically improve the overall atmosphere and student achievement in a school, in many types of school settings. WSCS will implement Peters Procedures, starting with training for all staff before the start of school, then instruction for the all students during the first two weeks of school. The program will be monitored throughout the year. The elements of the program include:

- Teaching students the proper “procedure” for every situation they face during the school day, including personal responsibility, conflict resolution, anti-bullying, social skills, classroom behavior, and manners;
- Training not only students, but teachers, staff, and parents;
- Offering no bribes for good behavior, but intrinsic rewards, which means lifelong success; and
- Empowering students by allowing them to become experts in the procedures, with the goal of creating more student experts.

The program makes good financial sense because it improves attendance, which increases ADA (state income), and often eliminates the need for (and expense of) classroom aides, meaning a positive return on the initial investment. There have been many studies recently about this increase of bullying in schools and its impact on school attendance. More than 25% of students admit to being bullied. In order for students to learn they must be in school. We believe it is our responsibility and duty as educators to teach the whole child. This includes appropriate social behaviors.

*State Standards*

Our curriculum is founded on the California State Standards. All teachers will analyze state content standards and internal school standards that correspond to their specific grade level and content areas. They will frame their lessons to ensure that they align with the scope and sequence of study and deliver lesson content in the manner best suited to achieving strong student outcomes using the methods we have described earlier. The frequent use of standards-driven assessment data will assist teachers and administrators in ensuring that content mastery is occurring at the appropriate pace and in accordance with State Standards. We have also kept an eye towards the Common Core Standards as we developed our school plan and have selected educational materials that align with them as well.

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8 Although formal studies are forthcoming, Peters Procedures has been piloted successfully in environments that include a Title I school in Long Beach (where it was developed); a school for severely emotionally and mentally disturbed children; and the Juvenile State Prison in Chino, California (www.petersprocedures.com, visited October 30, 2010).
Textbooks And Other Instructional Resources

A variety of resources are required to serve our programs. We have selected exemplary textbooks in Science and History, a dynamic and well-tested Math program, and an authentic approach to reading and writing combined with the Pearson texts to address all of the state standards. Supplemental materials will be necessary to serve our RtI courses and Enrichment Suites. All of these will be evaluated for the same high standard of excellence evidenced in the materials used in our academic program.

A variety of resources are required to serve our programs. We have outlined the reasoning for the selection of course descriptions below. The Pearson materials we have selected align with the California State Standards and also support the Common Core Standards. Supplemental materials will be necessary to serve our RtI courses and Enrichment Suites. All of these will be evaluated for the same high standard of excellence evidenced in the materials used in our academic program.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Materials/Program</th>
<th>Reasoning</th>
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</thead>
</table>
| English Language Arts | Pearson Timeless Series 6-10  
Pearson American and World Literature  
Bible  
Language of Composition  
Core Literature and LANGUAGE! REWARDS (Sopris West) | Correlates to the state standards.  
Authentic reading  
Highly recommended by the College Board evaluators  
Used for intervention. |
| Social Science    | History Alive  
History and Geography, Core Knowledge  
This text serves as in dynamic tool for learning history but needs supplemental materials for a more complete understanding.  
Original sources and first-hand accounts offer a unique and |
<table>
<thead>
<tr>
<th>Subject</th>
<th>Textbook/Program</th>
<th>Description</th>
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<tbody>
<tr>
<td>Biographies</td>
<td>Interact Simulations</td>
<td>valuable insight into history. Simulations offer the student to solidify their knowledge through the historical experience. Number-one textbook for high school psychology courses.</td>
</tr>
<tr>
<td>Interact Simulations</td>
<td>Field Trips</td>
<td></td>
</tr>
<tr>
<td>Psychology</td>
<td>David Myers, Worth Publishers</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>Saxon Math Series</td>
<td>Excellent direct instruction program with incremental learning. Successful with all populations, strong research base. Aligns with CA standards and AP tests for higher levels.</td>
</tr>
<tr>
<td></td>
<td>ALEKS</td>
<td></td>
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<tr>
<td></td>
<td>AGS Chemistry</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Marine Biology, 6th ed. by Peter Castro</td>
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<tr>
<td></td>
<td>Environmental Science: Toward A Sustainable Future, 11th ed.</td>
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<td></td>
<td>Physics, 8th ed. John Curnell and Kenneth Johnson</td>
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<tr>
<td></td>
<td>Kid’s Discover Magazine</td>
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<td></td>
<td>National Geographic Kids</td>
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<tr>
<td></td>
<td>National Geographic</td>
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<tr>
<td></td>
<td>Magazines with current articles and dynamic photography.</td>
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</tbody>
</table>
Teacher Recruitment

WSCS will actively recruit experienced teachers who can share and implement our school’s mission and vision. Available positions at WSCS will be advertised through various media and university programs, newspapers, the WSCS website, and EdJoin. WSCS requires the submission of appropriate documentation to our administrative office to verify the highly qualified status of all applicants. The standards for employment will be based on appropriate academic background, prior experience, specialized training, and/or personal qualities that may be needed for each position, and are further explained in Element 5 below. All candidates should possess and demonstrate the ability to think critically and constructively; be able to communicate effectively with students, parents and each other and the ability to reach decisions that are student centered. They must be able to engage with students in a personal manner and be able or willing to learn the technology systems the school will adopt. WSCS will recruit teachers who are qualified to deliver the proposed instructional program in myriad ways but especially a strong understanding of the teaching methodologies identified in the charter petition instructional plan above.

Professional Development

All Professional Development at WSCS will be focused on improving data-driven instruction and developing the teacher’s abilities to meaningfully communicate with parents. Teachers will be given time each week to assess data and to plan for re-teaching. Course assessments will take two forms: formative assessments for learning and summative assessments of learning. Both forms of assessment will be used to drive instruction, with feedback provided to pupils to involve them in the assessment process and to teachers to facilitate modifications in instruction or referral to a suite. Teachers in their department and interdisciplinary groups will determine deadlines and intervals for formative and summative assessments. Our ongoing Professional Development every Friday will be data driven as we assess the evaluations and develop lessons to address any re-teaching and collaborative lesson planning and assessments.

WSCS will engage professional development directly related to selected curricula, programs, and instructional materials:

Core Knowledge. All teachers will participate in a two-day workshop from the Core Knowledge Foundation. This workshop will provide materials, lesson planning and an orientation into the curriculum. The Core Knowledge Foundation will also provide three follow-up visits to support the instructional program.

Saxon Math. All math teachers will receive a one-day training from Saxon on the use of their materials prior to the opening of school with follow up supports as needed.

Pearson. History, ELA and Science educators will receive a one-day orientation for using the
materials from Pearson. Additional trainings will be made available to support the use of their Success Tracker program.

**Peters Procedures.** Peters Procedures staff will provide professional development for teachers, parents, staff and students in order to establish a universal code of inter-personal relating. Each group experiences direct instruction from Peters Procedures trainers who will also support and follow-up on five reinforcement days.

**Technology.** Teachers will receive on-going training and support in the use of our on line grade book, web-based communication systems and assessment evaluations.

**Intervention.** English teachers serving as intervention specialists will take the Sopris West Learning online course for REWARDS, and work together to develop lessons utilizing the LANGUAGE! series. The trainings are online for a nominal fee.

### K. Academic Calendar And Schedule

**Calendar**

WSCS will have 184 instructional days. For the 2012-13 school year, the calendar would be:

- First day of school: September 4, 2012
- End of Fall semester: January 24, 2013
- First day of Spring semester: January 25, 2013
- Final day of school: June 14, 2013
- Winter Break: Dec. 24 – January 4
- Spring Break: April 1 – April 5
- Holidays: Nov. 22-23, Jan. 21, Feb. 18, and May 27

Attached as Appendix I, please find the instructional calendar.

**Bell Schedule**

WSCS will have 70,260 instructional minutes during the school year, which exceeds the number of minutes of instruction set forth in Education Code Section 47612.5. On Monday – Thursday, the school day will be 8:30 a.m. to 3:50 p.m., with 7 periods of 50 minutes each, and 10 minute passing periods. There will also be an optional “zero” period that begins at 7:30 a.m. On Fridays, the periods will be 30 minutes each, and the school day will end at 1:40 so teachers may conference and receive professional development. Other than Fridays, WSCS does not anticipate any shortened days. Students are expected to attend school every day.

**Monday – Thursday:** Seven 50-minutes classes, plus optional “0” period

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<tr>
<th>Period</th>
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<tbody>
<tr>
<td>Period 1</td>
<td>8:30 – 9:20</td>
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<tr>
<td>Period 2</td>
<td>9:30 – 10:20</td>
</tr>
<tr>
<td>Period 3</td>
<td>10:30 – 11:20</td>
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</tbody>
</table>
Period 4  11:30 – 12:20
Lunch    12:20 – 12:50
Period 5  1:00 – 1:50
Period 6  2:00 – 2:50
Period 7  3:00 – 3:50

**Friday:**  30-min classes for assessments

Period 1  8:30 – 9:00
Period 2  9:10 – 9:40
Period 3  9:50 – 10:20
Period 4  10:30 – 11:00
Period 5  11:10 – 11:40
Lunch     11:40 – 12:20
Period 6  12:30 – 1:00
Period 7  1:10 – 1:40

Staff meeting/Professional Development  2:00 – 3:50

- Period 7 will generally be P.E. for the high school students, including training for athletic clubs.
- 0 Period will provide offerings based on student need and interest.

L. **How The Instructional Program Will Meet The Needs Of Special Populations**

**Serving English Learners**

**Overview**

Westchester Secondary Charter School will meet all applicable legal requirements for English Learners (“EL”) as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

**Home Language Survey**

The Charter School will administer the home language survey upon a student’s initial enrollment into the Charter School (on enrollment forms).
CELDT Testing

All students who indicate that their home language is other than English will be CELDT tested within thirty days of initial enrollment\(^9\) and at least annually thereafter between July 1 and October 31\(^{st}\) until re-designated as fluent English proficient.

The Charter School will notify all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from the publisher. The CELDT shall be used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing.

Reclassification Procedures

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

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the California English Language Development Test or CELDT.

- Participation of the pupil’s classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil’s curriculum mastery.

- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.

- Comparison of the pupil’s performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

- The Student Oral Language Observation Matrix will be used by teachers to measure progress regarding comprehension, fluency, vocabulary, pronunciation, and grammar usage.

Strategies for English Learner Instruction and Intervention

Research overwhelmingly shows that English Learners need both content and language instruction. In 2008, *The American Educator* summarized two major reviews of the research on

\(^9\) The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment.
educating English Learners – one by the National Literacy Panel (NLP), the other by researchers associated with the Center for Research on Education, Diversity, and Excellence (CREDE). The predominant findings were:

- Teaching students to read in their first language promotes higher levels of reading achievement in English (found to be true with secondary as well as primary students);
- What we know about good instruction and curriculum in general holds true for English Learners as well; but
- When instructing English Learners in English, teachers must modify instruction to take into account students’ language limitations.
- English Learners learning to read in English, like English speakers learning to read in English, benefit from explicit teaching of the components of literacy, such as phonemic awareness, phonics, vocabulary, comprehension, and writing.


WSCS will use the LANGUAGE! curriculum, which is state approved to be used as both English Language Development (ELD) and an intervention curriculum. The LANGUAGE! curriculum also addresses the five research-based factors that most influence reading success: 1) phonemic awareness, 2) phonics, 3) vocabulary, 4) fluency, and 5) comprehension strategies. To the extent that a student has no or below-grade-level reading ability, WSCS will make sure the student can read in his or her first language, and, to the extent possible, endeavor to provide reading instruction in that language in addition to English.

WSCS will also assure that all English Learners will have appropriate content instruction in an immersion classroom. English Learners should benefit from WSCS’s instructional program. Core Knowledge is designed for equity and excellence for all children, and the program demands that language instruction coincide with the content being taught in the classroom. The Core Knowledge Sequence allows English Learners to build a foundation for understanding rich content. California’s state standards and A-G requirements also offer rich content, which can be modified to be understandable for all children. The Charter School’s arts focus will also boost achievement for English Learners: according to Department of Education Secretary Arne Duncan, “English language learners at arts-rich high schools [are] far more likely than their peers at arts-poor high schools to go on to college” (“The Well-Rounded Curriculum” Remarks at the Arts Education Partnership National Forum April 9, 2010).

Saxon Math has also shown to be effective with English Learners. A study of California middle school students found “a consistent pattern of higher performance among EL students in Saxon schools as compared to schools using other math curricula was observed. That is, across all California statewide assessments, including the two norm-referenced tests and the criterion-referenced California Standards Test, middle school English Learners who used Saxon Math showed better performance than those not using Saxon Math.” (The Relationship Between Using Saxon Elementary and Middle School Math and Student Performance on California Statewide Assessments (Resendez & Azin, 2006)).
WSCS teachers will use additional strategies to support English Learners. For example, support will be given to English Learners so that they may master the content in their classes through the use of Specifically Designed Academic Instruction in English (“SDAIE”) to help make content more comprehensible. Teachers will also use peer-to-peer tutoring, scaffold lessons, and graphic organizers, among other strategies.

All teachers instructing English Learners will hold a CLAD credential or a California Commission on Teacher Credentialing (“CCTC”) equivalent.

It is expected that English Learners will make a minimum gain of one level of proficiency annually. For students who are not making adequate progress, WSCS will develop an Intervention Plan to provide them further assistance in their English language development. Our scheduling design offers many opportunities for individualized assistance. Our arts integration programming will also offer additional support for the English Learners.

Monitoring and Evaluation of Program Effectiveness

The evaluation for the program effectiveness for ELs in the Charter School will include:

- Adhere to Charter School-adopted academic benchmarks by language proficiency level and years in program to determine adequate yearly progress.
- Monitoring of teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring of student identification and placement.
- Monitoring of parental program choice options.
- Monitoring of availability of adequate resources.

Serving Socioeconomically Disadvantaged Students

WSCS’s target geographic area encompasses a diverse group of families, including those who are economically disadvantaged. WSCS’s goal is to create a school that all families in our area will want to attend. By doing so, all who attend will benefit, including socioeconomically disadvantaged students. According to an October 15, 2010 article in the Washington Post:

A study suggests that schools that include students from diverse income levels are an effective way to help close the achievement gap. The study looked at the performance of low-income elementary students in Montgomery County, Md., who performed better in more affluent schools than ones with more poverty. Some experts say this highlights the need to integrate students from lower-income neighborhoods into top-performing schools without facing resistance and not just focus resources on higher-poverty schools.

There are often learning gaps between socioeconomically disadvantaged students and their more affluent peers, since the latter come to school with more background knowledge, due to (1) the higher education of their parents and (2) the knowledge that comes from being able to travel and to experience often expensive afterschool enrichment activities such as music and art lessons.
This “knowledge” gap impacts the achievement gap, causing it to widen as the years pass. Because students without the requisite background knowledge cannot access more advanced curriculum as effectively, they are likely to lag further behind.

The Core Knowledge Sequence is designed to eliminate these knowledge gaps. It explicitly teaches rich and challenging content so that socioeconomically disadvantaged students can learn the same things that their more affluent peers may pick up informally. There is a growing body of evidence that suggests Core Knowledge fosters excellence and equity. It fosters excellence by improving student performance, boosting enthusiasm, and laying the groundwork for future learning. It fosters equity by ensuring that all students have the benefit of a rich curriculum and narrowing the gap between high- and low-performing students.

New York City is currently conducting studies of the use of Core Knowledge within some of its most disadvantaged schools, with encouraging results after the first year, according to former Schools Chancellor Joel Klein, who reported that “The progress of students in the ten participating schools was more than five times greater than the also-significant performance of students at ten peer schools with comparable student populations” (September 2009, NYC Dept. of Education website).

