

2026 - 2031 Charter of

WALLIS ANNENBERG HIGH

A California Public Charter School

Part of

THE ACCELERATED SCHOOLS

Renewal Petition Submitted:

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Assurances, Affirmations, and Declarations

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

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter "Ed. Code") § 47605(e)(1).)

- Not charge tuition. (Ed. Code § 47605(e)(1).)

- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, including immigration status. (Ed. Code § 47605(e)(1); Ed. Code § 220.)

- Except as provided in Education Code section 47605(e)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(e)(1).)

- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(e)(2)(A).)

- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School's capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as "LAUSD" and "District"). Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)

- Charter school shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil,

including a transcript of grades or report card, and health information. (Ed. Code § 47605(e)(3).)

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

- Consult, on a regular basis, with Charter School's parents, legal guardians, and teachers regarding the school's educational programs. (Ed. Code § 47605(d)(2).)

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

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

Element 1 – The Educational Program

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

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

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

Local Control Funding Formula (LCFF) and Local Control and Accountability Plan (LCAP)

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

Academic Calendar and Schedules

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

Mathematics Placement

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

Transitional Kindergarten

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

WASC Accreditation

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

English Learners

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

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

- How Charter School's EL Master Plan provides all of its English Learners, including but not limited to Long Term English Learners (LTELs) with an effective English language acquisition program as well as meaningful and equitable access to Charter School's core academic curriculum

- How English Learners' specific needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How Charter School will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

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

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

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

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

Students with Disabilities

Federal Law Compliance

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

Special Education Program

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

Prior to LAUSD Board of Education approval of an initial Charter petition, and if a renewing Charter School intends to operate as a "school of the district" for special education services, Charter School shall execute a Memorandum of Understanding ("MOU") by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with applicable state law and the LAUSD Special Education Local Plan Area ("SELPA") Local Plan for Special Education and shall be considered a "public school of the District" for purposes of Special Education pursuant to Education Code section

47641(b). However, Charter School reserves the right to make written verifiable assurances that it may become an independent local educational agency (LEA) and join a SELPA pursuant to Education Code section 47641(a) either on its own or with a grouping of charter school LEAs as a consortium following the requirements of Education Code section 56195.3(b). In this instance, Charter School will execute a MOU with LAUSD on provisions of special education as a member of a non-LAUSD SELPA.

SELPA Reorganization

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

Use of District's Special Education Policies and Procedures and Data Systems

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of orders imposed upon the District pertaining to special education. All charter schools are required to use the District's Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs ("IEP
s") and tracking of related services provided to students during the course of their education.

All charter schools are required to interface with My Integrated Student Information System (MiSiS) via a web based Application Programming Interface (API). MiSiS is a suite of applications which is designed to capture all student data. .

GENERAL INFORMATION	
The name and title of the contact person for the Charter School is:	Jesse Melgares, CEO
The contact address for the Charter School is:	4000 S. Main Street Los Angeles, CA 90037
The contact phone number for the Charter School is:	(323) 235 - 6343
The current address of the Charter School is:	4000 S. Main Street Los Angeles, CA 90037
This location is in the LAUSD Board District:	District 5
This location is in the LAUSD Region:	East
The grade configuration of the Charter School is:	9 - 12
The number of students in the first year will be:	527
The grade level(s) are:	9 - 12
The total enrollment capacity will be:	600
The type of instructional calendar will be:	Traditional
The regular bell schedule for the Charter School will be:	8:30am – 3:30pm
The term of this Charter for Middle and High performing schools:	July 1, 2026 to June 30, 2031

SELF- REFLECTION FOR CHARTER SCHOOL

CALIFORNIA SCHOOLS DASHBOARD PERFORMANCE OVERVIEWS

Wallis Annenberg High, one of three schools within the Accelerated Schools network, is proud of its performance and growth over time, specifically within the most recent charter term. Thus, highlighting its commitment to continuing to meet the needs of the community it serves, inclusive of its student groups. Performance Overview snapshots and summaries of California School Dashboard results for WAHS, the District, and the State are included below with further analysis to follow further in Element 1:

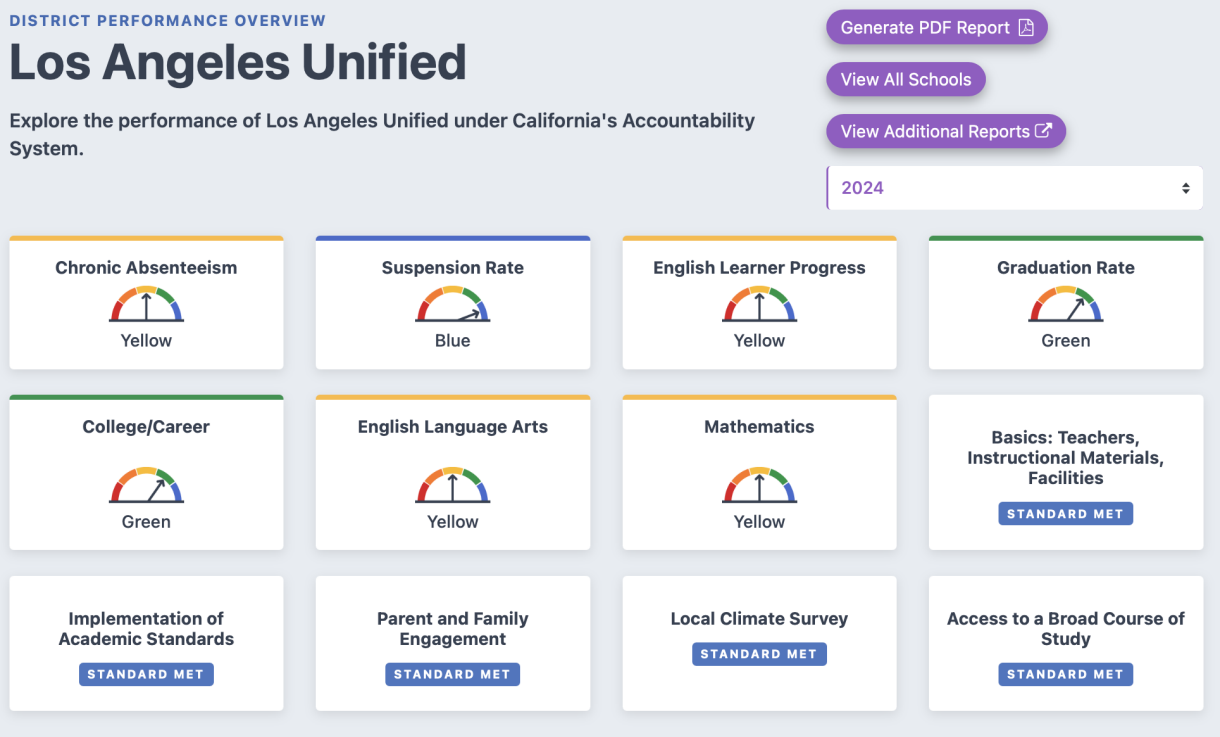
WAHS School Performance Overview: California Schools Dashboard, 2023-24



Source: California Schools Dashboard[1]

[1] California School Dashboard (California Department of Education). (2024). School Performance Overview: Wallis Annenberg High . https://www.caschooldashboard.org/reports/19647330100750/2024

District Performance Overview: California Schools Dashboard, 2023-24



Source: California Schools Dashboard: https://www.caschooldashboard.org/reports/19647330000000/2024

State Performance Overview: California Schools Dashboard, 2023-24



Source: California Schools Dashboard : https://www.caschooldashboard.org/reports/ca/2024

LAUSD CSD ANNUAL PERFORMANCE-BASED OVERSIGHT RESULTS

Over the years, WAHS has had successful LAUSD charter oversight visits. Most recently, at the March 2025 visit WAHS received the following scores:

WAHS 2024-25 Annual Performance Based Oversight Visit Report

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

Source: LAUSD Charter Schools Division

Recent Accelerated Schools Network Highlights

WAHS is proud of its most recent highlights and accolades which include:

- Wallis Annenberg High was a recipient of the **AP School Honor Roll Distinction** through College Board in both 2023 and 2024 for its role in maximizing college-readiness for its students.
- **College Acceptance numbers** continue to be an incredible achievement with most recently, 92% of the class of 2025 were accepted and intend to go to college.
- WAHS is a **"Best Ranked School 2025"** by both US News and World Reports:
    - #312 in LA Metro Area
    - #815 in California
- Over the course of the charter term, **enrollment numbers h**ave stabilized and are on an upward trend.
- WAHS is a **grant recipient 2024** from UnidosUS for Escalera and Padres Complementidos programs totaling over $120,000. This will allow for more exposure to colleges and universities through visits to campuses in and out of the LA metro area. For our parents, it allows for us to be able to engage them with content, yes, but also to feed them, and reward them for the time they spend learning with us.
- Over the last three years, we have been able to enhance our college-going culture through organized **college field trips** for students, including schools in the San Diego area, NorCal, and the East Coast.
- WAHS scholars have been awarded various **scholarships** totaling:
    - Class of 2024 - $1,209,000
    - Class of 2025 - $2,234,000

SCHOOL PERFORMANCE OVER CHARTER TERM

Charter Renewal Criteria and Eligibility

Academic Performance Data and Other Absolute and Comparative Performance Indicators: WAHS Meets Charter Renewal Criteria Under Education Code Section 47607.2

Per the *LAUSD Independent Charter School Renewal Petition Application Guide for 2025 - 2026, updated May 12, 2025* (LAUSD Renewal Policy), as well as the *LAUSD Policy and Procedures for Charter Schools, June 20, 2023* (LAUSD Charter Policy), and under the amendments to the Charter Schools Act by A.B. 1505, "The renewal criteria prescribed in Education Code sections 47607 and 47607.2 requires a three-pronged analysis:

- **Criterion 1:** Does the renewal petition include a sound educational program, a reasonably comprehensive description of the 15 elements required for petitions, an affirmation of each of the conditions described in Education Code section 47605(e), and are petitioners likely to successfully implement the program set forth in the petition? (Ed. Code, § 47607(b).)
- **Criterion 2:** Is the charter school "high," "middle," or "low" performing? (see Ed. Code, §§ 47607(c), 47607.2(a), and 47607.2(b).) Has the charter school attained measurable increases in academic achievement schoolwide and for numerically significant student groups served by the charter school, and does the charter school have strong postsecondary outcomes, if applicable?
- **Criterion 3:** Is the charter school serving all pupils who wish to attend, or does the charter school have substantial fiscal or governance issues? (Ed. Code, § 47607(e).)[2]

Each criterion will be discussed in depth below.