A school with a much longer track record also has impressive results. According to Clavel and Merrifield of University of Texas:

PS/MS 124, located in South Ozone Park, New York, is in its ninth year as a “Core Knowledge School.”[Grades pre-K through 8] According to the “2004-2005 Annual School Report,” PS 124 has compiled an impressive record with Core Knowledge. It does not serve a wealthy population; in 2005, 69.8 percent of its students were eligible for free lunch. It is also a diverse school—the school report listed 41.6 percent of its students as black, 23.2 percent Hispanic, and 33 percent Asian. In testing, data from each of the three years (2003, 2004, and 2005) listed by the report show PS 124 outdoing both similar schools and the city average in English language arts and math. In 2004, 81 percent of PS 124 students met the standard on the fourth grade state science test—an eye-popping, almost 20 points above the city average.


In addition, a report by the Rand Corporation asserts that strong arts programming in schools helps close a gap that has left many a child behind: "Arts education enables those children from a financially challenged background to have a more level playing field with children who have had those enrichment experiences.” (A Portrait of the Visual Arts -- Meeting the Challenges of a New Era (McCarthy, Kevin F. et al. 2005) Secretary of Education Arne Duncan related in an April 2010 speech that low-income students who play in the orchestra or band are more than twice as likely to perform at the highest levels in math as peers who do not play music; Duncan also referred to a longitudinal study that showed low-income students at arts-rich high schools were more than twice as likely to earn a B.A. as low-income students at arts-poor high schools (Doing Well and Doing Good by Doing Art, Catterall, James 2009).
WSCS seeks to ensure that all students will be able to experience an extensive range of enrichment opportunities through its design schedule, which allows for electives and the middle-school suites. A seven-period day with an optional “zero” period allows WSCS greater flexibility to schedule electives. Because suites run on six-week cycles, they will allow students to explore many types of activities and topics throughout each year. Students will not have to limit themselves at a time when developmentally they crave discovery. The electives and suites will supply the enrichment opportunities that socioeconomically disadvantaged students often lack; such opportunities then will be reinforced through the curriculum.

Saxon Math has shown to be effective with socioeconomically disadvantaged students. Slavin et al. describe a study:

Fifteen middle schools that used Saxon Math were matched with 15 schools randomly selected from among 40 matched schools provided to the researchers by the Texas Education Agency. The schools were well matched on prior state test scores, free lunch, ethnicity, and other demographic factors, and were similar to Texas middle schools overall on these factors, with 43% of Saxon and 48% of control schools qualifying for free lunch. Control schools used a variety of traditional curricula. Among students who had three years of exposure to Saxon Math in grades 6-8, Texas Learning Index (TLI) scores were significantly higher than for control students (ES=+0.26, p<.001), using ANCOVAs controlling for pretests and percent disadvantaged. Differences were very similar at the end of sixth, seventh, and eighth grades, and two-year and one-year effect sizes were +0.25 and +0.17, respectively, indicating that there was little incremental gain for Saxon Math students after the first year, beyond what was seen in the control group. Separate analyses of the three-year gains found significantly greater performance among Saxon Math students who were economically disadvantaged, minorities, at-risk, and in special education. Effects by TAKS subscales were assessed separately for each grade, and differences consistently favored Saxon Math on each of six subscales in seventh and eighth grades and on four of the six subscales in sixth grade.

(Slavin, Robert E., Lake, Cynthia, and Groff, Cynthia. “Effective Programs in Middle and High School Mathematics: A Best-Evidence Synthesis” 2008.)

All students will be assessed to determine their educational needs and progress. To the extent that socioeconomically disadvantaged students are below grade level, appropriate interventions will be provided, as indicated below.

**Serving Academically High-Achieving Students**

WSCS recognizes that students who are gifted, high achieving, and/or talented have attributes as individual in nature as those of any other students we will serve. We are committed to making school an enriching and rewarding place for these students, as well as a flexible one, increasing the satisfaction of the school experience for them. These students will be referred to as GATE
students for the rest of this petition, and will include students who are achieving substantially above grade level.

To identify GATE students, WSCS will accept a designation by the District or another school district, but the Charter School’s policy will be to assess students after they enroll in the Charter School and place them appropriately. WSCS’s policy will also be to meet with and survey parents to learn about their children’s academic needs. Students identified as high achieving, yet who perform below their capabilities or are “at-risk,” will receive appropriate interventions and available school services, such as counseling. Also, since GATE students may have abilities beyond core classes, for example in art or music, WSCS wants to ensure these students have opportunities that match their strengths.

Once identified, students will be provided with opportunities that allow for rigorous instructional programs that are planned to provide differentiated learning experiences throughout the regular school day, as suggested by the California State Board of Education Standards for Programs for the Gifted and Talented. WSCS instructors will use differentiated instruction to explore curriculum at a faster pace, in greater depth, with more complexity, and with novel means of demonstrating mastery.

Even though some schools use Core Knowledge exclusively for GATE students, this is antithetical to the program’s purpose and philosophy, which is excellence and equity for all. The program is predicated on the belief that gifted children should learn the same content as other children in classrooms implementing Core Knowledge. However, GATE students will of course benefit from being in a Core Knowledge curriculum, because of its extremely rich and challenging content. Within the curriculum, GATE students will still be given time to explore concepts in greater depth to extend their learning. Practitioners of Core Knowledge have developed lesson plans for gifted children that demonstrate how to provide extension options and activities using grade-level content.

Curriculum modifications for GATE students may include the following:

- acceleration across grades in all or specific content areas
- flexible classroom groupings to allow for like-peer interaction
- independent study
- adjustments to curriculum pacing
- augmented or supplemented materials
- depth and complexity of content adjustment to exceed state core standards
- development of skills in the areas of research, critical thinking, creativity and problem solving

WSCS will have many opportunities for acceleration. The National Association for Gifted Children (“NAGC”) affirms that offering acceleration is an important part of gifted education, “with more research supporting this intervention than any other in the literature on gifted individuals.” (See NAGC Position Paper on Acceleration (2004) for a list of citations.) According to the NAGC:
The purposes of acceleration as a practice with the gifted are 1) to adjust the pace of instruction to the students’ capability in order to develop a sound work ethic, 2) to provide an appropriate level of challenge in order to avoid the boredom from repetitious learning, and 3) to reduce the time period necessary for students to complete traditional schooling. Acceleration benefits many highly capable individuals by better motivating them toward schooling, enhancing their involvement with extracurricular activities, promoting more challenging options in the middle school and high school years, and preparing them to begin contributing to society at an earlier age.

Because WSCS is a span school with grades 6-12, students will be able to take higher-level classes when appropriate, starting from middle school. Saxon Math offers placements tests to help determine if students are able to move on to more advanced classes. In addition, NAGC cites the content of AP classes as the type of accelerated content and instruction that meets the needs of gifted students. WSCS plans to offer a full range of AP courses, starting with at least one in 9th grade. In addition, our seven period day with an optional “zero” period, will offer ample opportunity to take extra electives or arrange for internships.

**Serving Academically Low-Achieving Students**

WSCS is dedicated to making sure all students achieve at the highest level possible. To address the needs to students achieving below grade level, we will use the following methods:

- Initial assessment of all students to determine each child’s educational needs, and to identify those students who need immediate intervention;
- Frequent assessment of progress through both classroom instruction and intervention to allow adjustments to instruction;
- Use of an RtI program that offers tiered intervention, and to aid in identifying students who need special education services;
- Use of additional periods built into the schedule to allow for more intensive individualized intervention, and to allow students to continue in core academic classes and electives;
- Educational program built on excellence and equity, and to help eliminate achievement gaps based on content knowledge;
- An inclusive arts program to motivate students to maintain an interest in their education;
- Enrichment opportunities available after intervention is successful;
- Use of Peters Procedures which allows students to become “experts” in academic subjects, with the goal of helping other students achieve that status; and
- Use of evidence-based intervention materials

WSCS materials for intervention will include:

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10 Although anecdotal, the evidence from Global Education Academy after a two-month Peters Procedures pilot was extremely positive. This charter school in south Los Angeles, entirely Title I, earned an API of 954, one of the highest in the state (www.petersprocedures.com, visited October 30, 2010).
LANGUAGE! is state approved to be used as both English Language Development and an intervention curriculum. LANGUAGE! also addresses the five research-based factors that most influence reading success: 1) phonemic awareness, 2) phonics, 3) vocabulary, 4) fluency, and 5) comprehension strategies.

REWARDS Intermediate and REWARDS Secondary. The focus on these programs is on fluency-building through the development of flexible decoding skills. The programs incorporate instruction in advanced phonics or word analysis, fluency and vocabulary. The instructional design features of both REWARDS programs include instruction that is explicit and systematic, with a high level of teacher/student interaction. The Florida Center for Reading Research (FLCC) notes that REWARDS Intermediate and REWARDS Secondary are effective because:

- The programs are explicit, systematic, and offer repeated practice opportunities for decoding and fluency.
- The flexible decoding strategy teaches students to examine letters and patterns in words, rather than guessing from context.
- The flexible decoding strategy is intended to assist students in recognizing the nuances in pronunciation of the English language.
- Both programs are easy to implement, teacher-friendly and can be used by a wide variety of professionals, paraprofessionals, and volunteers.
- Student progress is easily monitored, charted, and rewarded, thus increasing motivation.

ALEKS. This computer based intervention for math allows for maximum individualization. As students work through the program, it adapts instruction according to the strength and weaknesses exhibited by the student.

After our first year, WSCS will seek funding to be able to offer instruction during the summer for students achieving below grade level. A 2007 study by Johns Hopkins researchers indicates that, at grade 9, two-thirds of the reading achievement gap between students of high and low socioeconomic status can be explained by differences in summer learning opportunities during their elementary school years. It is speculated, too, that the gap is also caused by the travel and extracurricular enrichment available to more affluent students during school breaks.

As noted above, Saxon Math has shown to be effective among students achieving below grade level.

Special Education -- Serving Students With Disabilities

Overview

The Charter School shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act (“Section 504”), the Americans with Disabilities Act (“ADA”) and the Individuals with Disabilities in Education Improvement Act (“IDEA”).
The Charter School shall be categorized as a public school of the District in accordance with Education Code Section 47641(b).

The Charter School shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms.

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

**Section 504 of the Rehabilitation Act**

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

A 504 team will be assembled by the designated Section 504 Coordinator and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student’s existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEIA but found ineligible for special education instruction or related services under the IDEIA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, that will evaluate the nature of the student’s disability and the impact upon the student’s education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.

- Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.

- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student’s aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student’s impaired sensory, manual or speaking skills.
The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEIA, a referral for assessment under the IDEIA will be made by the 504 team.

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

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student’s education, including substitutes and tutors, must have a copy of each student’s 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student’s file. Each student’s 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

A draft copy of the WSCS Section 504 Board Policy, Administrative Regulations, and Parent-Student Rights is attached as Appendix J.

**LAUSD-Specific Language**

**Special Education Program**

All 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 Los Angeles Unified School District (“LAUSD” or “District”) Governing Board approval, the Charter School will either execute a Memorandum of Understanding (“MOU”) by and between LAUSD and the 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 or provide approved legal verification of member-ship in another state-approved SELPA with agreement to adhere
to the LAUSD’s Modified Consent Decree (“MCD”) requirements (see MOU execution requirements below). Charter schools who are considering joining another SELPA shall provide the required notification of intent to leave the SELPA at least one year and one day prior to the anticipated exit date (Education Code § 56195.3 [b]).

District-authorized charter schools permitted to participate in an out-of-District SELPA will be required to execute a MOU by and between the LAUSD and the charter school (if considered a Local Educational Agency (“LEA”) regarding the provision of special education services. The receiving out-of-District SELPA Local Plan must be provided to the District for review and must contain a commitment to ensure that the District-authorized charter schools assume all responsibility for the students with disabilities that enroll in the charter schools and that the receiving

SELPA is accountable for oversight, monitoring, and implementing the Chanda Smith MCD requirements. A material amendment to the petition and Board approval will be required unless the issue is addressed at the time of charter petition renewal.

**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 will now create two school sections (District operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit. The Charter-operated 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 will 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.

District-operated schools will continue to receive the supports and services that they currently receive from the Division of Special Education. Charter schools not meeting the criteria for admission to the Charter-operated Program section of the SELPA will remain under the District operated Program section of the SELPA and will have two options for membership. These schools may act as a District-operated school for the purposes of special education or may choose to provide their own programs and services and be reimbursed for these services for these services based on a percentage of their general education fund contribution.

The reorganization of the SELPA will retain a central Administrative Unit to include Due Process, Fiscal/Program Accountability, Compliance and Nonpublic Schools and Agencies. The reorganization would not create a new administrative branch of the Division of Special Education but would utilize existing resources. An Advisory Board consisting of five members appointed by the Board of Education (three recommended by the District-operated Programs; and two recommended by the Charter-operated Programs) provides charter-operated schools with a voice in the governance of special education in LAUSD. This Advisory Board will provide input, guidance and support to the SELPA Administrator in the Administrative Unit in
coordinating programs and services across both District and charter schools. The Advisory Board will also inform the Superintendent and Board of Education regarding special education issues. The Advisory Board will operate by a set of by-laws approved by the Board of Education.

**Compliance with Child Find Activities for Conversion Schools**

District-authorized conversion charter schools must conduct Child Find activities for students residing in its pre-charter 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 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 chartered by 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 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 eighteen statically 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 Plans (“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 Modified Consent Decree, data requests from charter schools that are not connected to the District’s current Student Information Systems (“SIS”) 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:

# The Independent Charter School Suspension/Expulsion Report, due monthly throughout the school year.

# Paper SESAC Report and Welligent Student Listing Verification, due monthly throughout the school year.

# CBEDS, which is due at the end of October of Each School Year.

# All Students Enrolled December 1 of Each School Year, due at the end of December every school year.
Graduation Status of 12th Grade Students Enrolled on December 1, due at the end of June every school year.

The District is currently in the process of developing an Integrated Student Information System (“ISIS”) as required by the MCD. Although most charter schools are not currently utilizing the District’s current SIS, the MCD requires all charter schools to implement the use of ISIS once it is developed.

M. Implementation Plan And Timeline

WSCS plans to open in September, 2012 with 300 students in grades 6 – 9. WSCS will grow each year by one grade level until we reach 12th grade. In order to open in September 2012, the following steps will be taken:

<table>
<thead>
<tr>
<th>Month</th>
<th>Action</th>
<th>Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 2011 and on-going</td>
<td>Board development and recruitment Informational meetings to community Establish Founding Families program</td>
<td>Engage community interest and knowledge Strengthen board Gain volunteers</td>
</tr>
<tr>
<td>June 2011- Dec. 2011</td>
<td>Fundraising: Friends of WSCS receives 501(c)(3) status Board of directors training (ongoing) Engage fundraising consultant Develop and implement fundraising plan</td>
<td>Fulfill legal requirements Build base for start-up costs Give direction to board members</td>
</tr>
<tr>
<td>Nov. 1, 2011 Mar. 1, 2012</td>
<td>Cooperate with LAUSD towards petition approval and Prop 39 space</td>
<td>Establish school and its location</td>
</tr>
<tr>
<td>March 2012</td>
<td>Advertise Principal position Hold interviews and select</td>
<td>Fulfill board responsibility Have administrator in place to move school forward in subsequent activities</td>
</tr>
<tr>
<td>March 2012 – April 16, 2012</td>
<td>Open Enrollment Period: Formal campaign for enrollment Application/Lottery Forms available</td>
<td>Inform target communities Fulfill legal requirement Determine need for lottery</td>
</tr>
<tr>
<td>April 16, 2012</td>
<td>Open Enrollment Ends Application/Lottery Forms due by 7 p.m.</td>
<td>“</td>
</tr>
<tr>
<td>April 30, 2011</td>
<td>Lottery conducted. Textbooks and instructional materials ordered</td>
<td>Families learn of ability to enroll Waitlist created Acquisition of instructional guides</td>
</tr>
<tr>
<td>April, 2012</td>
<td>Publicize all employee positions Itemize purchases of textbooks and instruction materials Publicize school for incoming students and families</td>
<td>Preparation for educators and tools of instruction.</td>
</tr>
</tbody>
</table>
May, 2012
Interview and hire for all positions
Applications for enrollment available

Create collaborative team of instructors
Distribute instructional materials

June, 2012
Student enrollment forms due

Students known to school and faculty
Resources become available

July, 2012
Curriculum writing days
Student Schedules prepared

Instructional program in place for all

August, 2012
Teachers have PD from Pearson, Saxon, Core Knowledge, Peters Procedures, and technology specialists.
Set up of rooms in preparation for students

Professional Development in curriculum
Create a welcoming environment.

September 4, 2012
First day of school

Instruction begins

N. Notification of High School Program Requirements/WASC

High School Program Requirements

WSCS will inform parents and students of the A to G requirements for entrance to college, the transferability of courses to other public high schools, and the eligibility of courses offered to meet college entrance requirements by:

- Including the information in the student-parent handbook annually given to all students and parents.
- Having a designated college counselor on staff or as an independent contractor starting in Fall 2013 who will meet with all students and parents on an individual basis to review and encourage student progress towards college.
- Offering a college preparedness workshop twice a year at times parents can attend. Contact parents not attending the workshop to assess their informational needs regarding college requirements.
- Ensuring all staff and teachers are fully aware of college requirements so they are able to bring that information into the classroom setting.
- Creating a college section on the WSCS website with current information on requirements and transferability, and links to valid college-related resources.
Parents will be contacted via mail, email or telephone to inform them of upcoming college workshops and where to find necessary college information WSCS provides.

WASC

Westchester Secondary Charter School will seek candidacy for WASC accreditation by submitting an application and fee to WASC prior to September in the year school will open. When the application is approved, WASC will send the Charter School the necessary paperwork for the Initial School Visit. WSCS staff will prepare the report and any other documentation necessary prior to the initial visit in the spring of that school year. The fee for the initial visit is reflected in the attached budget. (Attached as Appendix K.)

The initial visit will determine the Charter School’s status in the accreditation process, which can be initial accreditation, candidacy or denial of application. In the case of being granted candidacy status, the Charter School will put into place the process and training for the full self-study to achieve accreditation. The visit would occur in the spring of the second year of operation. In the case of accreditation; the Charter School will put into place the necessary supports for the next accreditation visit. The WASC process of self-study and "focus on learning" will always be relevant to the Charter School and will involve parents, students and staff at the Charter School.
**ELEMENT 2: MEASURABLE PUPIL OUTCOMES**

*Governing Law:* 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. Education Code Section 47605(b)(5)(B).

The overall outcome objective of Westchester Secondary Charter School is for its pupils to exceed the achievement levels of similar schools and pupils in the District and state. Pupils graduating from WSCS will demonstrate they are critical thinkers with a dynamic liberal arts education, and a broad academic foundation enabling them to be successful in higher levels of educational institutions.

We will quantify our results in educating pupils by utilizing standards-based curricula based on the California Department of Education (CDE) Frameworks. These materials include the Core Knowledge Sequence, Saxon Math, the Pearson texts: English Language Arts Timeless series, Science, History and Language programs. The Core Knowledge sequence will be used at the middle school levels to expand the foundation of the California Standards (attached as Appendix A). WSCS will develop formative and summative assessment programs that are aligned with the California state standards as measurements both for and of learning. Analysis of outcome data will guide the development and fine-tuning of educational programs.

Assessments will be administered throughout the coursework to determine student strengths and weaknesses in order to identify those in need of differentiated instruction either through intervention or enrichment instruction. This is part of our instructional design and is embedded in our middle school program through the Suites coursework. Individual classroom teachers are primarily accountable for assessing their students’ achievements with regard to classroom-level work and state content standards. Teachers are given time to meet on a regular basis to review student work and discuss the efficacy of the curriculum-based performance assessments.

WSCS is committed to meeting or exceeding State and federal targets and/or performance level trends for similar schools in:

- API growth;
- AYP;
- CELDT;
- CAHSEE;
- Attendance rate goals; and
- Retention/graduation rate goals.

WSCS shall also pursue specific outcomes over its first charter term that are directly related to the CSTs in all grade levels for ELA, Math, Science, and Social Studies, including all significant student population sub-groups. Please see Tables 1 and 2 in Element 3, below, which provide a graphical representation of WSCS’s measurable pupil outcomes and methods for assessment.
A. Goals for the Demonstration of Skills, Knowledge, and Attitudes

WSCS shall meet all statewide standards and conduct pupil assessments required pursuant to Education Code Sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter schools. WSCS requires that students receive a C or better in a course in order to receive credit. The measurable pupil outcomes and assessments, as further described in Element 3, below, are designed to ensure WSCS student meet all state-adopted standards, including the following:

- English Language Arts

  Pupils will demonstrate proficiency in reading, writing, speaking, and listening in the descriptive, narrative, expository, persuasive, and analytical domains as demonstrated by the ability to comprehend, analyze, or generate written, oral, and visual texts with accurate and effective identification or application of vocabulary usage, literary devices, syntactical strategies, rhetorical, techniques, and generic conventions when expressed through a variety of traditional and innovative (including technological) responses, products, and quantitative assessments which deeply discern or effectively and artfully convey meaning.

- Mathematics

  By working in a variety of instructional settings, whole class and cooperative groups, pupils will learn to communicate mathematics using numeric, graphical, symbolic, and written means. Pupils will practice and apply basic skills and critical thinking skills to solve mathematical problems, construct valid arguments, and appreciate the applications of mathematics and apply these skills to real world situations.

- Science

  Pupils will understand the use of the scientific process in problem solving; develop the habit of critical thinking, and learn to construct a body of concepts through experiential activities and communications; integrate physical, earth and life sciences in understanding natural phenomena; and use technology for information retrieval, data acquisition and analysis, and communications.

- Social Science

  Pupils will address the following universal concepts by using a variety of sources: recognition of the dignity of the individual and the importance of ethical issues in the context of societies; understanding religion, philosophy, and other major belief systems as they relate to culture as well as to human and environmental interaction; application of basic economic and political concepts; knowledge of the role minorities, immigrants, and women have played in our society; understanding of the basic principles of democracy
and the origins of basic constitutional concepts; and using time and chronology in the analysis of cause and effect.

- **English Learners**

  Pupils will acquire English-language proficiency in all areas of communication, including listening, speaking, reading, and writing. They will also demonstrate academic progress in the core curriculum at the same average rate of all other WSCS students. Mastery of English Language Standards will be monitored through the use of portfolios in the ESL class. Pupils will achieve grade-level standards in SDAIE and mainstream core curriculum classes. The CELDT is used for initial identification and for annual assessment until pupils are reclassified as fluent. Pupil progress is verified every grading period, and the Language Appraisal Consultant will intervene as needed to improve the quality of instruction and assure pupil success in ESL and core subjects. Programs will be designed so that all limited English-speaking pupils can achieve the following: Academic achievement in all subject areas, and Academic proficiency in the English language.

  We will research and develop ways to improve our existing programs to better meet these goals, with particular emphasis on Language Arts (including ESL and Transitional English Reading).

- **Visual & Performing Arts**

  Pupils will learn how to express their own creativity effectively and skillfully. They will also make critical, informed judgments about the arts and aesthetics. Additionally, pupils will understand that art is an expression of culture and society and its changes are a reflection of the differences across cultures and societies. All students will be required to participate in a Performing Arts activity as part of the school programming.

- **Foreign Language**

  Pupils will learn to use a foreign language to communicate accurately and appropriately, whether listening, speaking, reading, or writing. Pupils will understand the cultures of those countries where the target language is spoken. Pupils will understand the place of the target language in our own society.

- **Special Education**

  Each pupil will achieve goals and objectives designed specifically to address his or her academic, vocational, and social-emotional strengths and needs. Multiple methods for assessing pupil growth and understanding will be employed in order to provide continuous feedback for all individuals supporting the pupil (i.e., parents, teachers, designated instructional service providers, etc.). Pupils will access the general education curriculum in all subject areas, with accommodations and modifications appropriate to each pupil’s needs pursuant to an Individualized Education Plan. Pupils will demonstrate proficiency as defined in their IEP in core curriculum subject matter through a variety of
assessment methods. Consultation and collaboration between general education teachers and special education consultants will ensure full access to the general education curriculum for all pupils with exceptional needs. WSCS will make use of Federal- and State-mandated education services.

- **Technical Education**

  Pupils will understand the critical significance and impact of technology on every aspect of life, develop the ability and skills necessary to utilize this new technology, and take advantage of the almost infinite resources available to enhance their current and future quality of life.

- **Physical Development and Health**

  Pupils will acquire lifetime physical fitness concepts to help them develop motor skills, shape and maintain a positive self-image, display appropriate social behavior, and enjoy physical education as a recreational interest. Pupils will increase muscular strength and endurance, flexibility and agility; develop cardiovascular endurance, and maintain body composition. Pupils will gain an understanding of human growth and development, as well as sexuality; plan a physical fitness program; and understand nutrition, substance abuse, and the nature of illness.

- **Character Attributes**

  Through the Peters Procedures program, students will be explicitly taught societally acceptable “procedures” or behaviors in the following areas: personal responsibility, conflict resolution, anti-bullying, social skills, classroom behavior, and manners. Students are expected to become experts in the procedures, so that they can help coach fellow students and instruct substitute teachers. Expert status is confirmed through regular written tests, and demonstrations such as role-playing.

  Community service within Westchester or the greater Los Angeles area is a requirement at WSCS, and will be assessed through a written description of the student’s project, as well as a log of hours witnessed by an adult involved with the project.
**ELEMENT 3: METHODS OF ASSESSING PUPIL PROGRESS TOWARDS MEETING OUTCOMES**

*Governing Law:* *The method by which pupil progress in meeting those pupil outcomes is to be measured. Education Code Section 47605(b)(5)(C).*

To ensure that all statewide performance standards are met and to ensure continual evidence of pupil learning, Westchester Secondary Charter School shall conduct testing pursuant to Education Code Sections 60605 and 60851 as well as its own assessment and evaluation processes. Multiple forms of assessment will be used to measure pupil achievement and progress, tailor programs of instruction, validate and continuously improve teaching methods, gauge the Charter School’s performance in comparison to similar schools throughout the District and State, and provide the metrics for academic programmatic audits reported to the District and the CDE.

**LAUSD-Specific Language – Testing**

WSCS agrees to comply with and adhere to the State requirements for participation and administration of all state mandated tests. If WSCS does not test (i.e., STAR, CELDT, CAHSEE) with the District, WSCS hereby grants authority to the state of California to provide a copy of all test results directly to the District as well as WSCS.

A. **School-wide and Pupil Outcomes & Methods of Assessment**

The following tables provide a graphical representation of how WSCS’s measurable pupil outcomes, as identified in Element 2, shall be pursued and assessed, as required in Element 3.

<table>
<thead>
<tr>
<th><strong>Outcome Area</strong></th>
<th><strong>Assessments – State and Local Instruments</strong></th>
<th><strong>Frequency of Measurement</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Meet or exceed school-wide API growth target.</td>
<td>API</td>
<td>Annually</td>
</tr>
<tr>
<td>Exceed school-wide API performance of surrounding, non-charter public schools (Orville Wright Middle School and Westchester Enriched Sciences Magnet Schools).</td>
<td>Academic Performance Reporting; API; Formative and Summative Assessments</td>
<td>Annually</td>
</tr>
<tr>
<td>Meet AYP.</td>
<td>AYP Reporting</td>
<td>Annually</td>
</tr>
<tr>
<td>English Learners shall advance at least one level in language proficiency</td>
<td>CELDT Individual</td>
<td>Annually</td>
</tr>
</tbody>
</table>
(Beginning, Early Intermediate, etc.). Score Reports

<table>
<thead>
<tr>
<th>Objective Outcome</th>
<th>Assessments – State and Local Instruments</th>
<th>Frequency of Measurement</th>
</tr>
</thead>
<tbody>
<tr>
<td>75% of WSCS students will pass the combined CAHSEE tests on the first try.</td>
<td>CAHSEE</td>
<td>Annually</td>
</tr>
<tr>
<td>95% total CAHSEE passage rate.</td>
<td>CAHSEE</td>
<td>Annually</td>
</tr>
<tr>
<td>100% of high school students will complete the UC/CSU “a-g” curriculum.</td>
<td>Class Schedules; Grade Reports; Summative Assessments</td>
<td>Annually</td>
</tr>
<tr>
<td>100% of high school students will apply to a four-year college.</td>
<td>Classroom Projects; Teacher Observations.</td>
<td>Annually</td>
</tr>
<tr>
<td>At least 96% student attendance rate.</td>
<td>Daily Attendance Reports; Calculated ADA Rate</td>
<td>Twice annually at Period 1 and Period 2</td>
</tr>
<tr>
<td>At least 95% student retention and graduation rate.</td>
<td>Calculated ADA Rate; Graduation Rate</td>
<td>Twice annually at Period 1 and Period 2; Annually</td>
</tr>
</tbody>
</table>

**Table 2: Measurable Pupil Outcomes and Assessments**

<table>
<thead>
<tr>
<th>Outcome Area</th>
<th>Objective Outcome</th>
<th>Assessments – State and Local Instruments</th>
<th>Frequency of Measurement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be proficient readers and writers of the English Language.</td>
<td>An average of at least 75 percent of all students who have been enrolled at WSCS for at least two full academic years will score at the proficient or advanced level on the CST in ELA.</td>
<td>CST; STAR; Formative and Summative Assessments</td>
<td>Annually</td>
</tr>
<tr>
<td></td>
<td>Each cohort of students will improve their ELA scores by an average of 5 percentiles per year up to the 80th percentile, as measured by internal assessments.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Table 2: Measurable Pupil Outcomes and Assessments