LAUSD CRITERION 1

WAHS meets criterion 1 for renewal through an analysis of the following elements outlined in LAUSD Renewal Policy:

a) Whether the petition includes a sound educational program;
b) Whether the petition contains a reasonable comprehensive description of the 15 elements required for petition;
c) Whether the petition contains an affirmation of each of the conditions described in Education Code section 47605(e); and
d) Whether the charter school is likely to successfully implement the program set forth in the petition. Education Code section 47607(b) provides that renewals are governed by the standards and criteria described in section 47605 applicable to initial petitions.[3]

WAHS contends that it has submitted a petition that: 1) contains a reasonably comprehensive description of the 15 required elements (b); and 2) contains all affirmations,

[2] *LAUSD Policy and Procedures for Charter Schools*, August 11, 2020. Last amended June 20, 2023 (LAUSD Charter Policy).

[3] Ibid., p. 28.

assurances, and declarations from Federal, State and District Required Language as required by Education Code section 47605(e) and LAUSD.

Current LAUSD Charter Policy indicated that the soundness of the educational program (a) and the capacity for implementation of said program (d), "are assessed through the past performance of the existing charter school of indicators of likely future performance, including any applicable benchmarks that have been established. The LAUSD Board will examine the Charter School's record in four key areas of charter school performance:

1. Governance
2. Student Achievement and Educational Performance
3. Organizational Management, Programs and Operations
4. Fiscal Operations."[4]

The LAUSD Board has three times approved of the soundness of the WAHS educational program and the capacity to implement it through the approval of its charter petition: first with its initial authorization in 2003, and then through subsequent renewal petitions in **2008, 2013, and 2018.** Since 2018, the charter has been updated to reflect current LAUSD policies, guidelines, and applicable law. However, the educational program has undergone some adjustments. During the pandemic, as with almost all schools, we moved instruction into the virtual classroom. Since the reopen, we have been working to address continued struggles in math. To address this area, we added a Math Support class in 9th grade for the 2022-23 and 2023-24 school years. This was to help address the learning loss from the pandemic. Looking at data, we shifted the Math Support class to 11th grade during the 2024-25 school year, which led to better student performance on the SBAC. Which that, we have secured a Grant from the Annenberg Foundation to support our novel idea of double blocking our Algebra 1, Geometry, and Algebra 2 courses for the next three years, which will allow us to address the math gaps and improve our students math performance on the SBAC. We have moved away from the Summit Learning Platform, and have transitioned to focusing on providing teachers with High Quality Instructional Materials with consistent professional development, regular instructional coaching, and data analysis.

The four areas indicated above directly correlate to the components of LAUSD's Annual Performance-Based Oversight Visit (APBOV). Findings (specifically areas of demonstrated strength and/or progress) from the most recent March 4, 2025 report[5] are listed below:

Governance [4 - Accomplished]

- **G1: Governance Structure and Compliance Monitoring -** "The Governing board has fully implemented the organizational structure set forth in the Charter School's charter including all committees/councils; and has a system in place to ensure it consistently complies with the applicable open meeting requirements for local agencies" (WAHS APBOV, 2025, p. 4).

[4] Ibid., p. 29.

[5] LAUSD Charter Schools Division. (2025, March 4). *Wallis Annenberg High Annual Performance-Based Oversight Visit (APBOV).*

- **G3: Responsive and Accountable Governance - Educational Program -** "The Governing Board regularly considers school performance data, stakeholder input, and other data to inform decision-making (e.g. approving action plans and/or resources, analysis and discussion, etc.) as evidenced by documentation provided to the district including but not limited to Board meeting minutes" (p. 4).
- **G4: Responsible and Accountable Governance-Staffing and Evaluations -** "The Governing Board regularly monitors staffing to ensure all students are taught by appropriately credentialed and assigned teachers, and has implemented a well-developed system for the evaluation of all school-based staff and executive level leadership staff" (p. 4).

Student Achievement and Educational Performance **[3 - Proficient; Middle Performing]**

- **2024 California School Dashboard ("Dashboard") ELA Schoolwide and Student Groups**
    - The schoolwide Dashboard English Language Arts ("ELA") Indicator performance color is Green, as compared to the state's color of Orange. The Charter School's 2024 ELA Distance From Standard ("DFS") (10 DFS) is higher than the state average (-13.2 DFS).
    - The majority of the Charter School's numerically significant student groups scored higher than their respective student group statewide average (Status/DFS):
        - The 2024 average DFS in ELA for the Charter School's English Learner students (-92 DFS) is lower than the state average (-67.6 DFS).
        - The 2024 average DFS in ELA for the Charter School's Latino students (11.6 DFS) is higher than the state average (-39.3 DFS).
        - The 2024 average DFS in ELA for the Charter School's Socioeconomically Disadvantaged students (10 DFS) is higher than the state average (-40.9 DFS).
- **2024 California School Dashboard Math Schoolwide and Student Groups**
    - The schoolwide Dashboard Math Indicator performance color is Orange, the same as the state's color.
    - None of the Charter School's numerically significant student groups received a higher color designation than their respective group at the state level.
- **2024 English Learner Progress Indicator (ELPI) Schoolwide and Student Groups**
    - The schoolwide Dashboard ELPI performance color is Orange as compared to the state's color of Orange.
    - WAHS' 2024 percentage of ELs making progress towards English language proficiency (41%) is lower than the state average (45.7%).
- **College and Career Indicator (CCI) Schoolwide and Student Groups**
    - The schoolwide Dashboard College/Career Indicator performance color is Green, as compared to the state's color of Yellow.
        - WAHS' 2024 percentage of students prepared for college or career (39.6%) is lower than the state average (45.3%).
    - All of the Charter School's numerically significant student groups have CCI

percentages above their respective statewide student group percentages.

- The 2024 percentage of the Charter School's Latino student group prepared for college or a career (39.6%) is higher than the state average (37.4%).
- The 2024 percentage of the Charter School's Socioeconomically Disadvantaged student group prepared for college or a career (39.6%) is higher than the state average (37.4%).

- **Graduation Rate Schoolwide**
  - WAHS' schoolwide Dashboard Graduation Rate Indicator performance color is Green, as compared to the state's color of Yellow. WAHS' 2024 Graduation Rate (94.8%) is higher than the state average (86.7%).
- **Suspension Rate Schoolwide**
  - WAHS' schoolwide Dashboard Suspension Rate Indicator performance color is Orange, as compared to the state's color of Green. The 2024 percentage of students suspended at least one day (2.1%) is lower than the state average (3.2%).

Organizational Management, Programs and Operations **[3 - Proficient]**

- **Implementation of the Educational Program**
  - WAHS has fully implemented the educational program, including key features, outlined in the Charter School's charter and aligned to the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), History-Social Science Framework, ELD Standards, and the remaining State Content Standards (collectively, the "State Standards") specific to the grade levels served.
- **School Climate and Student Discipline**
  - WAHS has a well-developed and effective school climate and student discipline system that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights.
- **Clearances and Credentialing Compliance**
  - The Charter School has implemented and monitors systems and procedures that maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements as evidenced by all supporting documentation submitted to the district.

Fiscal Operations **[4 - Accomplished]**

- Per the WAHS 2025 APBOV Report, the "charter school's fiscal condition is positive" (p. 35) and "has been upward trending since the 2021 - 2022 fiscal year" (p. 38).

Furthermore, as shown in the above analysis of both academic achievement data and LAUSD oversight results, and the further analysis in subsequent portions of this petition, WAHS believes that its "governing board members and staff have successfully implemented the terms of their charter, addressed deficiencies, and demonstrated capacity to continue to do so in the future based on evidence of past performance" (LAUSD Charter Policy, p. 29).

Throughout the years, the staff and governing board of WAHS have continued to fully implement all components of the original charter as set forth in 2003 when established by the founders Johnathan Williams and Kevin Sved.

WAHS has MET all elements of Criterion 1.

LAUSD CRITERION 2

WAHS is pleased to receive a "Middle" tier rating from the California Department of Education ("CDE") as of the March 14, 2025 release, consistent with the legal definition in statute, identifying Wallis Annenberg High as a "Middle Performing School" for Criterion 2, and thus making it eligible for a renewal term of five years. Per the CDE's *Determining Charter School Performance Category March 2025* informational handout, Criterion 2 is "based on the 'status' (also known as the current year data) for all academic indicators with a performance color for the two previous Dashboard years. Note that per *Education Code* Section 47607(c)(3), academic indicators are defined as:

- ELA,
- Mathematics,
- ELPI, and
- CCI."[6]

Discussion and analysis of these academic indicators over the course of the charter term to follow.

Academic Performance Data

In considering WAHS' academic performance data, LAUSD Charter Policy indicates that: "Pursuant to Education Code Section 47607.2(b), the LAUSD Board shall consider the following:

1) The schoolwide performance and performance of all subgroups of pupils served by the charter school on both the state and local indicators on the California School Dashboard;
2) The LAUSD Board shall provide greater weight to the performance on measurements of academic performance on the California School Dashboard;
3) Until January 1, 2026, the LAUSD Board shall also consider clear and convincing evidence, demonstrated by verified data, showing either of the following:
    a. The charter school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school, or
    b. Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers."[7]

[6] California Department of Education. (2025, March). Determining Charter School Performance Category. https://www.cde.ca.gov/sp/ch/documents/categoryflyer.pdf

[7] L*AUSD Policy and Procedures for Charter Schools*, August 11, 2020. Last amended June 20, 2023 (LAUSD Charter Policy). PP. 35 - 36.