<table>
<thead>
<tr>
<th>Description</th>
<th>Outcome</th>
<th>Assessment</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be proficient in mathematical skills and content.</td>
<td>An average of at least 75 percent of all students who have been enrolled at WSCS for at least two full academic years will score at the proficient or advanced level on the CST in Math.</td>
<td>CST; STAR</td>
<td>Annually</td>
</tr>
<tr>
<td></td>
<td>Each cohort of students will improve their Math scores by an average of 5 percentiles per year up to the 80th percentile, as measured by internal assessments.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students will be proficient in science and social studies skills and content.</td>
<td>An average of at least 75 percent of all students who have been enrolled at WSCS for at least two full academic years will score at the proficient or advanced level on the CST in Science and Social Science (grades 8 and above).</td>
<td>CST; STAR</td>
<td>Annually</td>
</tr>
<tr>
<td>EL students will progress academically at the same average rate as all other students.</td>
<td>EL students will demonstrate the same average rate of improvement in proficiency on the annual CSTs as the rest of the student population at RCS.</td>
<td>CST; Formative and Summative Assessments.</td>
<td>Annually</td>
</tr>
<tr>
<td>Students receiving special education services will progress academically.</td>
<td>Pupils will demonstrate proficiency as defined in their individual IEP in core subjects.</td>
<td>CST; Formative and Summative Assessments.</td>
<td>Annually</td>
</tr>
<tr>
<td>Students will demonstrate an appreciation of the visual and performing arts.</td>
<td>100% of students will participate in a Performing Arts activity as part of the school programming.</td>
<td>Participation Rates; School Events Calendar</td>
<td>Annually</td>
</tr>
<tr>
<td>TABLE 2: MEASURABLE PUPIL OUTCOMES AND ASSESSMENTS</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>---------------------------------</td>
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</tr>
<tr>
<td>Students will demonstrate proficiency in the use of technology.</td>
<td>100% of students will complete a class project using technology.</td>
<td>Classroom Projects; Teacher Observations; Course Assessment Strategies</td>
<td>Twice Annually</td>
</tr>
<tr>
<td>Students will demonstrate an understanding of their role as citizens, on both a local and global level.</td>
<td>100% of high school students will learn a foreign language to communicate and understand cultures.</td>
<td>Formative and Summative Assessments; Classroom Projects; Teacher Observations; Graduation Requirements</td>
<td>Annually, by end of 12th grade year</td>
</tr>
<tr>
<td>100% of students will participate in a community service project.</td>
<td>Student-provided Documentation; Adult Volunteer Participation Log</td>
<td></td>
<td>Annually</td>
</tr>
<tr>
<td>100% of students will achieve expert status in Peters Procedures for School Culture.</td>
<td>Regular Written Tests and Demonstrations</td>
<td></td>
<td>Annually</td>
</tr>
<tr>
<td>Students will acquire an understanding and appreciation for physical fitness and wellness.</td>
<td>100% of students will participate in the WSCS physical fitness and wellness program.</td>
<td>PFT; Classroom Examinations; Physical Skills Tests; Classroom Observations.</td>
<td>Annually</td>
</tr>
</tbody>
</table>

**When and How Pupil Outcomes Will Be Assessed**

Pupils will be regularly assessed in their mastery of the core academic skills described in Element 2 through means such as observation of their activities and their production of meaningful work; classroom examination, including formative and summative assessments; State mandated tests (CAHSEE, CST, CELDT); Advanced Placement Examinations; SAT and ACT scores; and/or other assessment instruments that may be deemed appropriate by WSCS. Examinations mandated by the State or administered by outside testing agencies will be given in accordance with time frames determined by those authorities. Fridays are a shortened academic schedule for the purpose of assessments that teachers can evaluate for re-teaching, referral for intervention, enrichment, and collaborative lesson planning.

WSCS will meet the criteria of Education Code Section 47607 for charter renewal. WSCS will utilize its Professional Learning Community (“PLC”) framework (described below) in order to boost the academic achievement of its pupils. Under the PLC concept, teachers work collaboratively either in course-alike groups or in multidisciplinary teams to concentrate on
implementing agreed-upon curricula, instructional methodologies, and formative and summative assessments. Instruction is based on California State content standards, the Core Knowledge curriculum, and the use of materials deemed by the professional educators of WSCS to be in the best interest of the Charter School’s educational programs and the pupils’ learning needs, including but not limited to textbooks approved by the State of California. Common assessments are aligned with California state standards and are used to gauge pupil progress, course-wide and standard-by-standard. Teacher teams determine the standards addressed in each unit of instruction and the intensity of instruction for each standard. The work products of this curriculum collaboration are assessments that truly reflect what has been taught. Optimal schedules and intervals for these common assessments will be determined by the teacher teams and administered as follows:

- **Formative assessments**: to inform instruction in course-alike groups and provide meaningful feedback to pupils.

- **Summative assessments**: to determine pupil mastery of standards.

Each of these assessment types serves a specific purpose in the quest for improvement in pupil outcomes. Formative assessments—assessments for learning—have been shown, as evidenced in Benjamin S. Bloom’s 1984 summary of research and the 1998 research review of Paul Black and Dylan William, to raise pupil achievement as reflected in summative assessments. Summative assessments—assessments of learning—are analyzed to inform the Charter School’s education professionals regarding a question at the heart of all pedagogical decision-making at WSCS: how will the Charter School determine if pupils have learned? Once assessments have been administered, the results data will be recorded, disaggregated, and then disseminated to teachers for analysis. Both forms of assessment will be used to drive instruction, and during the term of this charter the Charter School may increase the number of formative and summative assessments in each course while striving to maintain a balanced assessment program—a program that constantly refines the accuracy of classroom assessments, involves pupils by providing informative feedback, and advises teachers as to the efficacy of instruction. In *Assessment FOR Learning*, Stephen and Jan Chappuis, Richard Stiggins, and Judith Arter noted the advantages of a balanced assessment program. Pupils benefit by becoming more confident learners as they watch themselves succeed and become more motivated to learn. Teachers benefit, as they are able to make more effective and efficient instructional decisions. The entire learning community benefits as the Charter School meets and exceeds its accountability standards.

**Other Methods of Assessment**

WSCS will develop an assessment program using multiple instruments emphasizing conceptual thinking and problem-solving skills within in each subject area that inform students, parents and other teachers so that WSCS can address both individual and school-wide progress with appropriate measures that address the needs of all pupils. The types of assessment to be used to evaluate pupil progress will follow state guidelines and shall include:
• All state-mandated assessments, including but not limited to the CST, CAHSEE, and the PFT.
• Norm-referenced and standards based achievement tests, including but not limited to Advanced Placement Examinations, the SAT and/or ACT;
• Performance-based assessments;
• Core Knowledge Curriculum Assessment;
• Teacher evaluation based upon clearly specified criteria for scoring pupil work, including State standards-aligned tests and quizzes, textbook publisher on-line assessments critical thinking and problem solving assignments, and in-class participation;
• Completion of University of California (UC) and California State University (CSU) A-G requirements; and
• The use of longitudinal, survey, and other data collected by WSCS to track pupil progress.

Adequate Yearly Progress

The AYP, the statewide accountability system mandated by the No Child Left Behind Act of 2001, will be used by the State and Federal government to determine WSCS annual progress.

Academic Performance Index

The API will be used to compare the position of WSCS with that of other schools in the State and to track the growth of WSCS overall and its reportable subgroups. The API will also be used to identify underperforming subgroups and develop remediation strategies and programs, as appropriate.

Average Daily Attendance

A crucial factor in determining the engagement and commitment of pupils to their programs of instruction is their attendance. As ADA is a factor in the measurement of the success of the Charter School, and as pupils cannot participate in classroom activities when they are not present, the attendance of pupils will be closely monitored. The WSCS attendance accounting system will meet the requirements of the LAUSD, the Los Angeles County Office of Education (LACOE), and the California Department of Education.

Proficiency Standards

Specific proficiency standards and processes used to determine pupil achievement are addressed above and will be achieved in accordance with grade level time-frame State standards. Pupils will be regularly assessed in their mastery of core academic skills through observation of their activities and examination of their work products, teacher-created course examinations, and/or other assessment instruments that may be deemed appropriate by WSCS. Locally developed assessments, whether generated by individual teachers or course-alike or multidisciplinary teams, will be administered according to time frames determined by WSCS to be in the best interest of pupils and their learning programs.
Professional Learning Community

WSCS will develop its PLC program in order to improve the academic achievement of its pupils while generating results data that can be used to drive instruction. Data generated by a variety of assessments will be used to tailor programs to meet the learning needs of pupils. Pupils’ learning needs are defined in two ways: first, what WSCS expects pupils to learn; second, how pupils will learn. The foundations of what pupils are expected to learn are the California State content standards. How pupils learn at WSCS is determined in accordance with best practices and research literature, using materials chosen by the professional educators of WSCS, including but not limited to State of California-approved textbooks. WSCS retains the right to select other textbooks and supplemental materials to assist pupils in mastering California State content standards.

Teachers working collaboratively either in departments, course-alike groups, or multidisciplinary teams will consult with the School’s administrators and other education professionals to analyze data and adjust instruction to ensure positive outcomes. Additionally, WSCS faculty and staff will utilize peer-reviewed academic literature concerning the best practices in promoting pupil achievement.

As described in Element 2 above, course assessments in the PLC concept take two forms: formative assessments for learning and summative assessments of learning. Both forms of assessment will be used to drive instruction, with feedback provided to pupils to involve them in the assessment process and to teachers to facilitate efficacious modifications in instruction. Teachers in their course-alike and interdisciplinary groups will determine deadlines and intervals for formative and summative assessments. Based on pupils’ performance on formative and summative assessments, teacher teams will design and implement interventions for each course.

Periodic Marks

Grading will be by individual teachers in accordance with criteria determined by the School’s teaching staff, using the following guidelines:

<table>
<thead>
<tr>
<th>Subject Marks</th>
<th>Work Habits and Cooperation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A—Excellent work = Advanced</td>
<td>E—Excellent</td>
</tr>
<tr>
<td>B—Satisfactory work = Proficient</td>
<td>S—Satisfactory</td>
</tr>
<tr>
<td>C—Adequate work</td>
<td>U—Unsatisfactory</td>
</tr>
<tr>
<td>F—Unacceptable work</td>
<td></td>
</tr>
</tbody>
</table>

Marks are subject to review under special circumstances. In all matters relating to marks, WSCS will uphold the rights of individuals under all relevant State and federal laws, and will guarantee due process. Pupils will receive letter marks twice per semester with progress reports sent home when student progress demonstrates a significant change WSCS will be using an on-line gradebook system so students and parents can easily track the student’s academic progress.
B. Use and Reporting of Data

Data will be collected, analyzed, and reported in a timely manner. As mentioned above, teachers will spend time developing the expertise to use data to understand student challenges and then to develop the skills they need to individualize instruction and address student deficiencies. Data will also be used to continuously monitor student progress and identify students for accelerated learning or those who need additional support.

The objective means of measuring student outcomes will assist in evaluating the effectiveness of instruction at WSCS and to make modifications in instruction for both individual students and groups of students. The above-mentioned data will provide detailed information, allowing WSCS to make informed decisions on pupil progress. Data will be shared regularly with all stakeholders including families and the Board of Directors.

A written report that shows progress made towards the benchmarks listed herein will be submitted to the Board of Directors at their monthly meetings. At the beginning of the year and end of each semester, the agenda for the Board meetings will include the Principal’s reporting on the written report. If necessary, the Principal’s report will include a plan to remedy any problems with reaching the outlined goals.

Data will be analyzed throughout the school year in order to determine if there are any patterns. When areas are identified, teachers and staff at WSCS are directed to look at the core programs and possible interventions that will address these areas. Resources and professional development are utilized to address the need and enhance or change programs if necessary.

School Accountability Report Card

WSCS will prepare and make available each year a School Accountability Report Card (SARC) as required by state and federal law. The purpose of the SARC is to inform the parents of enrolled students, parents of prospective students, teachers, staff, and the community at large about conditions and progress at the school. WSCS will use the model SARC template developed by the California Department of Education. The SARC template contains the following kinds of information:

- Descriptive information about the school and its curriculum.
- Mission statement.
- Opportunities for parental involvement.
- Demographics of the student body.
- School safety and climate for learning, including suspensions and expulsions.
- California Standards Test results, including comparisons by subgroups to district and state results.
- California Achievement Test results, including comparisons by subgroups to district and state results.

- California Physical Fitness Test results for 7th grade compared to district and state results.

- Academic Performance Index results and growth targets, including comparisons by subgroups to similar schools, district, and state results.

- Summary of participation in federal intervention programs.

- Adequate Yearly Progress results, including comparisons by subgroups to district and state results.

- Class size statistics.

- Teacher and staff information, including credentials, education level, teacher evaluations, substitute teachers, counselors, and other support staff.

- Curriculum and instruction, including leadership, school instruction, professional development, textbooks, instructional minutes, and numbers of minimum days.

- Fiscal and expenditure data, including average salaries, total expenditures per student, and types of services funded.

The Principal will serve as or appoint a SARC coordinator to manage the preparation and dissemination of the SARC. WSCS will make the SARC available on its website and will also distribute it to parents of current and prospective students.

C. District Visitation/Inspection

WSCS will comply with a District requested visitation process to enable the District to gather information needed to validate the Charter School’s performance and compliance with the terms of this charter. However, the Charter School agrees to and submits to the right of the District to make random visits and inspections or observations in order to carry out its statutorily required oversight in accordance with Education Code Section 47604.32.

D. Response to Inquiries

Pursuant to Education Code Section 47604.3 the Charter School shall promptly respond to all reasonable inquiries including, but not limited to inquiries regarding its financial records from the District, the County Office of Education, County Board of Education, and the State Superintendent of Public Instruction.
**ELEMENT 4: GOVERNANCE**

*Governing Law: The governance structure of the school, including, but not limited to, the process to be followed to ensure parental involvement. Education Code Section 47605(b)(5)(D).*

A. **Non Profit Public Benefit Corporation**

The Charter School will be a directly funded independent charter school and will be operated as a California Nonprofit Public Benefit Corporation, pursuant to California law upon approval of this charter.

The Charter School 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 Charter School, if any. Pursuant to California Education Code Section 47604(c), the District shall not be liable for the debts and obligations of the Charter School, operated by a California non-profit benefit corporation or for claims arising from the performance of acts, errors, or omissions by the Charter School as long as the District has complied with all oversight responsibilities required by law.

Attached, as Appendix L, please find the Charter School Articles of Incorporation, Corporate Bylaws, and Draft Bridge Policy to the LAUSD Conflict of Interest Code.

B. **Board of Directors**

The Charter School will be governed by a corporate Board of Directors (“Board” or “Board of Directors”) in accordance with its adopted corporate bylaws, which shall be consistent with the terms of this charter.

The Board shall have at least five (5) and no more than nine (9) directors. All directors shall be elected as described below and as outlined in the bylaws.

Except for the initial Board of Directors, each director shall hold office unless otherwise removed from office in accordance with the bylaws for three (3) years and until a successor director has been designated by the Board.

Terms for the initial Board of Directors shall be either two (2) or three (3) years. The terms of the initial Board of Directors shall be staggered, with members serving for two or three (3) years. The staggering of the initial directors’ terms of service will be drawn by lot.

As further outlined in the bylaws and policies of the Board, the Board shall have one (1) to two (2) parent representatives, and the remainder of the Board shall be composed of community members.

The Board shall strive to elect Board members who have experience in one or more of the following areas: education, government, law, business, finance/accounting, fundraising, facilities, or public relations.
Board members may serve two consecutive terms. With a one-term absence, a board member may run for election again.

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

Selection of Board members

Board members are selected by sitting board members. Board members must be connected to people in the community, and assume the responsibility of directing the Charter School, as well as seeking support and help for WSCS.

At least three (3) and up to eight (8) community members will serve on the Board. These positions will be filled by invitation from the current Board, determined by a majority vote at any regular or special meeting at which a quorum is present. If possible, one of the five seats shall be allocated to the LAX-Marina Chamber of Commerce, which is based in Westchester. The Board shall have the flexibility to define a community member as it wishes, but generally speaking, a community board member will live, work, or own property or a business in Westchester, or any of the Charter School’s target areas; or represent a government, nonprofit, or religious organization, or an organization (such as a foundation or university) that can provide resources to the Charter School.

At least one (1) and up to two (2) parents (or other legal guardians) of students currently attending WSCS will serve on the Board.

Board Committees

The WSCS Board of Directors will establish standing committees in the areas of Board Development, Budget and Finance, Communications and Public Relations, Educational Programs, Facilities and Technology, Fundraising and Grants, and Operations. The purpose of each committee will be to develop and review policies in each area, and to monitor the Board and the Charter School’s compliance with the policies. Committees will also develop strategic plans in their area of responsibility and make recommendations to the Board.

Committees will generally meet at least quarterly, and more often if needed.

Each committee will be chaired by a Board member, who will solicit faculty, staff, parents and community members to also serve. The committee chair will report to the Board of Directors during regular meetings. Standing committee meetings are governed by the Brown Act and each committee chair will ensure that the provisions of the Act are adhered to.

The board also will form ad hoc, temporary committees when necessary, to examine issues that arise from time to time, especially at the request of the administration or the parent-teacher organization, Friends of Westchester Secondary Charter School.
Board Training

WSCS recognizes that regardless of previously attained levels of experience and expertise, every Board member needs continued “professional development” to be an effective and knowledgeable Board member. Board members need to not only thoroughly understand their legal, ethical, and fiduciary roles relating to the Charter School and public it serves, they also need to be provided with up-to-date information and reminders about their responsibilities. Thus, WSCS and its Board of Directors commits to annual training for each board member in effective board governance, including the Brown Act, conflict of interest, fiscal responsibility, laws relating to charter schools, and education issues in general.

C. Board Meetings and Duties

The Board of Directors of WSCS will meet at least monthly during the school year in accordance with the Brown Act. Additional meetings may be called as necessary and will comply with all of the provisions of 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 Charter School and at the entrance of the Charter School’s main office for public viewing at least 72 hours in advance of scheduled meetings. Agendas for special meetings will be posted at least 24 hours before the meeting.

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

- Ensure the school meets its mission and goals;
- Hire, supervise, and evaluate the Principal;
- Approve all contractual agreements;
- Approve and monitor the Charter School’s annual budget, budget revisions, and monthly cash flow statements;
- Act as a fiscal agent. This includes but is not limited to the receipt of funds for the operation of WSCS in accordance with applicable laws and the receipt of grants and donations consistent with the mission of WSCS;
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices;
- Establish operational committees as needed;
- Recruit and appoint new Board members and provide orientation training;
- Participate in fundraising to support the Charter School;
- Execute all applicable responsibilities provided for in the California Corporations Code;
- Promote, guard and guide the vision and mission of WSCS;
- Monitor student achievement to ensure progress toward fulfillment of the school’s mission;
- 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; and
• Appoint an administrative panel or act as a hearing body and 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 schools are established.

As previously stated, WSCS shall comply with the Brown Act. The Charter School shall adopt a bridge policy to the District conflicts of interest code that complies with Government Code Section 1090, 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. Members of the Charter School’s Board of Directors, any administrators, managers or employees, and any other committees of the Charter School shall comply with federal and state laws, nonprofit integrity standards and LAUSD’s Charter School policies and regulations regarding ethics and conflicts of interest.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of WSCS any of those duties with the exception of budget approval or revision, approval of the fiscal audit and performance report, and the adoption of Board policies. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

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

The Charter School 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.

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11 It is the understanding of Petitioners that recent legislation and regulatory action has been considered regarding the charter school specific conflicts of interest.
12 As stated, if the Charter School ceases to be included under the District’s conflict of interest code, the Charter School’s independently adopted conflict of interest code shall be submitted for County Board of Supervisors approval.
D. Organizational Chart

WESTCHESTER SECONDARY CHARTER SCHOOL
ORGANIZATIONAL CHART

Board of Directors

Principal

Board Committees

- Faculty
- Asst Principal/Counselor
- Office Manager
- Consultants/Other Staff
- Board Development
- Budget and Finance
- Communications and Public Relations
- Educational Programs
- Facilities and Technology
- Fundraising and Grants
- Operations
E. **The Principal**

The Principal will be the leader of the Charter School. The Principal must report directly to the Charter School Board of Directors, and s/he is responsible for the orderly operation of the school and the supervision of all employees in the school.

The Principal is assigned to perform assigned tasks directed from the Charter School Board of Directors and is required to undertake some or all of the tasks detailed below. These tasks may include but are not limited to the following:

- Ensure the Charter School enacts its mission;
- Ensure that the curriculum is implemented in order to maximize student-learning experiences;
- Supervise and evaluate teachers and staff;
- Communicate and report to the Charter School Board of Directors;
- Oversee school finances to ensure financial stability;
- Participate in and develop professional development workshops as needed;
- Serve or appoint a designee to serve on any committee of the Charter School;
- Interview and approve employee hiring, promotion, discipline, and/or dismissal;
- Ensure compliance with all applicable state and federal laws and help secure local grants;
- Communicate with parents, recruit new families and students, and assure families of academic growth;
- Take responsible steps to secure full and regular attendance at school of the students enrolled in accordance with policies established by the Board of Directors;
- Complete and submit required documents as requested or required by the charter and/or Charter School Board of Directors and/or the District;
- Identify the staffing needs of the school and offer staff development as needed;
- Maintain up-to-date financial records;
- Ensure that appropriate evaluation techniques are used for both students and staff;
- Establish and maintain a system to handle organizational tasks such as student records, teacher records, teacher credentialing information, contemporaneous attendance logs, purchasing, budgets, and timetables;
- Hire qualified substitute teachers as needed;
- Ensure the security of the school building;
- Promote and publish the charter program in the community and promote positive public relations and interact effectively with media;
- Encourage and support teacher professional development;
- Attend District Administrative meetings as requested by the District and stay in direct contact with the District regarding changes, progress, etc.;
- Attend meetings with the Chief Financial Officer of the District on fiscal oversight issues as requested by the District;
- Provide all necessary financial reports as required for proper attendance reporting;
- Develop the Charter School’s annual performance report and/or the SARC;
- Present independent fiscal audit to the Charter School Board of Directors and after review by the Board of Directors present the audit to the District Board of Education and
the County Superintendent of Schools, the State Controller and the California Department of Education;

- Manage student discipline, as necessary participate in the suspension and expulsion process; and
- Participate in IEP meetings as necessary.

The above duties, with the exception of personnel matters, may be delegated or contracted as approved by the Board of Directors to a business administrator of the Charter School or other appropriate employee or third party provider.

F. **Faculty Involvement**

Teachers will be the true engineers of the instructional program at WSCS. During their weekly professional development meetings, our teachers will be encouraged to reflect not only on their instructional practices but also on the effectiveness of all aspects of the Charter School’s operations. WSCS will look to teachers to help develop, modify and improve the school plan and to partner with all stakeholders in securing our future work. Through their professional learning community meetings and committee responsibilities, teachers will be instrumental voices in the growth of the Charter School. We expect them to be advocates for student interests and concerns.

Teachers will be asked to serve on at least one board committee every other year. In addition, the Friends of Westchester Secondary Charter School is a Parent/Teacher Organization/Booster Club in which teachers are encouraged to participate. Finally, teachers will have a designated representative to the Board who is not a Board member but has an opportunity to give a report and answer questions at each Board meeting.

G. **Parental Involvement**

In addition to maintaining a parent representative(s) on the Board and the parent participation on the Parent Organization, parents will be strongly encouraged, but never required, to contribute volunteer time to the Charter School. The Principal shall maintain a comprehensive list of volunteer opportunities including but not limited to the following: volunteering in the classroom/school (including at home assistance); tutoring, attending parent-teacher conferences; attendance at charter school Board meetings; participation in the planning of, or attendance at, fundraising or Academic/Arts Events; or, other activities. No child will be excluded from the Charter School or school activities due to the failure of his or her parent or legal guardian to fulfill the encouraged participation.

Parental involvement will be key to the success of WSCS, and will be ensured by several organizational and curricular elements:

1. Designated seats on the Charter School’s Board of Directors;

2. Friends of Westchester Secondary Charter School, a PTO/Booster Club, where parents can help set priorities for the Charter School and work to support them;
3. Peters Procedures trainings and workshops, to ensure parents the opportunity to learn the school’s culture and benefit from it at home;

4. Distribution of Core Knowledge “What Your 6th/7th/8th grader Needs to Know” books each year, so that parents can know and actively participate in what their children are learning;

5. Distribution of state standards for all classes, as well as a timeline and syllabus for when they will be taught;

6. Information about local museum exhibitions, theater and music performances, lectures, special events, and television shows and other media that relate to what their children are learning as well as efforts to organize trips and free or reduced price tickets as necessary; and

7. Web system for posting homework assignments, test dates, grades, and attendance. A parent should know within 24 hours if an assignment has not been turned in, and should know the grade of each test and assignment as they are graded. The system will supplement – but will not eliminate or replace – more personal communication with parents, such as phone calls, notes home, and in-person conferences and meetings.

8. WSCS will offer parent education or workshops, as well as webinars.

H. Material Revisions

Any material revision to the WSCS charter will be approved by the WSCS Board and submitted to the District pursuant to Education Code Section 47607.

LAUSD-Specific Language

WSCS 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.

WSCS will comply with the Brown Act.

*Members of WSCS’s executive board, any administrators, managers, or employees, and any other committees of WSCS shall comply with federal and state laws, nonprofit integrity standards and LAUSD’s Charter School policies and regulations regarding ethics and conflicts of interest.

*The District reserves the right to appoint a single representative to the WSCS board pursuant to Education Code section 47604(b).
**Grievance Procedure for Parents and Students**

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

WSCS will adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action which would be prohibited by Title IX, or Section 504.

WSCS will implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.

*LAUSD Charter Policy*

Westchester Secondary Charter School will comply with the District policy related to charter schools, as it may be changed from time to time after notice and reasonable opportunity for input from the Charter School Collaborative.

*Responding to Inquiries*

Westchester Secondary Charter School shall promptly respond to all inquiries, including but not limited to, inquiries regarding financial records, from the District and shall consult with the District regarding any inquiries. WSCS acknowledges that it is subject to audit by the District including, without limitation, audit by the District Office of the Inspector General.

If an allegation of waste, fraud, or abuse related to WSCS operations is received by the District, WSCS shall be expected to cooperate with any investigation undertaken by the District and/or the Office of the Inspector General, Investigations Unit.

*Notifications*

Notification is to be made to the Innovation and Charter Schools Division of any notices of workplace hazards, investigations by outside regulatory agencies, lawsuits, or other formal complaints, within one week of receipt of such notices by WSCS.
ELEMENT 5: QUALIFICATIONS OF EMPLOYEES

Governing Law: The qualifications to be met by individuals to be employed by the school. Education Code Section 47605(b)(5)(E).

LAUSD-Specific Language

WSCS 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.

The fundamental qualification of all employees at WSCS is a commitment to the principles of WSCS’s mission. Employees are essential to the fulfillment of that mission, as expressed in the terms of the Charter. The Board, with the help of the Principal, will evaluate the effectiveness of all staff positions at WSCS.

A. Process for Staff Selection

WSCS shall select its own staff. Available positions at WSCS will be advertised through various media as necessary. WSCS recruits teachers who are qualified to deliver the proposed instructional program in myriad ways including posting on its website and EdJoin. WSCS requires the submission of documentation to verify the highly qualified status of core, college-prep course teaching applicants. The status of individual staff’s credentials is monitored by the Charter School and tracked through SIS. Regular reminders (twice annually) are issued to staff regarding the status of their credentials. The standards for employment will be based on appropriate academic background, prior experience, specialized training, and/or personal qualities as may be needed for each position.

As a charter school, WSCS reserves the right to select, hire, reassign, and dismiss all School employees at the site. Pursuant to applicable State law and employment contract provisions, appropriate supervisors will regularly evaluate all staff. Applicable State law and employment contract provisions govern procedures for discipline and termination of all employees.

WSCS will compensate employees at a rate which is competitive with the District.

B. Procedures for Background Checks

Employees and contractors of the Charter School will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the
purpose of obtaining a criminal record summary. The Principal of the Charter School shall monitor compliance with this policy and report to the Charter School Board of Directors on a quarterly basis. The Board President shall monitor the fingerprinting and background clearance of the Principal. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

C. **TB Testing**

Faculty and staff will be tested for tuberculosis prior to commencing employment and working with students as required by Education Code Section 49406.

The hiring plan for the first five-year term of WSCS’s charter is as follows:

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>Charter Term Year</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td>6th grade</td>
<td>75</td>
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<tr>
<td>7th grade</td>
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<tr>
<td>9th grade</td>
<td>75</td>
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<td>10th grade</td>
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<td>11th grade</td>
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<td>12th grade</td>
<td></td>
</tr>
<tr>
<td>Total grade</td>
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</table>

<table>
<thead>
<tr>
<th>FTE by Charter Term Year</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
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</tr>
<tr>
<td>Assistant Principal</td>
<td>-</td>
</tr>
<tr>
<td>College counselor</td>
<td>.5</td>
</tr>
<tr>
<td>Core Subject Teachers</td>
<td>11</td>
</tr>
<tr>
<td>Elective Teachers</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total Instructional Staff</strong></td>
<td>12</td>
</tr>
<tr>
<td>Students: Instructor</td>
<td>25:1</td>
</tr>
<tr>
<td><strong>Total Certificated Staff</strong></td>
<td>13</td>
</tr>
<tr>
<td>Office Manager</td>
<td>1</td>
</tr>
<tr>
<td>School Office Clerk</td>
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</tr>
<tr>
<td><strong>Total Office Staff</strong></td>
<td>1.5</td>
</tr>
<tr>
<td><strong>TOTAL STAFF</strong></td>
<td><strong>14.5</strong></td>
</tr>
<tr>
<td>Students/Instructor</td>
<td>25:1</td>
</tr>
</tbody>
</table>
D. **Job Descriptions and Qualifications For Key Employees**

**Principal**

**Qualifications:** Teaching Administrative Credentials preferred, or equivalent (e.g., M.B.A. or M.P.A.). 3-5 years administrative experience, as a principal, assistant principal, coordinator or other school leadership position preferred, or the equivalent in a related field. Track record in successful partnership building with the community preferred; fundraising and marketing experience a plus.

**Personal Qualities:** Believe in the vision and mission of the school, possess a collaborative spirit, strong communication skills, and the ability to negotiate.

**Responsibilities:**
- Implement the mission, vision and educational program of the school
- Recruit, select, hire, manage, evaluate and develop a team of teachers.
- Represent the school in all public and community forums
- Provide professional development
- Manage the budget, finances, purchasing and fund raising
- SARC
- Handle discipline
- Manage and ensure the Safety Plan
- Manage attendance reports and grades
- Supervision of students
- Oversee food service
- Provide monthly reports to the Board of Directors

**Assistant Principal/Counseling**

*(The Assistant Principal is expected to be hired in year three.)*

**Qualifications:** Teaching and administrative credentials preferred. 1-3 years administrative experience, as an assistant principal, coordinator or other school leadership position preferred, or the equivalent in a related field. 1-3 years experience as a school counselor and/or in student services. Knowledge of and ability to work with scheduling systems preferred. Grantswriting ability a plus. Experience working with parent and community groups preferred. Strong communication and technological skills required.

**Personal Qualities:** Believe in the vision and mission of the school, possess a collaborative spirit, and have the ability to develop programs for a variety of people.

**Responsibilities:**
- Prepare the student programming and manage the 7th period Suites regarding offerings, placement.
- Supervise special education.
• Assist with any programs that the school conducts for the parents, students and community.
• Assist in the managing operations of the school and supervise office staff.
• Assist in the implementation of Professional Development and evaluation of teachers.
• Supervision of students.

Certificated Staff

Qualifications: All teaching staff will hold credentials that meet the criteria for highly effective teachers and have a track record of successful teaching experiences. They must be critical, constructive thinkers able to adapt to the changing needs of adolescents and teenagers. They need to be effective communicators that are able to meet all the contracted expectations for the delivery of information to the administration, parents and students; act as informed decision-makers in the day to day delivery of instruction and classroom management; be able to effectively use technology to deliver instruction, communicate with stakeholders and be able to work cooperatively and collaboratively with all staff, students and community groups.