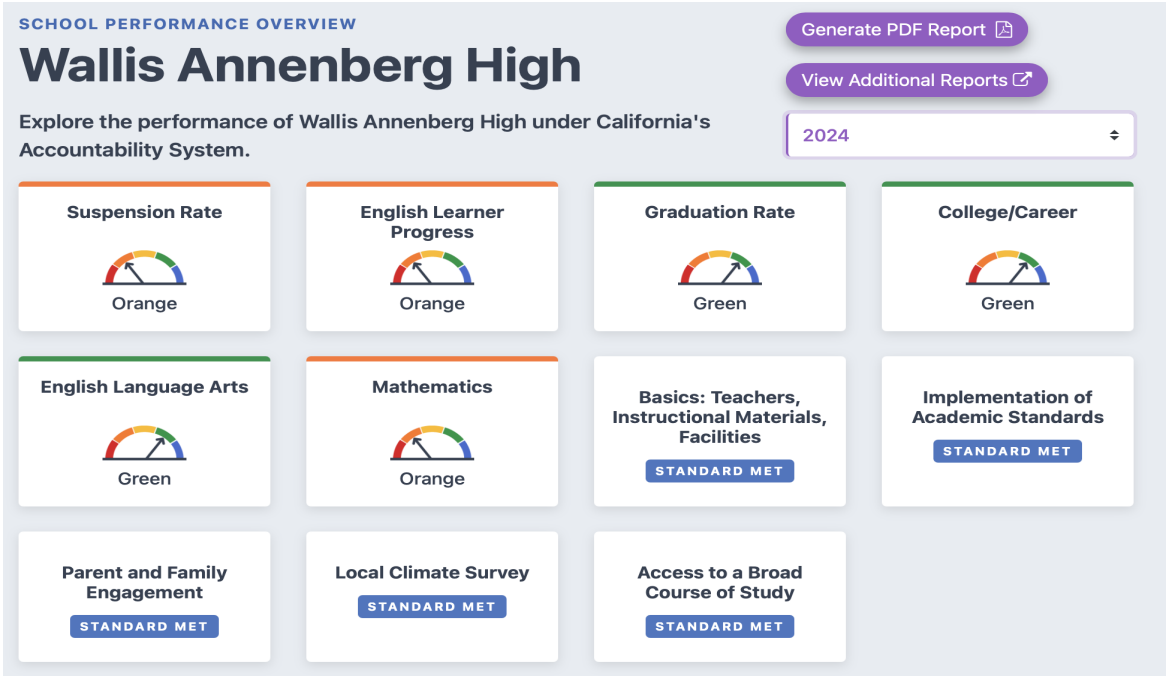
As such, over the 2018 - 2026 charter term, Wallis Annenberg High met the needs of the South Los Angeles community and has satisfied the criteria listed above as evidenced by state and local indicators on the Dashboard and internal verified data. Further analysis of the following records of performance is below.

California School Dashboard

Wallis Annenberg High Dashboard Indicators Overtime							
School Year	ELA	Math	English Learner Progress	College / Career	Chronic Absenteeism	Graduation Grade	Suspension Rate
2023 - 2024	Green	Orange	Orange	Green	N/A	Green	Orange
2022 - 2023	Yellow	Yellow	Green	Low	N/A	Blue	Blue
2021 - 2022	Very Low	Very Low	Very Low	N/A	N/A	Medium	Low

Data Sources: CA School Dashboard Research Files(https://www.caschooldashboard.org/reports/19647330100750/2024)

2024 WAHS School Performance Overview[8]



Positives of Dashboard Data

WAHS has made significant progress over the current charter term. Some of the highlights of the 2024 Dashboard are:

- English Language Arts:

[8] California School Dashboard (California Department of Education). (2024). School Performance Overview: Wallis Annenberg High . https://www.caschooldashboard.org/reports/19647330100750/2024

    - Schoolwide: 52.10% of students met or exceeded standard (10 points above standard). All students as well as both the socioeconomically disadvantaged and Hispanic subgroups performance levels increased significantly (an increase of 24.9 points.)
- ELPI:
    - 41% of English Learners are making progress (at least one ELPI level) towards English Language proficiency. This mimics roughly the 2024 state average of 45.7% and the District, 47.5%.
    - 45.2% of Long-Term English Learners are making progress.
- CCI:
    - Overall College and Career preparedness increased by 9% for all students, with 39.6% prepared, and 45.8% of students approaching prepared.
- Graduation Rate:
    - WAHS had a 94.8% graduation rate for all students in 2024 (green performance level). This is above the state average of 86.7% and the district average of 86.7%.
    - Further, WAHS graduation rates for the socioeconomically disadvantaged and Hispanic student groups, were above those of both the state and district (94.8, 85.3/84.4% and 86.6/86.7% respectively).

WAHS contributes student progress as reported by the Dashboard to a multitude of factors. These include but are not limited to:

- High-quality instructional materials and standards aligned curricula across content areas
- Expanded, leveled ELD program that differentiates language instruction by proficiency level, focusing on speaking, reading, and writing development.
- Robust postsecondary preparation embedded into the academic program, including college application workshops, AP courses, and Dual Enrollment opportunities
- Strong graduation supports, such as academic counseling, progress monitoring, and individualized senior-year planning

Together, these intentional structures and supports create a learning environment where students can thrive. The gains reflected in the Dashboard are not isolated improvements, but a result of sustained, systemic effort rooted in equity, rigor, and student-centered learning.

Areas for Growth based on Dashboard Data

As part of our continuous improvement process, WAHS regularly analyzes its performance on the California Dashboard and uses that data to refine programmatic supports. While the Dashboard reflects several areas of strong performance–including ELA gains, and graduation rates–we recognize key areas for growth that require sustained attention: Mathematics, English Learner Progress, and Suspension Rates.

We acknowledge Mathematics remains a significant area of need, particularly in light of

interrupted learning caused by the pandemic. Recent performance data show that many WAHS students enter high school underprepared in foundational math concepts, a trend that mirrors statewide declines in math proficiency by 8th graders. This gap continues to affect students as they transition to high school-level content. Although our school has taken important steps–such as double-blocked Algebra 1, Geometry, and Algebra 2 courses–we recognize that deeper instructional shifts, progress monitoring, and targeted interventions will be necessary to accelerate student achievement.

Similarly, English Learner Progress remains an urgent priority. On the 2024 Dashboard, 41% of WAHS English Learners made progress toward English proficiency, with 45.2% of Long-Term English Learners showing growth. While these data suggest important movement, we know that our ELs require increasingly responsive and targeted supports to accelerate their development. WAHS has expanded its leveled ELD program with ELD 1 focusing on speaking and listening for newcomers, ELD 2 emphasizing reading, and ELD 3 prioritizing writing. These courses are aligned to the ELD standards and provide students with differentiated instruction based on their language proficiency level. Efforts are also underway to deepen integration of language development across content areas and ensure all teachers are equipped to support academic discourse and structured language practice in their classrooms.

In terms of Suspension Rates, WAHS experienced a notable increase from 0.4% to 2.1% between 2023 and 2024. This rise has prompted a schoolwide reflection on disciplinary systems and student support structures. WAHS is rebuilding a proactive, equity-centered approach to school culture and behavior. Targeted professional development in trauma-informed and restorative discipline, and enhanced MTSS structures are now in place to support students before behaviors escalate and to restore relationships when harm occurs.

As a school grounded in the values of high expectations and deep care, WAHS embraces these areas for growth as opportunities to better serve our students and community. With new systems now in motion and sustained attention to implementation, we are confident that these targeted efforts will lead to meaningful, measurable progress over the next charter term.

California Assessment of Student Performance and Progress (CAASPP)

Overall, the data for WAHS indicates that performance levels have increased in English Language Arts. ELA data for 2024 indicates, in comparison to state averages, WAHS has outperformed the state schoolwide and for most student groups. In Mathematics, WAHS continues to build toward improved outcomes though targeted instructional shifts and expanded assessments systems. Due to the nature of Dashboard reporting--which aggregates students across all grade levels (grades 3-8 and 11) and varies year to year at the high school level–a more specific look at student proficiency rates and verified growth data is included in the analysis below to provide clearer insight into WAHS student achievement.

English Language Arts (ELA)

2023 & 2024 ELA Dashboard Status: Wallis Annenberg High vs. State *Distance From Standard*						
	2023			2024		
Student Group	**WAHS**	**STATE**	**+ / -**	**WAHS**	**STATE**	**+ / -**
All Students	-14.9	-13.6	-1.3	10	-13.2	23.2
Hispanic/Latino	-14.6	-40.2	25.6	11.6	-39.3	50.9
SED	-17.4	-42.6	25.2	10	-40.9	50.9
English Learner	-127.2	-67.7	-59.5	-92	-67.6	-24.4
LTELs	x	x	x	-98.9	-109.6	10.7
Foster Youth	x	x	x	*	-87.3	x
African American	x	x	x	*	58.9	x
White	*	20.8	x	x	x	x
SWD	*	-93.3	x	-66.4	-95.6	29.2

**Green indicates higher performance than the State average. * Indicates less than 11 students - data not displayed.*
Source: CDE, CA Dashboard

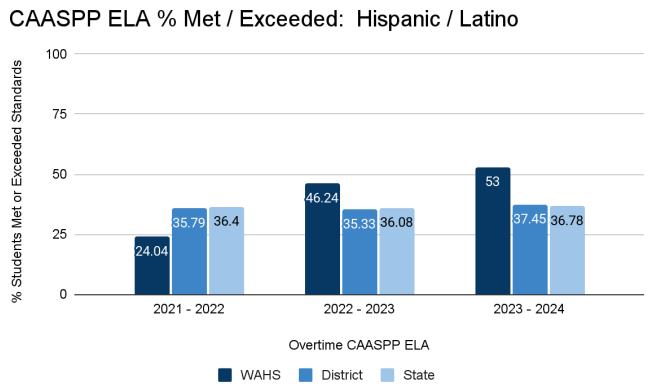
2023 & 2024 ELA Performance Levels: WAHS vs. State & District (11th Grade) Percent Met or Exceeded Standard						
		Subgroup	**Students with Score**	**% Met/Exceed Standard**	**Mean Scale Score**	**DFS**
2024	**WAHS**	All Students	119	52.10%	2595.3	10
	State	All Students	435,296	55.73%	2590.5	-13.2
	LAUSD	All Students	28,011	49.55%	2571.7	-28.2
2023	**WAHS**	All Students	*	45.75%	2565.9	-14.9
	State	All Students	*	55.41%	2590.4	-13.6
	LAUSD	All Students	*	48.92%	2571.1	-32.4

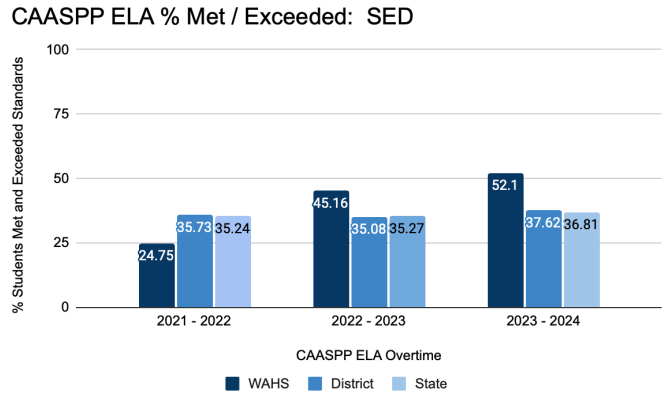
**Green indicates higher performance than the State or District average.*
Source: CDE, CA Dashboard