Personal Qualities: Believe in the mission and vision of the school and be interested in developing themselves and students as life-long learners. They must be student centered, collaborative, creative educators that embrace change. Teachers at WSCS will be supported to make decisions that support student achievement along with social and emotional development.

Responsibilities:

• Implement and engage students in the instructional program
• Supervise students as assigned
• Actively participate in professional development
• Maintain up-to-date records and provide necessary documentation of student work

WSCS shall comply with Cal. Educ. Code § 47605(l), which states that teachers of core, college-prep courses in charter schools shall hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. WSCS shall also comply with all applicable provisions of the No Child Left Behind Act as relates to highly qualified teachers. WSCS shall maintain documentation of compliance with Cal. Educ. Code § 47605(l) on file at the Charter School to be available for periodic inspection by the District. A full-time position may be shared by more than one certificated employee. A variety of part-time positions may be available. WSCS shall ensure that all certificated staff meet applicable qualifications through the following process:

Upon hiring, certificated staff must submit:

• transcripts;
• credentials;
• previous work history; and
• CBEST results.
WSCS shall monitor credentials to ensure that the faculty remains highly qualified. The principal will review credentials on a quarterly basis by utilizing the CCTC website and report to the Board.

All certificated staff hired by WSCS are considered employees of WSCS. WSCS reserves the right to adjust its staffing to meet the needs of its pupils and accomplish the goals of this charter.

The Principal shall recommend to the Board the hiring of all new members of the certificated staff upon recommendation of a committee consisting of the Principal or a designee, the department chairperson or other representative teacher from the appropriate department, and at least one member each from the non-certificated, parent, and pupil stakeholder groups. This committee shall interview, select, and forward its recommendation to the Principal. Minimum qualifications include those listed above as well as a thorough knowledge of relevant subject matter, plus:

Certification by the California Commission on Teacher Credentialing or enrollment in or completion of a teacher training program at an accredited university; and positive references from recent places of employment, colleges, or graduate schools.

Teaching staff members, as well as non-teaching personnel such as school counselors, school nurses, school psychologists, deans, and coordinators, currently employed at WSCS or hired after inception of this charter must become fully credentialed or licensed as required by law within time frames outlined in applicable State and Federal statutes.

The Board may make exceptions to the above qualifications for hiring staff in special areas. Records of credentials will be maintained on-site and monitored on an ongoing basis by the Principal. In accordance with Cal. Educ. Code § 47605(l), flexibility may be considered with regard to teachers of non-core, non-college preparatory courses.

The Principal and relevant members of the instructional Management Team will conduct performance reviews of certificated staff, in accordance with any applicable collective bargaining agreements or Board policies.

Office Manager

Qualifications: 3-5 years administrative experience in an office preferred. Must know Word and Excel, and understand basic bookkeeping or accounting procedures.

Responsibilities:

- Manage on-site finances
- Supervise attendance records for students and staff
- First contact assistance with parents and community on the phone or in person
- Order and maintain supplies and office equipment
- Assist Principal and Assistant Principal with correspondence
- Manage school calendar
• Keep website and social media accounts up to date

Non-Teaching Staff

Non-certificated employees, including office staff, maintenance staff, custodial staff, grounds-keeping staff, food-service staff, aides, and paraprofessionals, serve in support roles to keep WSCS operating efficiently. An ad hoc board committee on Human Resources, working with the Principal and/or Assistant Principal, will develop job descriptions and qualifications for all non-certificated positions. These job descriptions and qualifications will be reviewed and approved by the Board or a delegated subcommittee, in accordance with the Board’s Bylaws or policies.

Other than those employees contracted through the District, all non-certificated staff working at WSCS will be considered employees of WSCS. WSCS reserves the right to adjust its staffing to meet the needs of its pupils and accomplish the goals of the Charter.

The Principal shall recommend to the Board the hiring of all new members of the non-certificated staff upon recommendation of a committee consisting of the Principal or a designee, the supervisor and/or other representative member from the appropriate operational department, and at least one member each from the parent and pupil stakeholder groups. This committee shall interview, select, and forward its recommendation to the Principal.

The Principal and relevant members of the Management Team will conduct performance reviews of non-certificated staff, in accordance with collective bargaining agreements.

Assessment of Performance

Principal and Administrative Team

The Board will establish specific goals based on the “California Professional Standards for Education Leaders” for the Principal at the beginning of the school year. The Board will evaluate the accomplishment of all goals and make recommendations for the next school year as needed. The Board shall evaluate the Principal. The Principal shall evaluate the rest of the administration team and make recommendations to the Board, which may review, modify or revoke the contracts based on these recommendations.

Certificated Staff

All evaluations will be conducted by the school management team (the Principal and Administrative Team). The Principal will develop a teaching rubric to use as a guide for evaluation that is aligned with the California Professional Teaching Standards. Staff evaluation and termination will be conducted in accordance with applicable policies and law.

Classified Staff

All employees will be observed and evaluated by their immediate supervisor. The Principal will
evaluate managers. Each will have a completed evaluation form at the end of the year and a conference to review the evaluation, though at the discretion of the Principal, evaluations may be issued every other year. Staff evaluation and termination will be conducted in accordance with applicable policies and law.
**ELEMENT 6: HEALTH AND SAFETY**

*Governing Law:* 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 Section 44237. Education Code Section 47605(b)(5)(F).

In order to provide safety for all students and staff, the Charter School will adopt and implement full health and safety procedures and risk management policies at its school site in consultation with its insurance carriers and risk management experts. A full draft will be provided to the District for review at least 30 days prior to operation. An early draft of these procedures is attached as Appendix M.

The following is a summary of the health and safety policies of the Charter School:

**Procedures for Background Checks**

Employees and contractors of the Charter School will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Principal of the Charter School shall monitor compliance with this policy and report to the Charter School Board of Directors on a quarterly basis. The Board President shall monitor the fingerprinting and background clearance of the Principal. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

**Role of Staff as Mandated Child Abuse Reporters**

WSCS will adhere to the requirements of California Penal Code Section 11166 regarding child abuse reporting. WSCS 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 with 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 brought to the Principal and/or child protective agency. A written report of the situation will be completed 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, WSCS 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.

**TB Testing**

Faculty and staff will be tested for tuberculosis prior to commencing employment and working with students as required by Education Code Section 49406.

**Immunizations**

All students enrolled and staff will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

**Medication in School**

The Charter School will adhere to Education Code Section 49423 regarding administration of medication in school.

**Vision, Hearing, and Scoliosis**

Students will be screened for vision, hearing and scoliosis. The Charter School will adhere to Education Code Section 49450, *et seq.*, as applicable to the grade levels served by the Charter School.

**Diabetes**

The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:


3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.


5. A description of the different types of diabetes screening tests available.

**Emergency Preparedness**

The Charter School shall adhere to an Emergency Preparedness Handbook drafted specifically to the needs of the school site in conjunction with law enforcement and the Fire Marshall. This handbook shall include, but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. If assuming a facility that was previously used as a School site, any existing emergency preparedness plan for the school site shall be used as a starting basis for updating the handbook for the Charter School.

**Blood borne Pathogens**

The Charter School shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the workplace. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (“HIV”) and hepatitis B virus (“HBV”).

Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

**Drug Free/Alcohol Free/Smoke Free Environment**

The Charter School shall function as a drug, alcohol and tobacco free workplace.

**Facility Safety**

The Charter School shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under Education Code Section 32001 and in conjunction with the District (if at District facilities). WSCS will develop policies to ensure compliance with all health and safety laws and regulations that apply to non-charter public schools, including those regarding auxiliary services (food services, transportation, custodial services, hazardous materials, etc.) and those required by OSHA, the California Health and Safety Code, and the EPA.
Comprehensive Sexual Harassment Policies and Procedures

The Charter School is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. The Charter School has developed a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School’s sexual harassment policy.

LAUSD-Specific Language

*Insurance Requirements

No coverage shall be provided to the Charter School by the District under any of the District’s self-insured programs or commercial insurance policies. The Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] to protect the Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be the Charter School’s responsibility, not the District’s, to monitor its vendors, contractors, partners or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of $5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles (“Board of Education”) as named additional insured and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and the Charter School’s insurance shall be primary despite any conflicting provisions in the Charter School’s policy. Coverage shall be maintained with no Self-Insured Retention above $15,000 without the prior written approval of the Office of Risk Management for the LAUSD.

2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect the Charter School from claims that may arise from its operations pursuant to the Workers’ Compensation Act (Statutory Coverage). The Workers’ Compensation Insurance coverage must also include Employers Liability coverage with limits of $1,000,000/$1,000,000/$1,000,000.

3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of $1,000,000 Combined Single Limit per Occurrence if the Charter School does not operate a student bus service. If the Charter School provides student bus
services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.

4. Fidelity Bond coverage shall be maintained by the Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment or other assets. Minimum amount of coverage shall be $50,000 per occurrence, with no self-insured retention.

5. Professional Educators Errors and Omissions liability coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

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

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

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

*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 the Charter School’s insurance shall be primary despite any conflicting provisions in the Charter School’s policy.

*Evidence of Insurance

The Charter School shall furnish to the District’s Office 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 Office of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.
Should the Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to school, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of the Charter School.

*Hold Harmless/Indemnification Provision*

To the fullest extent permitted by law, the Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the 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 attorney’s fees, brought by any person or entity whatsoever, arising out of, or relating to this Charter agreement. The Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the 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 attorney’s fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by the Charter School, and their officers, directors, employees or volunteers. Moreover, the Charter School agrees to indemnify and hold harmless the District for any contractual liability resulting from third party contracts with its vendors, contractors, partners or sponsors.

Westchester Secondary Charter School will have a Health, Safety and Emergency Plan in place prior to beginning the operation of the Charter School. WSCS will ensure that staff has been trained in health, safety, and emergency procedures and will maintain a calendar and conduct emergency response drills for students and staff.

WSCS, its employees and officers will comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

The Charter School shall require all employees of the Charter School, and all volunteers who will be performing services that are not under the direct supervision of a Charter School employee, and any onsite vendors having unsupervised contact with students to submit to criminal background checks and fingerprinting. The Charter School will maintain on file and available for inspection evidence that the Charter School has performed criminal background checks for all employees and documentation that vendors have conducted required criminal background checks for their employees prior to any unsupervised contact with students. The Charter School shall also insure that it receives subsequent arrest notifications from the Department of Justice to ensure the ongoing safety of its students.
ELEMENT 7: RACIAL AND ETHNIC BALANCE

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

Westchester Secondary Charter School has serving the diverse students and communities who have traditionally attended Westchester public schools as a critical part of its goals and objectives. Westchester itself is diverse, and the communities that feed into Westchester schools, including Windsor Hills, Ladera Heights, Playa del Rey, and Playa Vista, provide an even more diverse pool of students. WSCS will be nonsectarian in its programs, admission policies, employment practices, and all other operations, will not charge tuition, and will not discriminate against any student on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). Diversity is central to the mission of the Charter School. Outreach efforts in order to achieve this ethnic and racial balance will take place in English and in Spanish and include the following:

- Social and electronic media including Facebook, Twitter, school email lists, and community email lists;
- Work with elected officials in the target communities to ensure reaching their constituents;
- Information meetings held in the target communities, including at the Ladera Senior & Community Center and the Baldwin Hills Public Library;
- Ads or editorials in the Argonaut; Westchester’s Hometown News; Windsor Hills’s Our Weekly; and the Los Angeles Wave;
- Flyers, emails, and presentations specifically to these elementary schools: Cowan (Windsor Hills’s home elementary school), Kentwood, Loyola Village Magnet, Open Charter, Paseo del Rey, Westport Heights, and Windsor Hills magnet;
- Work with Orville Wright Middle School and Westchester Enriched Sciences Magnet to provide WSCS as an option for students who are better placed in a smaller environment with more intensive intervention opportunities built into the day;
- Presentations, email information, and flyer for Westchester/Playa Education Foundation, Neighborhood Council of Westchester/Playa del Rey, Chamber of Commerce, Rotary Clubs, and YMCA;
- Participate in the Race for Success 5K run, with its attendant publicity, as well as Westchester/Playa Education Foundation’s Public School Expo;
- Take booths at the farmers’ markets in the target communities;
- Flyers and email information, and when practical sponsorship, for Westchester Little League, Westchester Del Rey Softball, Del Rey American Little League, Ladera Little League, AYSO, Westchester Recreational Center teams, and other sports teams.
WSCS will continually review the effectiveness of, and expand, its outreach efforts. Its goal is to achieve a racial and ethnic balance among its students that is reflective of the community and the District.

WSCS will maintain an accurate accounting of the ethnic and racial balance of students who apply to and who are enrolled in the Charter School. WSCS will also document the efforts made to achieve racial and ethnic balance in accordance with the charter petition and standards of charter legislation.

The following chart provides a graphical representation of the timing of outreach efforts.

<table>
<thead>
<tr>
<th>Month</th>
<th>Action</th>
<th>Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 2011 and on-going</td>
<td>Board development and recruitment; Informational meetings to community and outreach civic organizations in target communities; Outreach to LAUSD schools in target communities; Presence at community events</td>
<td>Engage community interest and knowledge among diverse communities</td>
</tr>
<tr>
<td>March 2012 – Apr. 16, 2012</td>
<td>Open Enrollment Period: Formal campaign for enrollment; Advertisement and public relations campaign to media in target communities and online resources; Application/Lottery Forms available</td>
<td>Inform target communities; Fulfill legal requirement; Determine need for lottery</td>
</tr>
<tr>
<td>Apr. 16, 2012</td>
<td>Open Enrollment Ends; Application/Lottery Forms due by 7 p.m.</td>
<td></td>
</tr>
<tr>
<td>Apr. 30, 2012</td>
<td>Lottery conducted</td>
<td>Families learn of ability to enroll Waitlist created</td>
</tr>
<tr>
<td>May-July 2012</td>
<td>Publicize any open seats to target communities and others</td>
<td>Continue to create diverse student body</td>
</tr>
</tbody>
</table>

**LAUSD-Specific Language**

*Court-ordered Integration*

The 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 Office of Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD. The School will provide a written plan in the charter petition and upon further request by the District outlining how it would achieve and maintain the LAUSD’s ethnic goal of 70:30 or 30:70 ratio.

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 WSCS 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. Public School Choice (“NCLB-PSC”) placement with charter schools is an alternative strongly encouraged by the No Child Left Behind Act of 2001 (“NCLB”). WSCS 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 school.

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

WSCS will ensure that all of its NCLB-PSC students are treated in the same manner as other students attending the Charter School. NCLB-PSC students are and will be eligible for all applicable instructional and extra-curricular activities at the Charter School. WSCS will make reasonable efforts to invite and encourage the participation of the parents of NCLB-PSC students in the activities and meetings at the 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 WSCS under the NCLB-PSC program increases in subsequent years, WSCS agrees to discuss with the District the possibility of increasing the number of NCLB-PSC places available at the Charter School.

*Federal Compliance*

As a recipient of federal funds, including federal Title I, Part A funds, WSCS 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. WSCS understands that it is a local educational agency [LEA] for purposes of federal compliance and reporting purposes. WSCS 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 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; and
- Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable

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

_Governing Law: Admission requirements, if applicable. Education Code Section 47605(b)(5)(H)._  

Westchester Secondary Charter School is open to all students residing in California who wish to attend the school as outlined in Education Code § 47605(d)(2)(A). Admission to WSCS is open to any resident of California who is of legal age to attend public school. WSCS is nonsectarian in its programs, admission policies, employment practices, and all other operations. WSCS does not charge tuition.