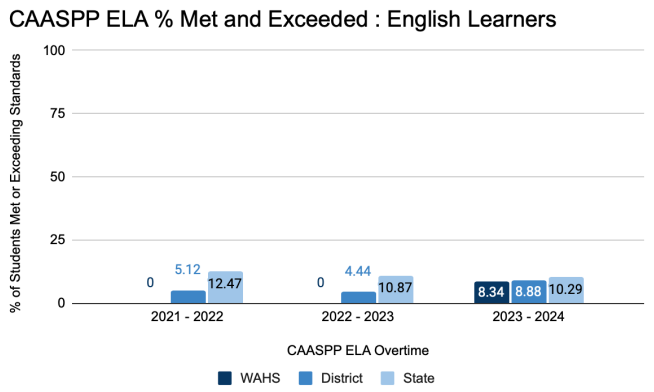
Positives of ELA Data Compared to the State and District *(Schoolwide)*

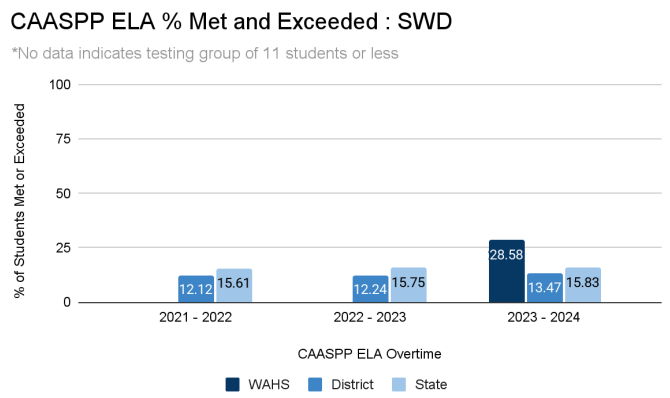
- As mentioned previously, WAHS saw growth from the 2023 to the 2024 testing periods, further highlighting the consistent implementation of standards-based ELA curriculum and instruction, while also supporting the unique needs of each student.
- In 2024, WAHS 11th graders showed a performance level of 10 points above grade level standards, thus outperforming the state's average Distance From Standard by 23.2 points.

CAASPP ELA Over Time % Met / Exceeded: Subgroup Performance









Note: Some data not available as the tested group of students was less than 11.

Data Source: CDE, CA Dashboard, TOMS

Positives of ELA Data Compared to the State and District *(Subgroups)*

- ELA CAASPP subgroup performance at WAHS has improved over time (specifically looking at the Hispanic / Latino, Socioeconomically Disadvantaged, English Learner and Students with Disabilities subgroups).
- Each subgroup, and subsequently cohort of students, has shown growth over the years in meeting or exceeding grade level standards.
- Over the last three academic years (2021- 2022 to 2023 - 2024), both the Hispanic / Latino and Socioeconomically Disadvantaged subgroups have outperformed both the state and district in percent met and exceeding.

- Furthermore, 2024 data shows growth with DFS scores 11.6 and 10 points above standard for Hispanic / Latino and SED subgroups respectively (roughly 50 points above the state average.

Areas for Growth / Improvement on ELA Data

- WAHS will continue to work with our EL subgroup to increase their DFS scores. A more in-depth discussion of supporting English Learners to follow in both the ELPI and "Areas of Challenge" portions of Element 1.

Mathematics

2023 & 2024 Math Dashboard Status: Wallis Annenberg High vs. State *Distance From Standard*				
	2023		**2024**	
Student Group	**WAHS**	**STATE**	**WAHS**	**STATE**
All Students	-89.9	-49.1	-112.8	-47.6
Hispanic/Latino	-89.1	-80.8	-109.2	-79.2
SED	-93.4	-80.8	-112.8	-78.2
English Learner	-199.2	-93.4	-175.9	-93.4
LTELs	x	x	-195.2	-163.5
Foster Youth / Homeless	x	x	* / *	-125.1 / 106
African American	x	x	*	-102.2
White	*	-11.1	x	x
SWD	*	-127.3	-178.7	-124.3

** Indicates less than 11 students - data not displayed.*

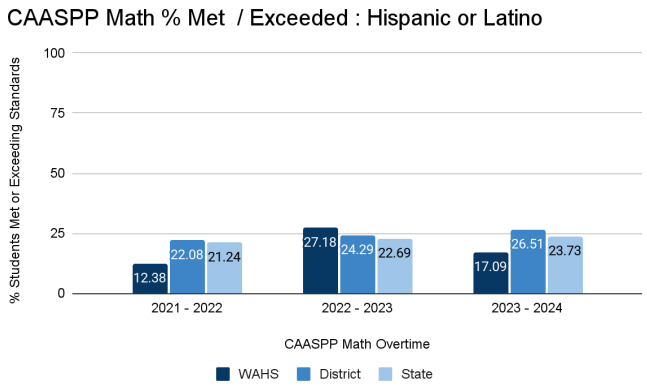
Source: CDE, Dashboard

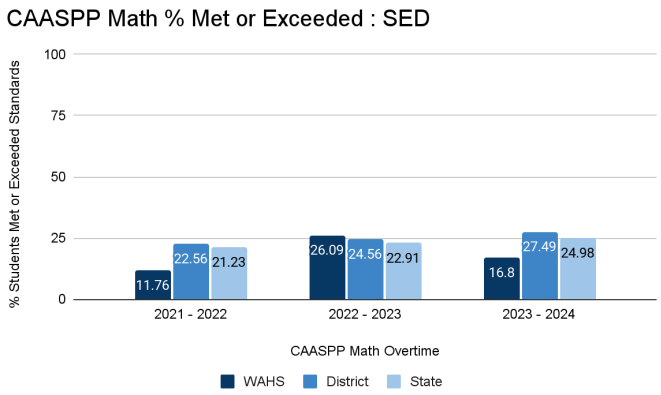
2023 & 2024 Math Performance Levels: WAHS vs. State & District (11th Grade) Percent Met or Exceeded Standard						
		Subgroup	**Students with Score**	**% Met/Exceed Standard**	**Mean Scale Score**	**DFS**
2024	**WAHS**	All Students	119	16.8%	2515	-112.8
	State	All Students	434,711	27.90%	2547.8	-47.6
	LAUSD	All Students	27,967	21.42%	2524.5	-67.3
2023	**WAHS**	All Students	*	26.88%	2536.6	-89.9
	State	All Students	*	27.35%	2545.4	-49.1
	LAUSD	All Students	*	19.99%	2517	-60

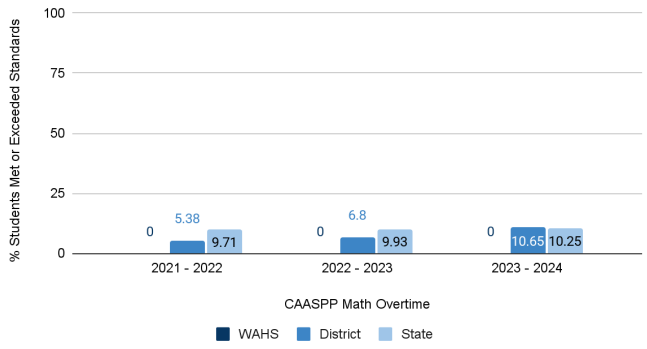
Positives of Math Data Compared to the State and District *(Schoolwide)*

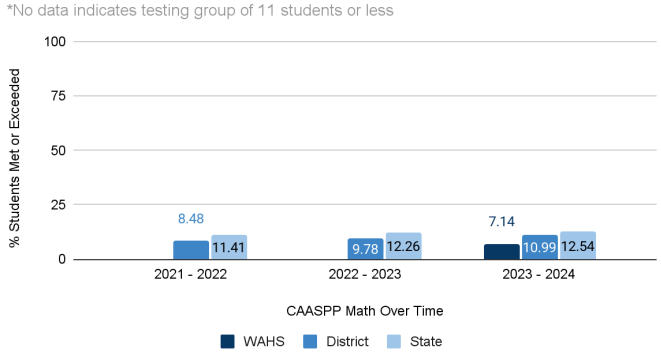
- WAHS Math CAASPP data is comparable to both the state and district in measuring both the percentage of students meeting and exceeding standards and Distance from Standard.
- Mean scale scores were above the district in 2023 (+19.6 points) and slightly below in 2024 (-9.5 points).
- Verified data (shown below) for the 2024 - 2025 school year shows that WAHS students made over two years' worth of growth in math on average during the 2024-25 school year, with especially strong gains among 11th graders, Socioeconomically Disadvantaged students, and Students with Disabilities.

CAASPP Math Over Time % Met / Exceeded: Subgroup Performance









Note: Some data not available as the tested group of students was less than 11.

Data Source: CDE, Dashboard, TOMS

Positives of Math Data Compared to the State and District *(Subgroups)*

- Hispanic/Latino students at WAHS improved significantly from 2021-22 to 2022-23, with percent meeting or exceeding standard jumping from 12.38% to 27.18%, out performing the district (24.29%) and state (22.69%) that year.
- In 2022-23, SED students also outperformed the district (24.56%) and state (22.69%), with 26.09% meeting/exceeding the standard.
- Students with disabilities (SWD) increased their performance from 2021-22 to 2023-24, nearly closing the gap with the district and showing resilience, especially given the small cohort size.
- English Learners (ELs) matched or slightly exceeded the state average in 2023-24 (WAHS: 10.65%, State : 10.25%), marking significant progress from

previous years.

- WAHS students demonstrated measurable year-to-year growth in CAASPP Math, especially in 2022-23, when several subgroups outpaced both the state and the district in percentage of student meeting/exceeding standards
- Despite a dip in performance in 2023-24, our verified data for 2024-25 shows strong growth, suggesting the Charter School's recent instructional shifts are already yielding positive results for high-need groups, especially 11th graders, SED students, and SWD.