WSCS does not discriminate against any student on the basis of disability, gender, nationality, race, ethnicity, religion, sexual orientation, association with a person or group with one or more of the above actual or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code.

A. **Application and Lottery Process**

Application is the process by which prospective students notify WSCS of their interest in attending the Charter School. A single form is used to apply to WSCS and to enter into a public random drawing ("lottery"), should one need to be held. Attached as Appendix N, please find the Application/Lottery Form in English and Spanish. The process is as follows:

1. Application/Lottery Forms will be available in March 2012 and are due April 16 for admission for the 2012-13 school year (this is the open enrollment period). An information packet will be available with the form and includes information that allows students and parents to assess the Charter School’s operation and policies, and includes pertinent dates regarding application submission and lottery process.

2. Beginning in March 2012, WSCS will hold informational and recruitment events. Application/Lottery Forms and Information Packets will be available at these meetings. To achieve racial, socio-economic and ethnic diversity, the events will be held at various locations in the target areas identified in Element 1, including the feeder schools. These events are intended to achieve a racial and ethnic balance at WSCS that is reflective of the general population residing within the territorial jurisdiction of the District. These meetings will be publicized through social media including Facebook, email lists, newspaper ads in the Argonaut, Hometown News, and Our Weekly, and flyers posted throughout the target areas.

3. Applicants submit the completed application by the close of the open enrollment period, April 16, 2011. Applications submitted after the open enrollment period will be accepted at any time, although the applicant will lose any admission preference for which he or she might have otherwise qualified and will not be entered into a lottery if one is necessary. Such applications are added to wait list in order received.
4. If at the end of the open enrollment period, there are more applicants than capacity at any grade level at WSCS, attendance, except for existing pupils, will be determined by public random drawing ("lottery"). The following preferences shall be given in the event of a lottery:

1) Siblings of existing students;
2) Children of WSCS staff;
3) Children of members of the Board of Directors;
4) Children of Founding Families;
5) Students who reside within LAUSD boundaries; and
6) All other applicants in the state of California

Lottery rules, deadlines, dates and times for the random drawing will be communicated in the enrollment applications and on the Charter School’s website. Public notice for the date and time of the public drawing will also be posted once the application deadline has passed. The Charter School will also inform parents of all lottery applicants and all interested parties of the rules to be followed during the lottery process, location, date, and time of the lottery via mail or email at least two weeks prior to the lottery date.

The Charter School will conduct the lottery in the spring for enrollment in fall of that year.

B. **Lottery Procedures**

1. The lottery will take place within 30 days of closing the open enrollment period. For the 2012-13 school year, application/lottery forms must be received by April 16, 2012, 7:00 pm.
2. The lottery will take place on the Charter School’s campus in a facility large enough to allow all interested parties to observe the drawing, or at another public venue near the school large enough to accommodate all interested parties.
3. The lottery will take place on a weekday evening or other time when most interested parties who wish to attend may do so. For the 2012-13 school year, the drawing will take place on April 30, 2012, at 7 p.m.
4. All interested parties will know, prior to the holding of the lottery, how many openings are available per grade level at the Charter School.
5. The lottery shall draw names from pools of ballots differentiated by grade level.

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13 During any period of funding for the Public Charter Schools Grant Program ("PCSGP"), the public random drawing will be held as a single weighted public drawing; siblings of existing students will be exempt from the public random drawing; the preference for children of staff will be limited to children of teachers, and those children will be exempt from the public random drawing; the preference for children of members of the Board of Directors will not be utilized; children of Founding Families will be exempt from the public random drawing; and the preferences for children of teachers and children of Founding Families combined will not exceed 10% of total enrollment.

14 Founding Families are defined as those who contribute 50 hours of Board-approved volunteer services for the benefit of the Charter School prior to the beginning of the first open enrollment period.

15 During any period of funding for the PCSGP, this admissions preference will be given a 2:1 weighting factor, or as otherwise agreed upon with the District.

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6. Beginning with the lowest grade, the ballots shall be drawn by a WSCS administrator or Board member.
7. The drawing shall continue until all names for that grade level are drawn.
8. Those individuals whose names are drawn after all spaces have been filled will be placed on the waiting list in the order drawn, except if the preferences described above require otherwise.
9. Potential students on the waiting list shall provide contact information to be used in the event space becomes available, on their application/lottery forms. Families promoted off the waiting list shall be informed by telephone and in writing and shall have a maximum of seven (7) days to respond. In addition, the Charter School shall attempt on at least two separate occasions to contact the parents/guardians of promoted students by telephone. Those families not responding within the maximum response period will forfeit their right to enroll their student in the Charter School for that school year.
10. Existing students who wish to return must notify the Charter School during open enrollment.
11. Applicants need not be present at the lottery to enroll and will be notified via phone call and mail of their status.
12. Applications received after the close of open enrollment will be added to wait list after the lottery, in order received, and will be contacted for enrollment when lottery wait list is exhausted.
13. The random public drawing for the first year, should it be necessary, will be held on April 30, 2012. All families will be notified about results, but applicants will also be able to contact the Charter School to ascertain an individual student’s status on the waiting list.

Once a student has been admitted, his or her parents will fill out an enrollment form. Attached as Appendix O, please find the WSCS Enrollment Form in English and Spanish.

**LAUSD-Specific Language**

**McKinney-Vento Homeless Assistance Act**

The Charter School will adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. The Charter School will include specific information in their outreach materials, websites, at community meetings, open forums, and regional center meetings notifying parents that the school is open to enroll and provide services for all students which shall include a District standard contact number to access additional information regarding enrollment. A student’s IEP will never be required prior to participation in any attendance lottery or as a condition for enrollment.
**ELEMENT 9: FINANCIAL AUDITS**

*Governing Law: 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. Education Code Section 47605(b)(5)(I).*

An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law and the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller’s K-12 Audit Guide.

An audit committee will select an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Principal, along with the audit committee, will review any audit exceptions or deficiencies and report to the Charter School Board of Directors with recommendations on how to resolve them. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (“EAAP”) in accordance with applicable law.

The independent financial audit of the Charter School is public record to be provided to the public upon request.

**LAUSD-Specific Language**

**District Oversight Costs**

The District may charge for the actual costs of supervisory oversight of WSCS not to exceed 1% of WSCS’s revenue, or the District may charge for the actual costs of supervisory oversight of WSCS not to exceed 3% if WSCS is able to obtain substantially rent-free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisory oversight fee allowed under the law as it may change from time to time. The supervisory oversight fee provided herein is separate and distinct from the charges arising under the charter school/facilities use agreements.
Balance Reserves

Additionally, the Charter School will at all times maintain a funds balance (reserve) of its expenditures as required by section 15450, Title 5 of the California Code of Regulations.

*Special Education Revenue Adjustment/Payment for Services

In the event that WSCS 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 WSCS, WSCS authorizes the District to deduct any and all of the in lieu property taxes that WSCS otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. WSCS further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to WSCS. Should this revenue stream be insufficient in any fiscal year to cover any such costs, WSCS 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

WSCS agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:

- WSCS is subject to District oversight.
- The District’s statutory oversight responsibility continues throughout the life of the Charter and requires that it, among other things, monitors the fiscal condition of WSCS.
- The District is authorized to revoke this Charter for, among other reasons, the failure of WSCS to meet generally accepted accounting principles or if it engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit WSCS 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 the Charter School’s financial information,
- The Charter School’s debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- The Charter School’s enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.
WSCS 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 WSCS. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hours notice.

WSCS will develop and maintain internal fiscal control policies governing all financial activities.
**ELEMENT 10: PUPIL SUSPENSION AND EXPULSION**

**Governing Law:** The procedures by which pupils can be suspended or expelled. *Education Code Section 47605(b)(5)(J).*

**Student Suspension and Expulsion Policy**

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at the Charter School. In creating this policy, the Charter School has reviewed *Education Code Section 48900 et seq.* which describes the non-charter schools’ list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of *Education Code Section 48900 et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School’s policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee’s use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that these Policy and Procedures are available on request at the Principal’s office.

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

**LAUSD-Specific Language**

WSCS shall provide due process for all students, including adequate notice to parents/guardians and students regarding the grounds for suspension and expulsion and their due process rights regarding suspension and expulsion, including rights to appeal.

WSCS shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, including, for example, any modification of the lists of offenses for which students are subject to suspension or expulsion.
WSCS shall ensure the appropriate interim placement of students during and pending the completion of the Charter School’s student expulsion process.

Charter Schools will implement operational and procedural guidelines ensuring federal and state laws and regulations regarding the discipline of students with disabilities are met. Charter Schools will also ensure staff is knowledgeable about and complies with the district’s Discipline Foundation Policy. If the student receives or is eligible for special education, the Charter School shall identify and provide special education programs and services at the appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LASUD Support Unit, Division of Special Education.

WSCS shall utilize alternatives to suspension and expulsion with students who are truant, tardy, or otherwise absent from compulsory school activities.

A. **Grounds for Suspension and Expulsion of Students**

   A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at the Charter School or at any other school or a Charter School sponsored event, occurring at anytime including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

B. **Enumerated Offenses**

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:

   a) Caused, attempted to cause, or threatened to cause physical injury to another person.

   b) Willfully used force of violence upon the person of another, except self-defense.

   c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.

   d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

   e) Committed or attempted to commit robbery or extortion.

   f) Caused or attempted to cause damage to school property or private property.
g) Stole or attempted to steal school property or private property.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.

l) Knowingly received stolen school property or private property.

m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.

r) Made terrorist threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will
result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

t) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

v) 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 of the Education Code, directed specifically toward a pupil or school personnel.

w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.
2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

   a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

3. Discretionary Expellable Offenses: Students may be expelled for any of the following acts when it is determined the pupil:

   a) Caused, attempted to cause, or threatened to cause physical injury to another person.

   b) Willfully used force of violence upon the person of another, except self-defense.

   c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

   d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

   e) Committed or attempted to commit robbery or extortion.

   f) Caused or attempted to cause damage to school property or private property.

   g) Stole or attempted to steal school property or private property.

   h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

   i) Committed an obscene act or engaged in habitual profanity or vulgarity.

   j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

   k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
l) Knowingly received stolen school property or private property.

m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.

r) Made terrorist threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive
educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

t) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

v) 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 of the Education Code, directed specifically toward a pupil or school personnel.

w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (l).

x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

4. Non-Discretionary Expellable Offenses: Students must be expelled for any of the following acts when it is determined pursuant to the procedures below that the pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

If it is determined by the Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or
receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive
device. Such term does not include an antique firearm.

The term “destructive device” means (A) any explosive, incendiary, or poison gas, including but
not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four
ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce,
(v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal
or the Principal’s designee with the student and his or her parent and, whenever
practical, the teacher, supervisor or Charter School employee who referred the student
to the Principal or designee.

The conference may be omitted if the Principal or designee determines that an
emergency situation exists. An “emergency situation” involves a clear and present
danger to the lives, safety or health of students or Charter School personnel. If a
student is suspended without this conference, both the parent/guardian and student
shall be notified of the student’s right to return to school for the purpose of a
conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action
and the evidence against him or her and shall be given the opportunity to present his
or her version and evidence in his or her defense. This conference shall be held within
two school days, unless the pupil waives this right or is physically unable to attend for
any reason including, but not limited to, incarceration or hospitalization. No penalties
may be imposed on a pupil for failure of the pupil’s parent or guardian to attend a
conference with Charter School officials. Reinstatement of the suspended pupil shall
not be contingent upon attendance by the pupil’s parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable
effort to contact the parent/guardian by telephone or in person. Whenever a student is
suspended, the parent/guardian shall be notified in writing of the suspension and the
date of return following suspension. This notice shall state the specific offense
committed by the student. In addition, the notice may also state the date and time
when the student may return to school. If Charter School officials wish to ask the
parent/guardian to confer regarding matters pertinent to the suspension, the notice
may request that the parent/guardian respond to such requests without delay.
3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of Expulsion by the Principal or Principal’s designee, the pupil and the pupil’s guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Principal or designee upon either of the following: 1) the pupil’s presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil’s suspension will be extended pending the results of an expulsion hearing.

D. Authority to Expel

A student may be expelled either by the Board following a hearing before it or by the Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of the Charter School’s governing board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal or designee determines that the pupil has committed an expellable offense.

In the event an administrative panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;

2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;

3. A copy of the Charter School’s disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;

5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;

6. The right to inspect and obtain copies of all documents to be used at the hearing;

7. The opportunity to confront and question all witnesses who testify at the hearing;

8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

WSCS may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by WSCS or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness’ use prior to and during breaks in testimony.

3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

4. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if
there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness’ presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness’ prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.
G.  Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H.  Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the administrative panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Board of Directors, administrative panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board of Directors who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board of Directors is final.

If the administrative panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

I.  Written Notice to Expel

The Principal, following a decision of the Board of Directors to expel, shall send written notice of the decision to expel, including the Board of Directors’ adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

1.  Notice of the specific offense committed by the student
2.  Notice of the student’s or parent/guardian’s obligation to inform any new district in which the student seeks to enroll of the student’s status with WSCS.
The Principal or designee shall send a copy of the written notice of the decision to expel to the District.

This notice shall include the following:

a) The student’s name
b) The specific expellable offense committed by the student

Additionally, in accordance with Education Code Section 47605(d)(3), upon expulsion of any student, WSCS shall notify the superintendent of the school district of the pupil’s last known address within thirty (30) days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information.

The Board of Directors’ decision to expel shall be final.

LAUSD-Specific Language

If a student is expelled from the Charter School, the Charter School shall forward student records upon request of the receiving school district in a timely fashion. Charter School shall also submit an expulsion packet to the Innovation and Charter Schools Division immediately or as soon as practically possible, containing:

- pupil’s last known address
- a copy of the cumulative record
- transcript of grades or report card
- health information
- documentation of the expulsion proceeding, including specific facts supporting the expulsion
- student’s current educational placement
- copy of parental notice expulsion
- copy of documentation of expulsion provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student’s compliance for reinstatement, appeal process and options for enrollment.
- if the Student is eligible for Special Education, the Charter School must provide documentation related to expulsion pursuant to IDEA including conducting a manifestation determination IEP prior to expulsion. If the student is eligible for Section 504 Accommodations, the Charter School must provide evidence that it convened a Link Determination meeting to address two questions: A) Was the misconduct caused by, or directly and substantially related to the students disability: B) Was the misconduct a direct result of the Charter’s failure to implement 504 Plan?
J. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

K. No Right to Appeal

The pupil shall have no right of appeal from expulsion from the Charter School as the Charter School Board’s decision to expel shall be final.

L. Expelled Pupils/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

LAUSD-Specific Language

Outcome Data

WSCS shall maintain all data involving 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 the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Charter School’s governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

Readmission

The Charter School’s governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, the Charter School’s governing board shall readmit the pupil, unless the Charter School’s governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil’s parent or guardian at the time the expulsion order is entered. The Charter School is responsible for reinstating the student upon the conclusion of the expulsion period.
Special Education Students

In the case of a student who has an Individualized Education Plan ("IEP"), or a student who has a 504 Plan, the Charter School will ensure that it follows the correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the district and the 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 Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, the Charter School’s administrator will convene a Link Determination meeting to ask the following two questions: A) Was the misconduct caused by, or directly and substantially related to the student’s disability? B) Was the misconduct a direct result of the Charter School’s failure to implement 504?