Areas for Growth / Improvement on Math Data

WAHS is committed to improving outcomes for all students in Mathematics. Leadership and teachers have identified the following performance gaps:

- Schoolwide Mathematics Performance: WAHS received an Orange performance level on the 2024 CA School Dashboard, with an average Distance from Standard (DFS) of –112.8 for all students. This represents a decline of 22.9 points from the previous year, placing the Charter School below the state average of -47.6 DFS.
- Student Group Performance: Performance gaps persist across all numerically significant student groups highlighting the need to further improve outcomes for the Charter School's most vulnerable populations.
    - SED students achieved a DFS of -112.8, mirroring the overall school performance. Hispanic students, representing the majority of the population, scored -109.2 DFS.
    - English Language Learners faced the most significant achievement gaps with -175.9 DFS, while Long-Term English Learners scored -195.2, indicating that language acquisition challenges compound mathematical learning difficulties.
- Instructional and Structural Gaps: The 22.9 point decline indicates a need to improve systematic instructional and structural gaps at the school level as well as the need to ensure students have mastered foundational mathematics concepts. Additionally it surfaces a need to ensure continuity and consistency of teacher professional development and curriculum implementation.

ELA and Math Comparison - 11th Grade Only

The following CAASPP ELA and Math data tables compare WAHS to the state and district for 11th grade performance only.

2023 & 2024 ELA Performance Levels: WAHS vs. State & District (11th Grade)
Percent Met or Exceeded Standard

		Subgroup	Students with Score	% Met/Exceed Standard	Mean Scale Score	DFS
2023	WAHS	All Students	*	45.75%	2565.9	-14.9
	State	All Students	*	55.41%	2590.4	-13.6
	LAUSD	All Students	*	48.92%	2571.1	-32.4
2024	WAHS	All Students	119	52.10%	2595.3	10
	State	All Students	435,296	55.73%	2590.5	-13.2
	LAUSD	All Students	28,011	49.55%	2571.7	-28.2

**Green indicates higher performance than the State or District average.*
Source: CDE, Dashboard

2023 & 2024 Math Performance Levels: WAHS vs. State & District (11th Grade)
Percent Met or Exceeded Standard

		Subgroup	Students with Score	% Met/Exceed Standard	Mean Scale Score	DFS
2024	WAHS	All Students	119	16.8%	2515	-112.8
	State	All Students	434,711	27.90%	2547.8	-47.6
	LAUSD	All Students	27,967	21.42%	2524.5	-67.3
2023	WAHS	All Students	*	26.88%	2536.6	-89.9
	State	All Students	*	27.35%	2545.4	-49.1
	LAUSD	All Students	*	19.99%	2517	-60

Source: CDE, Dashboard

Narrowing the focus to just 11th grade students statewide and in the District, indicates similar trends for both ELA and Math CAASPP performance that are discussed above. Students in 11th grade schoolwide (and for similar subgroups) outperform both the state and District in ELA and closely mirror results for Math.

English Learning Progress Indicator

As of the 24-25 school year, WAHS serves 89 English Learners with 2024 Summative ELPAC reports, historically representing over 20% of the student population. More than 80% of these English Learners are classified as Long-Term English Learners, having been enrolled in U.S. schools for seven years without meeting reclassification criteria. Data trends for WAHS English Learners will be discussed in further detail below.

English Learner Progress Indicator

2023 & 2024 ELPI Dashboard Status: Wallis Annenberg High vs. State and District						
	2023			2024		
Student Group	**WAHS**	**District**	**State**	**WAHS**	**District**	**State**
English Learners (% Change Over Time)	49.4% (+23.4%)	48.4% (-3%)	48.7% (-1.6%)	41% (-8.4)	47.5% (-0.9%)	45.7% (-3%)
LTELs (% Change Over Time)	X	X	X	45.2% (-9.1%)	50.4% (-2.1%)	45.8% (-3.9%)

Colors represent Dashboard Performance Levels
Data Source: Dashboard

For the 2022-2023 academic year, the English Learner Progress Indicator for WAHS was 49.4%. For the 2023-2024 academic year, the ELPI for WAHS was 41.5%

2022, 2023 & 2024 Summative ELPAC Results: Wallis Annenberg High vs. State and District *% of Current EL Students Who Progressed at Least One ELPI Level*									
	2024			2023			2022		
ELs Who...	**WAHS**	**LAUSD**	**State**	**WAHS**	**LAUSD**	**State**	**WAHS**	**LAUSD**	**State**
Progressed at Least One ELPI Level	29.7%	47.0%	43.8%	49.4%	48.1%	46.4%	31.7%	50.6%	47.5%
Maintained ELPI Level 4	4.7%	0.6%	1.9%	0.0%	0.4%	2.4%	0.0%	0.9%	2.8%
Maintained ELPI Levels 1, 2L, 2H, 3L, 3H	51.6%	36.7%	34.9%	36.1%	35.1%	32.7%	39.7%	32.2%	31.4%
Decreased at Least One ELPI Level	14.1%	15.7%	19.4%	14.5%	16.5%	18.6%	28.6%	16.3%	18.3%

Source: CDE, Dashboard

2022, 2023 & 2024 Summative ELPAC Overall Performance: Wallis Annenberg High vs. State and District *% of Students at Each ELPAC Performance Level*									
	2024			2023			2022		
Performance Levels	**WAHS (87)**	**LAUSD (84,380)**	**State (1,028,083)**	**WAHS (95)**	**LAUSD (88,656)**	**State (1,048,300)**	**WAHS (83)**	**LAUSD (89,808)**	**State (1,052,513)**
Level 4	8.05%	16.31%	14.63%	16.84%	16.27%	16.50%	3.61%	14.56%	15.57%
Level 3	45.53%	28.34%	32.78%	34.74%	30.15%	33.77%	31.33%	32.53%	35.23%
Level 2	28.74%	25.45%	28.67%	29.47%	27.54%	29.40%	37.35%	29.98%	30.73%
Level 1	20.69%	29.90%	23.93%	18.95%	26.05%	20.33%	27.71%	22.93%	18.47%

* Green Indicates higher than State / District Level
Source: CAASPP / ELPAC TOMS

Positives of ELPI and Reclassification Data:

- **WAHS used alternate reclassification criteria to reclassify students *(per LAUSD Bulletin BUL-6890.5, published January 29, 2024)*:** Since the 2022-2023 academic year, the ELD Instructional Coach nominated eighteen students with disabilities to be reclassified, using the published LAUSD alternate reclassification criteria. Documentation pertaining to this alternate reclassification was uploaded to individual students' profiles on Welligent.
- **At WAHS, the largest segments of English Learners are approaching criteria for reclassification:** In 2022-2023, 34.74% of students reached ELPAC level 3. In 2023-2024, 42.53% of students reached ELPAC level 3. This is one step below ELPAC level 4, which students must earn as a criterion of reclassification.
- **WAHS ELPI is near district and state percentages:** In 2022-2023, WAHS surpassed

district and state ELPI rates. In 2023-2024, WAHS was approaching district and state ELPI rates.

- **At least 95% of students at WAHS took the Summative ELPAC:** In 2022-2023, 95 of 99 students (95.96%) were administered the Summative ELPAC. In 2023-2024, 86 of 88 students (97.73%) were administered the Summative ELPAC.

Areas for Growth / Improvement:

- **Attain a minimum 55% ELPI:** The goal for WAHS is for 55% of English Learners to earn an ELPI score improvement on the ELPAC. For the following year, this entails at least 49 of 89 English Learners earning a score improvement on the Summative ELPAC.
- **Changes to Designated ELD Courses:** Rather than maintain designated ELD courses with students at mixed levels, we will transition to hosting designated ELD courses with students at same or similar levels. This approach will focus on specific areas of improvement relevant to students grouped together Emerging ELD will focus primarily on improving speaking and listening skills; Expanding ELD will focus on improving writing skills; Bridging ELD will focus on building reading comprehension skills.
- **Continue providing accommodations and exemptions for English Learners with disabilities that take the Summative ELPAC:** At Individualized Education Plan (IEP) meetings for English Learners with disabilities, IEP teams at WAHS will consider whether students can receive exemptions from select portions of the Summative ELPAC, if it can be determined that the test is not accessible to a student due to their disability. Additionally, WAHS will maintain test accommodations for students with disabilities, such as small group testing, text-to-speech, read aloud, and simplified test directions.

Internal Assessments (Verified Data) - ELA and Math

As stated previously, per LAUSD Charter Policy, in making a determination for renewal, "LAUSD Board shall also consider clear and convincing evidence, demonstrated by verified data…" (LAUSD Charter Policy, p. 36). WAHS has opted to include internal verified data for both Language Arts/Reading and Math to demonstrate expected student progress and growth over time.

WAHS uses MAP Growth (Language Arts/Reading and Math) by NWEA as their adopted academic progress indicator in alignment with state verified data guidance. Data from these assessments allows for WAHS to see how it is moving students towards expected learning outcomes and targets. Additionally, it is a measure for students to demonstrate growth over time and to close gaps in learning.

The progress measure indicating one year's progress when using MAP Growth (NWEA) is the Conditional Growth Percentile. According to NWEA guidance regarding using MAP Growth

Data for AB 1505[9], "to demonstrate one year of growth, a school can utilize NWEA Conditional Growth Index (CGI) values for individual students or groups of students that leverage the student or school growth norms, respectively" (p. 1). Furthermore, a CGI range of -0.2 to 0.2 (or greater) could be used as an approximation of one year's growth.

Participation Rate

WAHS Participation Rate Over Time												
	Fall 2022		Spring 2023		Fall 2023		Spring 2024		Fall 2024		Spring 2025	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math
WAHS Schoolwide	95%	95%	95%	95%	95%	95%	95%	95%	97%	97%	97%	96%

Data Source: CALPADS, PowerSchool and MAP Testing Platform

Participation rates for each grade and testing cycle were determined by ensuring that 95% of all students that were rostered to take the test completed the assessment. WAHS maintained a participation rate of 95% or over for NWEA MAP testing and SBAC, CAST, and ELPAC assessments.

Academic Progress Indicator Language Arts: Reading

WAHS Reading Student Growth Summary Report CGI Scores		
Grade Level	Fall 2024 - Spring 2025	Fall 2023 - Spring 2024
9th Grade	0.81	0.31
10th Grade	0.80	0.05
11th Grade	1.56	0.74
12th Grade	1.40	0.93

** Green indicates 1-year growth and/or increase from the baseline year*

** Official NWEA reports of all verified data may be reviewed in the Folder 10*

WAHS Reading Schoolwide & Student Group Averages of CGI Scores		
Averages	Fall 2024 - Spring 2025	Fall 2023 - Spring 2024
Schoolwide	1.14	0.50
Hispanic / Latino	1.15	0.50
SED	1.00	0.48

[9] NWEA (HMH). (2023). *Using MAP Growth Data for AB1505.*

English Learners	1.25	0.09
SWD	0.76	0.08

** Green indicates 1-year growth and/or increase from the baseline year*
** Official NWEA reports of all verified data may be reviewed in the Folder 10*

Positives of Reading Indicator Data:

- Looking at the reading indicator data for WAHS through NWEA, the schoolwide average of CGI from Fall 2024 to Spring 2025 was 1.14, meaning that on average, students made well over one year's growth in reading–exceeding national norms for expected academic growth.
- English Learners at WAHS made substantial gains in reading, with a CGI of 1.25, demonstrating accelerated growth and strong implementation of targeted reading support.
- Students with disabilities (SWD) also showed positive growth, with a CGI of 0.76—indicating more than a year's growth on average and continued effectiveness of scaffolded literacy instruction.
- Hispanic/Latino students mirrored the schoolwide gains, with an average CGI of 1.15, suggesting that Tier 1 instruction and culturally responsive literacy practices are positively impacting core student groups.

Academic Progress Indicator Math

WAHS Math Student Growth Summary Report CGI Scores		
Grade Level	**Fall 2024 - Spring 2025**	**Fall 2023 - Spring 2024**
9th Grade	0.24	0.29
10th Grade	-0.12	-0.33
11th Grade	1.64	0.20
12th Grade	0.69	0.63

** Green indicates 1-year growth and/or increase from the baseline year*
** Official NWEA reports of all verified data may be reviewed in the Folder 10*

WAHS Math Schoolwide & Student Group Averages of CGI Scores		
Averages	**Fall 2024 - Spring 2025**	**Fall 2023 - Spring 2024**
Schoolwide	1.22	0.19
Hispanic / Latino	1.93	0.27

SED	0.54	0.28
English Learners	0.06	0.15
SWD	0.13	-0.26

** Green indicates 1-year growth and/or increase from the baseline year*

** Official NWEA reports of all verified data may be reviewed in the Folder 10*

Positives of Math Indicator Data:

- Looking at the math indicator data for WAHS through NWEA, students made significant gains from Fall 2024 to Spring 2025, with a schoolwide average CGI of 1.22 - indicating that, on average, students made more than two years' worth of academic growth in a single school year.
- Students in 11th-grade showed exceptional growth, with a CGI of 1.60, reflecting the impact of targeted instructional strategies and increased math intervention efforts at the upper grade levels.
- Socioeconomically Disadvantaged students demonstrated strong growth with a CGI of 0.54, more than doubling last year's average and showing positive momentum in equitable math achievement.
- Hispanic/Latino students, who make up a significant portion of WAHS's student body, achieved a CGI of 1.93, closely aligning with the schoolwide average and signaling that core instructional practices are meeting the needs of this subgroup.
- Students with disabilities also made strong gains, with a CGI of 0.13, nearly tripling their average growth from the previous year—highlighting the impact of inclusive math practices and scaffolded instruction.

College/Career Indicator

2023 & 2024 CCI : Wallis Annenberg High vs. State & District
% Students Prepared

	2023			2024		
Student Group	**WAHS**	**DISTRICT**	**STATE**	**WAHS**	**DISTRICT**	**STATE**
All Students	30.6%	42.7%	43.9%	39.6%	45.4%	45.3%
Hispanic/Latino	30.8%	41.4%	35.5%	39.6%	44.3%	37.4%
SED	30.6%	41.1%	35.4%	39.6%	44.1%	37.4%
English Learner	20.8%	17.9%	15.3%	8.7%	19.3%	17.2%
LTELs	x	x	x	9.1%	16.0%	16.5%

Foster Youth	*	17.2%	11.6%	x	19.3%	13.0%
African American	*	29.6%	25.1%	x	32.4%	28.1%
White	x	50.8	x	x	56.9%	54.3%
SWD	*	15.90%	12.30%	7.1%	15.9%	13.5%

**Green indicates higher performance than the State average. * Indicates less than 11 students - data not displayed.*
Source: CDE, Dashboard

Classes of 2019, 2023 & 2024 College / Career: Wallis Annenberg High vs. State & District
% of students that qualify as Not Prepared, Approaching Prepared, and Prepared

	Class of 2019			Class of 2023			Class of 2024		
	WAHS	DISTRICT	STATE	WAHS	DISTRICT	STATE	WAHS	DISTRICT	STATE
Prepared	32.7%	37.7%	44.1%	30.6%	42.7%	44.0%	39.6%	45.4%	45.3%
Approaching Prepared	30.8%	21.3%	17.1%	44.1%	21.2%	18.6%	45.8%	21.6%	17.8%
Not Prepared	36.4%	41.1%	38.8%	25.2%	36.1%	37.5%	14.6%	33.0%	36.9%

Source: Dashboards (WAHS, State & LAUSD)

Positives of CCI Data (*schoolwide and student groups*)**:**

- WAHS is proud of the overall percentage of students showing preparedness or postsecondary success from 2023 to 2024 of 9% growth. This is attributed to:
    - Increasing our Dual Enrollment offerings to students from 2 to 6. This provides students with more opportunities to take advantage of taking and passing college courses before graduating from high school.
    - We have also increased our AP course offerings to include 2 more opportunities for seniors.
    - Maintaining a counseling ratio that adheres to best practices of 150 to 1.
- WAHS has shown improvement among the Hispanic/Latino and Socioeconomically Disadvantaged subgroups of students.
    - From 2023 to 2024 there was an increase of 8.8% amongst Hispanic/Latino students and 8% amongst SED students.
    - In 2024, the percentage of Hispanic/Latino students that were prepared was 2.2% higher than that of the state.

Areas for Growth / Improvement:

- Although we have two Career Technical Education (CTE) pathway offerings that students can elect to complete, we have yet to have any students complete a pathway. At least in part, this can be attributed to programming challenges where students are not starting the pathway soon enough to complete the three courses needed by their senior year. We have been working to improve this in two areas: first, informing students that they need to start by their 10th grade year to have enough time to complete the pathway; second, having counselors schedule students sooner, with the expectation that students need to start CTE coursework by their 10th grade year to be eligible for the pathway.
- Expanding our Dual Enrollment offerings to include students in lower grades, not just Juniors and Seniors.

CAASPP SBAC Met/Exceeded in Both ELA and Math

For the 2024 - 2025 academic year, 20 students met or exceeded standards in both ELA and math CAASPP.

Concurrent Enrollment with LATTC

Over the course of the current charter term, Wallis Annenberg High has partnered with Los Angeles Trade-Technical College (LATTC) to offer Dual Enrollment opportunities to students. These college courses allow students to earn both high school and college credit while still enrolled at WAHS, supporting early college access and postsecondary readiness. Beginning in the 2025–26 school year, the program will expand to include eligible 10th grade students, deepening our commitment to equitable access to college credit and broadening academic pathways for all students.

Advanced Placement Data

Wallis Annenberg High AP Courses Offered				
English Language Arts	**Mathematics**	**Sciences**	**Social Sciences**	**LOTE**
English Language and Composition	Calculus AB	Biology	United States Government and Politics	Spanish Language and Culture
English Literature and Composition	Statistics		United States History	Spanish Literature and Culture
	Pre-Calulus		World History: Modern	

WAHS Advanced Placement Exams				
	2025	**2024**	**2023**	**2022**
Total # of AP Students	142	118	122	193

Total # of Exams	271	216	233	358
Total # of AP Students with Scores 3+	78	48	41	62
Total % of AP students with Scores 3+	54.93	40.68	33.61	32.12

Positives of Advanced Placement Data

- Highest AP pass rate in 4 years. In 2025, 54.9% of AP students scored a 3 or higher–the strongest performance since 2022. This is a 22.8 percentage point gain since 2022.
- Consistent year-over-year improvement in performance. AP pass rates steadily rose from 2022 to 2025 (32.1%, 33.6%, 40.7%, 54.9%, respectively).
- Largest number of students earning 3+ in recent years. Seventy-eight (78) students scored a 3+ in 2025–the highest number in four years, despite not having the highest overall AP enrollment.
- Improved instructional efficiency. Even with fewer exams and students than in 2022, 2025 students outperformed all prior years.
- Reversal of earlier downward trends. After a decline in both participation and performance from 2022 to 2023, the Charter School has rebounded with gains in both outcomes and success rates.

Academic Engagement

Post-Secondary Outcomes

Graduation Rate

2023 & 2024 Graduation Rate: Wallis Annenberg High vs. State & District						
	2023			2024		
Student Group	**WAHS**	**LAUSD**	**STATE**	**WAHS**	**LAUSD**	**STATE**
All Students	95.6%	83.6%	86.4%	94.8%	86.7%	86.7%
Hispanic/Latino	95.4%	83.3%	84.2%	94.8%	86.6%	85.3%
SED	95.6%	83.4%	83.7%	94.8%	86.7%	84.4%
English Learner	83.3%	62.8%	73.5%	87.5%	71.5%	77.9%
LTELs	x	x	x	87.0%	76.0%	80.8%
Homeless	*	68.4%	73.7%	*	74.5%	75.7%
Foster Youth	*	68.5%	63.2%	x	69.1%	65.7%
African American	*	81.8%	78.5%	x	84.0%	79.1%
White	x	82	x	x	86.7%	89.2%
SWD	*	70.8%	72.7%	93.3%	71.4%	74.4%

**Green indicates higher performance than the State average. * Indicates less than 11 students - data not displayed.*

Source: CDE, Dashboard

Graduation Rate by Year: WAHS vs State & District *Percentage of Students Who Received a High School Diploma within 4 or 5 Years of Entering 9th Grade*			
	2022	**2023**	**2024**
WAHS	83.2%	95.6%	94.8%
District	86.0%	83.6%	86.7%
State	87.4%	86.4%	86.7%

**Green indicates higher performance than the State average. * Indicates less than 11 students - data not displayed.*

Source: CDE, Dashboard

Positives of Graduation Data:

- For the 2024 CA Dashboard, WAHS received the second highest tier of Green, with a 94.8% rate, 8.1% above the state level and district levels.
- WAHS is extremely proud of maintaining above 90% graduation rate for all students. This is due to our systems in place to track student progress towards graduation. We look at current credit progress towards graduation, provide students with multiple opportunities to recover credit for graduation, and have regular meetings with students and families as needed.
- Both the 2023 and 2024 graduation rates are above the state and district rates for all students.
- Graduation rates for various student groups have been maintained as well. All reported student groups for WAHS are above state and district levels.

A-G Requirements

Class of 2024, the most recent class the state has data for, **79.2% of WAHS students have completed A-G requirements, and of that, 89% were accepted to college.** This strong growth over time and percentage of students is attributed to WAHS' commitment to ensuring students are college and career ready.