Gun Free Schools Act

The Charter School shall comply with the federal Gun Free Schools Act.
ELEMENT 11: RETIREMENT PROGRAMS

Governing Law: The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security. Education Code Section 47605(b)(5)(K).

Retirement

STRS

WSCS will provide the California State Teachers’ Retirement System (STRS) to all eligible employees. Contributions will be made at the rate established by the Teachers’ Retirement Board. WSCS will complete all required documentation prior to the effective date of coverage and before reporting contributions and data to STRS.

PERS

All non-STRS eligible employees will be covered by Federal Social Security. WSCS retains the option to elect the California Public Employees Retirement System (PERS) coverage at a future date. Contributions will be made at the rate established by PERS. WSCS will complete all required documentation (including an amendment to the charter to include the election of PERS) prior to the effective date of coverage and before reporting contributions and data to PERS.

WSCS will make any contribution that is legally required of the employer, including STRS, PERS, Social Security, and unemployment insurance. All withholdings from employees and WSCS will be forwarded to the STRS and PERS funds as required. WSCS will submit all retirement data through LACOE and will comply with all policies and procedures for payroll reporting. Employees will accumulate service credit years in the same manner as all other members of STRS. The Principal shall be responsible for ensuring that such retirement coverage is arranged, and shall forward any required payroll deductions and related data to LACOE as required by Education Code Sections 47611.3 and 41365.

Social Security payments will be contributed for all qualifying non-STRS members. The WSCS Board of Directors retains the option to consider any other public or private retirement plans and to coordinate such participation with existing programs, as it deems appropriate. All full-time classified employees who are eligible will be covered by a 403(b) retirement plan. All full-time eligible employees will be covered by the Federal Social Security program.
**ELEMENT 12: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES**

_Governing Law:_ The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. _Education Code Section 47605(b)(5)(L)._ 

No student may be required to attend the Charter School. WSCS is a school of choice that is open to anyone in the State of California. Those students who choose not to attend WSCS (but who live within the LAUSD attendance area) will have the right to attend any other school in the attendance area served by LAUSD in keeping with existing enrollment policies of the district. Alternatives to WSCS for these students living within the LAUSD attendance area will be the same as those offered to all other students currently residing in the district. The parent or guardian of each student enrolled in the charter school shall be informed that the students have no right to admission in a particular school of any local education agency (or program of any local education agency) as a consequence of enrollment in the charter school, except to the extent that such right is extended by the local education agency.

**LAUSD-Specific Language**

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

Governing Law: 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. Education Code Section 47605(b)(5)(M).

No public school district employee shall be required to work at the Charter School. Employees of the District who choose to leave the employment of the District to work at the Charter School will have no automatic rights of return to the District after employment by the Charter School unless specifically granted by the District through a leave of absence or other agreement. Charter School employees shall have any right upon leaving the District to work in the Charter School that the District may specify, any rights of return to employment in a school district after employment in the school that the District may specify, and any other rights upon leaving employment to work in the Charter School that the District determines to be reasonable and not in conflict with any law.

All employees of the Charter School will be considered the exclusive employees of the Charter School and not of the District, unless otherwise mutually agreed in writing. Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

LAUSD-Specific Language

Leave and return rights for union-represented employees who accept employment with the charter school will be administered in accordance with applicable collective bargaining agreements between the employee’s union and the District and also in accordance with any applicable judicial rulings.
**ELEMENT 14: MANDATORY DISPUTE RESOLUTION**

_Governing Law:_ The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to the provisions of the charter. _Education Code Section 47605(b)(5)(N)._  

**LAUSD-Specific Language**

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

Any Dispute between the District and WSCS shall be resolved in accordance with the procedures set forth below:

1) Any Dispute shall be made 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 PM 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:**  
   Westchester Secondary Charter Schools  
c/o Principal  
7220 Ogelsby Ave.  
Los Angeles, CA 90045

   **To Director of Charter Schools:**  
   Director of Charter Schools  
Los Angeles Unified School District  
333 South Beaudry Avenue, 25th 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 5:00p.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 attorney’s 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.
**ELEMENT 15: EMPLOYER STATUS AND COLLECTIVE BARGAINING**

_Governing Law:_ A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code). Education Code Section 47605(b)(5)(O).

**LAUSD-Specific Language**

Westchester Secondary Charter School is deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employee Relations Act (EERA).

The Charter School will comply with the EERA.
**ELEMENT 16: CHARTER SCHOOL CLOSING**

*Governing Law:* 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. Education Code Section 47605(b)(5)(P).

**LAUSD-Specific Language**

**Revocation**

The District may revoke the charter if WSCS 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 WSCS if the District finds, through a showing of substantial evidence, that the charter school did any of the following:

- WSCS committed a material violation of any of the conditions, standards, or procedures set forth in the charter.
- WSCS failed to meet or pursue any of the pupil outcomes identified in the charter.
- WSCS failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- WSCS 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 WSCS in writing of the specific violation, and give WSCS 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.

**LAUSD-Specific Language**

**Closure Action**

The decision to close WSCS, either by the WSCS governing Board or by the LAUSD Board of Education, will be documented in a Closure Action. The Closure Action shall be deemed to have been automatically made when any of the following occur: the charter is revoked or non-renewed by the LAUSD Board of Education; the Charter School board votes to close the Charter School; or the Charter lapses.

**Closure Procedures**

The procedures for charter school closure are guided by California *Education Code* sections 47604.32, 47605, 47605.6, and 47607 as well as *California Code of Regulations*, Title 5 (5 CCR), sections 11962 and 11962.1. A closed charter school must designate a responsible entity
to conduct closure activities and identify how these activities will be funded. The procedures outlined below are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” as posted on the California Department of Education website. References to “Charter School” apply to the charter school’s nonprofit corporation and/or governing board.

**Documentation of Closure Action**

The revocation or non-renewal of a charter school must be documented by an official action of the authorizing entity. Notice of a charter school’s closure for any reason must be provided by the authorizing entity to the California Department of Education (CDE). In addition, the charter school must send notice of its closure to:

1. Parents or guardians of students. Written notification to parents/guardians/caregivers of the enrolled students of WSCS will be issued by WSCS within 72 hours after the determination of a Closure Action and the effective date of closure. A copy of the written notifications to parents is also to be sent to LAUSD within the same time frames.
2. The authorizing entity.
3. The county office of education. Written notification to the Los Angeles County Office of Education of the Closure Action shall be made by WSCS by registered mail within 72 hours of the decision to Closure Action. Charter School shall provide a copy of this correspondence to the ICSD.
4. The special education local plan area in which the school participates. Written notification to the Special Education Local Planning Area (SELPA) in which the Charter School participates of the Closure Action shall be made by WSCS by registered mail within 72 hours of the decision to Closure Action. Charter School shall provide a copy of this correspondence to the ICSD.
5. The retirement systems in which the school’s employees participate. The Charter School will within fourteen (14) calendar days of closure action contact the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), and the Los Angeles County office of Education and follow their procedures for dissolving contracts and reporting. Charter School shall provide a copy of this correspondence to the ICSD.
6. The CDE. Written notification to the California Department of Education of the Closure Action shall be made by WSCS by registered mail within 72 hours of the decision to Closure Action. Charter School shall provide a copy of this correspondence to the ICSD.

Notice must be received by the CDE within ten calendar days of any official action taken by the chartering authority. Notification of all the parties above must include at least the following:

1. The effective date of the closure
2. The name(s) of and contact information for the person(s) handling inquiries regarding the closure
3. The students’ school districts of residence
4. How parents or guardians may obtain copies of student records, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification to the CDE must 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 to parents, guardians, and students should also include:

1. Information on how to transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of their child’s cumulative record which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and State testing results.
3. Information on student completion of college entrance requirements for all high school students affected by the closure

The Charter School shall announce the closure to any school districts that may be responsible for providing education services to the former students of the charter school within 72 hours of the decision to Closure Action. This notice will include a list of returning students and their home schools. Charter school closures should occur at the end of an academic year if it is feasible to maintain a legally compliant program until then. If a conversion charter school is reverting to non-charter status, notification of this change should be made to all parties listed in this section.

School and Student Records Retention and Transfer

WSCS shall observe the following in the transfer and maintenance of school and student records:

1. The Charter School will provide the District with original cumulative files pursuant to District policy and applicable handbook(s) regarding cumulative records for secondary and elementary schools for all students both active and inactive at the Charter School. Transfer of the complete and organized original student records to the District will occur within seven calendar days of the effective date of closure.
2. The 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. The Charter School will prepare an electronic master list of all students to the Innovation and Charter Schools Division. This list will include the student’s identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school, 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 that each student is transferring to, if known. This electronic master list will be delivered in the form of a CD.

4. The original cumulative files should be organized for delivery to the District in two categories: active students and inactive students. The ICSD will coordinate with the Charter School for the delivery and/or pickup of the student records.

5. The Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

6. The Charter School will provide to the ICSD a copy of student attendance records, teacher gradebooks, school payroll records, and Title I records (if applicable). Submission of personnel records must include any employee records the charter school has. These include, but are not limited to, records related to performance and grievance.

7. All records are to be boxed and 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 if it is aware of any liabilities the charter school owes the state. These may include overpayment of apportionments, unpaid revolving fund loans or grants, or other 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.

WSCS 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 Charter School’s annual audit.

The financial closeout audit of the Charter School will be paid for by WSCS. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by WSCS will be the responsibility of WSCS and not LAUSD. WSCS understands and acknowledges that WSCS will cover the outstanding debts or liabilities of WSCS. Any unused monies at the time of the audit will be returned to the appropriate funding source. WSCS 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 WSCS participates, and other categorical funds will be returned to the source of funds.
WSCS shall ensure the completion and filing of any annual reports required. This includes:

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 the 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 determine the disposition of all liabilities of the charter school. Charter school closure procedures must also ensure disposal 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 the Charter School is operated by a nonprofit corporation, and if the corporation does not have any other functions than operation of the Charter School, the corporation will be dissolved according to its bylaws.

a. The corporation’s bylaws will address how assets are to be distributed at the closure of the corporation.
b. A copy of the corporations bylaws containing the information on how assets are to be distributed at the closure of the corporation, are to be provided to LAUSD prior to approval of this Charter.

For six (6) calendar months from the Closure Action or until budget allows, whichever comes first, sufficient staff as deemed appropriate by the WSCS Board, will maintain
employment to take care of all necessary tasks and procedures required for a smooth closing of the school and student transfers.

The WSCS 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.

The Charter School shall provide LAUSD within fourteen (14) calendar days of closure action prior written notice of any outstanding payments to staff and the method by which the school will make the payments.

Prior to final closure, the Charter School shall do all of the following on behalf of the school's employees, and anything else required by applicable law:

   a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
   b. File the Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).
   c. Make final federal tax payments (employee taxes, etc.)
   d. File the final withholding tax return (Treasury Form 165).
   e. File the final return with the IRS (Form 990 and Schedule).

This Element 16 shall survive the revocation, expiration, termination, cancellation of this charter or any other act or event that would end WSCS’s right to operate as a Charter School or cause WSCS to cease operation. WSCS and District agree that, due to the nature of the property and activities that are the subject of this petition, 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.

**LAUSD-Specific Language**

*Facilities*

☐ Proposed Charter School Location WESTCHESTER AREA OF L.A.
☒ LAUSD Attendance Area: Orville Wright Middle School, Westchester Enriched Sciences Magnets
☒ Proposed Charter School to be located within the boundaries of LAUSD.

**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 petition 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.

- **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.

- **Sole Occupant.** If Charter School is a sole occupant of LAUSD facilities, LAUSD shall allow the 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 colocating or sharing the LAUSD facility with another user.

**Facility status:** The charter petitioner must demonstrate control of a facility such as a commitment from the landlord, to ensure that the property is actually available to the charter developer, and that the facility is usable with or without conditions (such as a conditional code permit.) The charter school facility shall comply with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which the charter school is to be located, and the Americans with Disabilities Act (ADA). Applicable codes and ADA requirements shall also apply to the construction, reconstruction, alteration of or addition to the proposed charter school facility. The Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA requirements. 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 issued by the applicable permitting agency, allowing the petitioner to use and occupy the site. The Charter School may not open without providing a copy of the Certificate of Occupancy for the designated use of the facility. If the Charter School moves or expands to another facility during the term of this charter, the Charter School shall provide a Certificate of Occupancy to the 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.

**Health & Safety:** The school will comply with the Healthy Schools Act, California Education Code Section 17608, which details pest management requirements for schools. Developers may find additional information at: www.laschools.org/employee/mo/ipm.

**Asbestos Management:** The charter school will comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.
MISCELLANEOUS PROVISIONS

A. Budgets and Financial Reporting

_Governing Law: The petitioner or petitioners shall also be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. Education Code Section 47605(g)._*

Attached, as Appendix K, please find the following documents:

- A projected first year budget including startup costs and cash-flow
- Budget assumptions
- Financial projections for the first five years of operation

These documents are based upon the best data available to WSCS at this time.

The Charter School shall provide reports to the District as follows, and may provide additional fiscal reports as requested by the District:

1. By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code 47605(g) will satisfy this requirement.

2. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School’s annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, State Department of Education and County Superintendent of Schools.

3. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.

4. By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School’s receipts and expenditures for the preceding fiscal year.

B. Administrative Services

_Governing Law: The manner in which administrative services of the school are to be provided. Education Code Section 47605(g)._*

It is anticipated that the Charter School will provide or procure most of its own administrative services including, but not limited to, financial management, personnel, and instructional program development either through its own staff or through an appropriately qualified third-party contractor. The Charter School is interested in discussing the possibility of purchasing
administrative services from the District. If the District is interested, the specific terms and cost for these services will be the subject of an annual memorandum of understanding between the Charter School and the District and subject to District availability and willingness to provide such services.

C. **Transportation**

The Charter School will not provide transportation to and from school, except as required by law for students with disabilities in accordance with a student’s IEP.

D. **Renewal Process/Timeline**

The Charter School will submit a charter renewal petition to the District by the beginning of its final year of operation under this term. The renewal petition will be reviewed according to the standards of Education Code Section 47605.

E. **Facilities**

*Governed Law: The facilities to be utilized by the school. The description of the facilities to be used by the charter school shall specify where the school intends to locate. Education Code Section 47605(g).*

The Charter School intends to utilize District-owned facilities through the Proposition 39 facilities request process. The facilities would ideally be located in or near the Westchester community, where our target student population resides. The facilities will ideally be a site previously used for school purposes, large enough to accommodate approximately 525 students in approximately 21 classrooms.
**IMPACT ON THE CHARTER AUTHORIZER**

*Governing Law: Potential civil liability effects, if any, upon the school and upon the District. (Education Code Section 47605(g)).*

The Charter School shall be operated as a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701d.

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the Charter School if the authority has complied with all oversight responsibilities required by law. The Charter School shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of the Charter School.

Further, Charter School and District shall enter into a MOU, wherein Charter School shall indemnify District for the actions of the Charter School under this charter.

The corporate bylaws of Charter School shall provide for indemnification of the School’s Board, officers, agents, and employees, and the School will purchase general liability insurance, Board Members and Officer’s insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts will be determined by recommendation of the District and Charter School’s insurance company for schools of similar size, location, and student population. District shall be named an additional insured on the general liability insurance of Charter School.

The Charter School Board will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.
CONCLUSION

By approving this charter, the District will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning; create new professional opportunities for teachers; and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of charter schools. The Petitioners are eager to work independently, yet cooperatively with the District to establish the highest bar for what a charter school can and should be. To this end, the Petitioners pledge to work cooperatively with the District to answer any concerns over this document and to present the District with the strongest possible proposal requesting a five year term from July 1, 2012 through June 30, 2017.