Year over Year MET UC/CSU Requirements: WAHS, District and State Comparison				
Name	**2024**	**2023**	**2022**	**2021**
WAHS	85.42%	73.87%	82.76%	57.01%
LAUSD	61.78%	59.07%	56.94%	54.46%
State of CA	44.88%	45.15%	44.74%	43.57%

* Green indicates above the state average.

Source: DataQuest CDE

Adjusted Cohort Graduation Rate & College Acceptance Rates

Wallis Annenberg High consistently supports students in graduating prepared for

postsecondary success. Over the past four years, graduation rates have remained above 94%, with more than 85% of graduates in recent years completing the A–G requirements for UC/CSU eligibility.

The Charter School also celebrates key academic distinctions: in 2024, 29% of graduates earned the State Seal of Biliteracy, and 63% earned the Golden State Seal Merit Diploma. Additionally, internal data shows that 92.9% of the Class of 2023 and 86.5% of the Class of 2024 were accepted into college.

Publicly reported college-going rates show growth as well. According to the most recent DataQuest data:

- 59.8% of the Class of 2022 enrolled in college after graduation (57.9% in-state, 1.9% out-of-state)
- 57.6% of the Class of 2021 enrolled in college (56.5% in-state, 1.1% out-of-state)

These numbers reflect continued improvement in WAHS's postsecondary preparation work, including college application support, A–G completion, and growing access to early college opportunities like dual enrollment. Graduates have enrolled in every University of California campus, over 20 CSU campuses, and a wide range of private and out-of-state institutions including Howard University, USC, University of Oregon, and Loyola Marymount University. Others have chosen to attend California community colleges or pursue service through the U.S. Armed Forces.

Class	Cohort Students	Cohort Grad. Rate	Grads Meeting UC/CSU Req.	Graduates Earning a Seal of Biliteracy	Graduates Earning a Golden State Seal Merit Diploma	Accepted to College
2024	**96**	**94.8%**	**82**	**28**	**59**	**86.5%***
2023	**111**	**95.3%**	**82**	**13**	**61**	**92.9%***

Source: CDE DataQuest. *internal data

WAHS is extremely proud of its graduates. Examples of college acceptances for the class of 2025 include but are not limited to:

University of CA	California State University	Community Colleges

UC Berkeley UC Davis UC Irvine UC Los Angeles UC Merced UC Riverside UC San Diego UC Santa Barbara UC Santa Cruz	CP Humboldt CP Pomona CP San Luis Obispo CSU Bakersfield CSU Channel Islands CSU Chico CSU Dominguez Hills CSU San Diego CSU East Bay CSU Fresno CSU Fullerton	CSU Long Beach CSU Los Angeles CSU Monterey Bay CSU Northridge CSU Sacramento CSU San Bernardino CSU San Francisco CSU San Jose CSU San Marcos CSU Sonoma CSU Stanislaus	CC Antelope Valley CC Cerritos CC Compton CC Cypress CC Diablo CC East LA College CC El Camino CC Glendale CC Harbor	CC Long Beach City CC Los Angeles City CC LA Trade Tech CC Northern Virginia CC Orange Coast CC Pasadena City CC Santa Monica CC West Los Angeles

Other Colleges and Institutions Class of 2025

American Career College	Mt. St. Mary's University	University of Oregon
Arizona State Local University (LA)	Northern Arizona University	University of Southern California
Cal Lutheran University	North Carolina State University	University of Texas, El Paso
Calvin University	Oregon State University	University of Washington
George Mason University	Otis College of Art & Design	US Army
Hawaii Pacific University	Pepperdine University	US Marine Corps
Howard University	Texas Tech University	US Navy
Kalamazoo University	University of Arizona	Wentworth Institute of Technology
Kansas University	University of Colorado, Denver	Whittier College
Loyola Chicago	University of La Verne	Woodbury University
Loyola Marymount University	University of Maryland	Vanguard University

Class	HS Completers	HS Completers Enrolled In College	College- Going Rate	Enrolled In College (In-State)	Enrolled In College (Out-of- State)	No Record of College Enrollment
2022	107	64	59.8%	57.9%	1.9%	40.2%
2021	92	53	57.6%	56.5%	1.1%	42.4%

Source: DataQuest

Conditions and Climate

Suspension

CA Dashboard Suspension Rate Over Time: WAHS vs. State and District			
	2022	**2023**	**2024**
WAHS	1.20%	0.4%	2.1%
State	3.1%	3.5%	3.2%
LAUSD	0.3%	0.4%	0.4%

Colors Represent Dashboard Performance Levels

Data Source: Dashboard & DataQuest

2023 to 2024 Suspension Rate by Student Group: WAHS vs. State and District			
		2023	2024
WAHS	English Learners	0.9%	5.3%
	SWD	1.7%	3.1%
	Hispanic/Latino	0.4%	2.2%
	SED	0.4%	2.2%
State	English Learners	3.7%	3.4%
	SWD	5.9%	5.4%
	Hispanic/Latino	3.8%	3.4%
	SED	4.5%	4.0%
District	English Learners	0.3%	0.3%
	SWD	0.6%	0.7%
	Hispanic/Latino	0.3%	0.4%
	SED	0.4%	0.4%

Colors Represent Dashboard Performance Levels

Data Source: Dashboard & DataQuest

For the 23-24 academic year, WAHS had a suspension rate of 2.1% as compared to LAUSD's rate of 0.4% and the state of California's rate of 3.2%.

In the 23-24 academic year, there was an increase of physical altercation between students on campus, which resulted in the suspension of more students than usual. With this increase in suspensions, we analyzed what processes we had in place and developed new alternatives to suspension. This included Restorative circles being used as an alternative to suspension in the schools. Instead of removing a student from the learning environment, restorative circles focus on repairing harm and rebuilding relationships within the school community. These circles bring together those involved in a conflict, including the student, the victim, and sometimes the wider community, to discuss the incident, its impact, and how to move forward. This has led to more students coming to work out their differences instead of resorting to physical altercations.

Local Indicators

The 2024 Dashboard also indicates that WAHS received "Standard Met" for all local indicators: Basics, Implementation of Academic Standards, Parent and Family Engagement, Local Climate Survey & Access to a Broad Course of Study.

As demonstrated by all of the aforementioned data, **WAHS considers that it has met all elements of criterion 2 -** referenced from the California Department of Education's "Middle Performing" school performance status criteria for renewal. Data, both from the CA Dashboard and through internal verified assessments, proves that WAHS has and will continue to meet the needs of its student community. Furthermore, it has shown that it is taking active steps to continue to improve student outcomes in all areas both schoolwide and for its significant student groups.

LAUSD CRITERION 3

Outlined in Education Code Section 47607(e), Criteria 3 analyzes whether "the charter school's enrollment or dismissal practices [are] discriminatory, or does the charter school have substantial fiscal or governance issues."

As discussed in Criterion 1, during the March 2025 APBOV visit, WAHS received a 4 - Accomplished rating from LAUSD's Charter School Division in both the areas of Fiscal Operations and Governance**.** WAHS' fiscal position is **positive** with a net position of approximately $14.4 million in reserves, based on the FY26 Board Adopted Budget.

Governance factors may also include "issues related to the retention of faculty (such as school leadership and teachers) which rise to the level of disruption of delivery of educational programs; conflicts of interest; or, violations of the Brown Act or California Public Records Act" (LAUSD Charter Policy, p. 37). Again, WAHS received a rating of 4, Accomplished, for Governance.

Over the course of the current charter term, WAHS has seen:

- **High staff and leadership retention rates**
    - For the 2022-2023 and 2023-2024 school years, leader and staff retention rates remained above 90%. The 2024-2025 WAHS' staff retention rates remained above 95%. The 2024-2025 leader retention rates remained above 85%. WAHS' high rates of staff and leader retention can be attributed to leader and staff satisfaction with coaching, support, and leadership, as measured by the LCAP.
- **High teacher retention rates**
    - For the 2022-2023 and 2023-2024 school years, teacher retention rates remained above 90%. The Accelerated Schools attributes teacher retention to teachers' satisfaction with professional coaching, instructional purpose, as well as care and leadership, as measured by the LCAP.
- **High standards in avoiding conflicts of interest and/or violations:** No violations reported

Furthermore, this criterion considers whether or not WAHS is serving the student population wishing to attend. WAHS serves all students, including those in various

subgroups. WAHS' current enrollment is within range of that of the District and the State.

2024-25 Demographics Comparison			
	WAHS (Grades 9-12)	**LAUSD (TK - 12)**	**CA (TK - 12)**
Total # of Students	484	516,685	5,806,221
% SED	95.7%	82.4%	63.6%
% EL + RFEP	75.5%	42.9%	33.1%
% SWD	12.2%	15.6%	14.3%
% H / FY	0%	3.3%	2.7%
% Black	1.7%	7.1%	4.9%
% Am. Indian / Alaska Native	0%	0.1%	0.4%
% Asian	0%	3.3%	10.1%
% Filipino	0%	1.6%	2.2%
% Hispanic / Latino	97.9%	73.6%	56.1%
% Pacific Islander	0%	0.2%	0.4%
% White	0.4%	9.7%	20.0%
% Two + Races	0%	2.1%	4.8

SOURCE: DataQuest

Enrollment overtime (WAHS vs. District vs. State) & Stability Rates (Year over Year)

Enrollment Overtime Comparison: WAHS vs. State vs. LAUSD						
Academic Year	**WAHS**		**LAUSD**		**State**	
	Total	**% Change**	**Total**	**% Change**	**Total**	**% Change**
2024 - 25	484	4.99%	516,685	-2.49%	5,806,221	-0.54%
2023 - 24	461	-0.65%	529,902	-1.56%	5,837,690	-0.25%
2022 - 23	464	-6.64%	538,295	-1.83%	5,852,544	-0.67%
2021 - 22	497	3.11%	548,338	-4.64%	5,892,240	-1.84%
2020 - 21	482	-5.30%	574,996	-3.68%	6,002,523	-2.60%
2019 - 20	509	-3.42%	596,937	-1.77%	6,163,001	-0.38%
2018 - 19	527		607,723		6,186,278	

Source: DataQuest

Stability Rate: WAHS vs. State vs. District			
Academic Year	**WAHS**	**LAUSD**	**State**
2023 - 24	96.6%	87.4%	91.0%
2022 - 23	94.1%	87.5%	91.2%
2021 - 22	96.6%	84.6%	89.8%

Data Source: CDE Data Quest (https://dq.cde.ca.gov/dataquest/DQCensus/StbStudentReport.aspx?cds=19647330100750&agglevel=School&year=2023-24&ListReportRows=Yr&charter=All&subgroup=-&ro=1)

Stability rates and enrollment data over time for Wallis Annenberg High show minor fluctuation from year to year indicating that students and families are happy with the Charter School.

Local Climate Surveys (teachers, students, families)

Local climate survey data indicates the Spring 2025 School Climate Survey for Wallis Annenberg High paints a picture of a school community with clear strengths and equally clear opportunities for growth.

Across all respondent groups—students, families, and staff—there is a shared recognition of respectful relationships throughout the Charter School. Teachers and students report mutual respect, staff members feel respected by their colleagues and school leaders, and families acknowledge positive interactions between students and staff. Teachers are seen as holding high academic expectations, encouraging students to do their best, ensuring understanding of material, and fostering a culture of rigor in classrooms.

Despite these strengths, the survey reveals critical areas for improvement. A recurring theme across students, families, and staff is a limited sense of belonging. Staff reported only moderate feelings of connection to their colleagues and belonging within the school community. Student engagement in learning is also a concern, with many expressing low excitement for classes, limited eagerness to participate, and a lack of interest in discussing ideas from school outside the classroom.

<u>Staff</u>

Based on the recent school climate survey - Spring 2025 from Wallis Annenberg High, staff provided valuable insights into their perceptions of the Charter School:

- **Positive Findings:** Staff reported feeling respected by colleagues (76) and school leaders (71), with leadership showing understanding during personal challenges (75) and friendliness (68). Teachers feel confident using educational technology (88), supported in their growth (60), and believe collaboration with colleagues is valuable (54). School leaders are perceived to have a positive influence on teaching quality (52), and many staff feel their work contributes meaningfully to the school

community.

- **Areas for Growth:** The survey highlights opportunities to strengthen belonging (overall 56), connection with colleagues (29), and trust in school leadership (38). Feedback and coaching are limited (feedback frequency 29, usefulness 38), and professional development opportunities are rated low in value (25), relevance (20), and innovation (17). Teachers expressed concerns about the evaluation system's fairness (33), accuracy (38), and effectiveness in identifying and improving teaching performance (25–46).

Families

Based on the recent school climate survey - Spring 2025 from Wallis Annenberg High, families provided valuable insights into their perceptions of the school environment and safety:

- **Positive Findings:** Families expressed strong confidence that the Charter School values diversity (73) and fosters mutual respect between teachers and students (71) and students toward staff (73). They also believe administrators work to create an environment that supports learning (63), and most children report feeling safe on campus (73).
- **Areas for Growth:** Responses suggest opportunities to enhance the enjoyment children feel when attending school (68), increase motivation in classroom lessons (69), and improve perceptions of fairness in evaluating students (56). Additionally, feedback on school safety highlights concerns around the effectiveness of the Charter School's approach to discipline (31), the presence of drugs on campus (55), and the potential for online bullying (63). While most students can access adult support when bullied (66), these results indicate a need for stronger safety measures and disciplinary practices.

It is important to note that during the Fall 2024 semester, WAHS had an unfilled Dean of Culture position. A new Dean of Culture was hired in Spring 2025, which may have contributed to families' perceptions of unmet disciplinary approaches during this survey period.

Overall, WAHS families recognize a respectful and inclusive climate where children generally feel safe but have identified areas for strengthening instructional engagement, fairness, discipline, and proactive safety interventions.

Students

Based on the recent school climate survey - Spring 2025 from Wallis Annenberg High, students provided valuable insights into their perceptions of the Charter School:

- **Positive Findings:** Students value the respect shown by teachers (80) and appreciate the high academic expectations and support provided. Many students reported that teachers encourage them to do their best (72), take time to ensure

understanding (64), and make them explain their answers (56). Physical fights are reported as infrequent (80), and overall perceptions of safety remain relatively strong.

- **Areas for Growth:** Students' sense of belonging, which scored low overall (38), as well as increasing engagement in classes (excitement 16, eagerness 17). Strengthening student-adult relationships, fostering inclusion, and enhancing classroom engagement and fairness are key opportunities for improvement.

WAHS meets legal and all of LAUSD's requirements for renewal.

Criteria for Renewal: Wallis Annenberg High			
	Elements	**Evidence Provided**	**Met Y/N**
Criterion 1	(a) Sound Educational Program	LAUSD CSD APBOV Documentation	YES
	(b) Description of the 15 Elements	Charter Petition includes FSDRL and full description of elements	YES
	(c) Affirmation of Each Condition in Education Code Section 47605(e)	Included in Petition	YES
	(d) Successful Implementation of the Program	Student Achievement and Educational Performance: 3 - Proficient (March 2025 LAUSD CSD APBOV Report)	YES

		Organizational Management, Programs and Operations: 3 - Proficient (March 2025 LAUSD CSD APBOV Report & Documentation)	
Criterion 2	Dashboard Accountability Indicators *Education Code Sections 47607 and 47607.2*	State Performance Classification of "Middle Performing" Student Achievement and Educational Performance: 3 - Proficient (March 2025 LAUSD CSD APBOV Report)	YES
Criterion 3	Enrollment or Dismissal Practices	No Notices to Cure nor issues of equity and/or access	YES
	Fiscal Operations	Fiscal Operations: 4 - Accomplished (March 2025 LAUSD CSD APBOV Report)	YES
	Governance	Governance 4 - Accomplished (March 2025 LAUSD CSD APBOV Report)	YES

As discussed in the preceding pages, the data analysis, and the further renewal application analysis to follow, WAHS is eligible for renewal per the three LAUSD Criterion. Its petition includes a strong educational program (that has and will be successfully implemented at the highest level), a reasonably comprehensive description of all 15 elements, and an affirmation of each of the conditions described in Education Code section 47605(e). For measurements of academic performance, WAHS has received performance levels that either outperform the state and district level, or closely mirror. WAHS is taking active measures to continue to increase the trajectory of student performance in Mathematics, and supporting subgroup populations. For the last two years, oversight results have remained consistent and positive. Furthermore, WAHS has not received any notices to cure. There are no issues of equity and access for families, and no issues with school culture and climate. Therefore, we look forward to partnering with LAUSD for a 5 year charter renewal term.

Success of the Key Features and/or Innovative features of WAHS' Educational Program

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

Curriculum and Instruction

WAHS implements a rigorous, standards-aligned curriculum grounded in the California Common Core State Standards, Next Generation Science Standards, and UC A-G requirements. Across core subjects, high-quality instructional materials—such as Odell Education for ELA, Illustrative Mathematics for math, and OpenSciEd for science—anchor daily instruction. In subject areas without High-Quality Instructional Materials (HQIM), including Visual and Performing Arts (VAPA), CTE, and Ethnic Studies, teachers have

developed internally aligned curricula grounded in state content standards and A–G criteria.

Instruction is enhanced by weekly professional development, regular intellectual preparation protocols, and common planning time by department, supporting a culture of shared instructional ownership. Teachers engage in coaching cycles that promote culturally responsive pedagogy, data-informed differentiation, and student-centered learning. Designated and Integrated ELD are built into the master schedule, and inclusive supports for Students with Disabilities are embedded into the Charter School's instructional model.

College Readiness

College readiness is at the core of the WAHS mission. All students are programmed into a full A–G course sequence with access to Advanced Placement, dual enrollment, and UC-approved options such as the Virtual Enterprise. WAHS maintains counselor-to-student ratios well below the national recommendation of 250:1, allowing for individualized guidance through the college application, financial aid, and matriculation processes. Students participate in college visits across California, and in recent years, the Charter School has also hosted an East Coast college tour for selected students. In addition, every grade level participates in college field trips, ensuring that all students have meaningful opportunities to experience college campuses firsthand. On- and off-campus college fairs, alumni panels, and career readiness events help students and families explore postsecondary options. These experiences, paired with strong graduation and A–G completion rates, demonstrate the Charter School's commitment to preparing all students to succeed at the college or university of their choice.

In Progress

WAHS is actively evolving its academic and support systems to improve outcomes for historically underserved student groups. Starting in 2025–26, Algebra 1, Geometry, and Algebra 2 will be double-blocked and capped at 15 students per section, dramatically increasing instructional time and individualized support. The schoolwide launch of ASSISTments will support formative assessment and differentiation in math. In literacy, the Charter School is strengthening push-in support for English Learners in core content areas, while co-teaching in 9th–10th grade ELA provides inclusive access for students with IEPs. Additional investments in social-emotional learning, such as continued use of the Wayfinder curriculum, and enhanced use of Panorama Education for progress monitoring, reflect the Charter School's whole-child approach to continuous improvement.

Success of WAHS' Educational Program in Meeting the Specific Needs of its Student Population

Wallis Annenberg High serves a student body that includes several numerically significant groups: Socioeconomically Disadvantaged, Hispanic or Latino, English Learners & Students with Disabilities. The Charter School's education program is intentionally designed to support these students through a student-centered model that prioritizes personalization, differentiation, and real-world relevance. As detailed extensively above, specific data

indicates that WAHS is meeting the needs of its student population (schoolwide and targeted student groups) and furthermore, upon data analysis and reflection, has committed to actionable items to support continued growth for students in Mathematics and ELPI. Data sets above indicate that WAHS' two largest student groups, Hispanic / Latino & Socioeconomically Disadvantaged,

At the heart of our instructional approach is the belief that students thrive when they are seen, supported, and challenged through instruction tailored to their academic level, language proficiency, and individual learning needs. Across content areas, teachers integrate differentiated practices including strategic grouping, sentence starters, tiered assignments, formative checks for understanding, and multiple entry points to complex tasks. These practices are embedded into daily lessons, ensuring that students are not only accessing standards-aligned content but are doing so in ways that reflect their readiness and strengths.

For English Learners, WAHS offers a leveled English Language Development (ELD) program aligned to the ELD standards and designed to accelerate progress toward English proficiency. ELD 1 emphasizes speaking and listening for newcomers, ELD 2 focuses on reading development, and ELD 3 centers on writing and academic language. These courses utilize LanguageLive and USA Learns. WAHS also supports integrated language development across disciplines, with general education teachers implementing routines like academic discussions, vocabulary previews, and writing scaffolds to ensure ELs can engage with grade-level content.

Students with Disabilities receive targeted support through co-teaching models in 9th and 10th grade ELA and push-in instructional support in upper-grade ELA and other core content areas. RSTs collaborate with general education teachers to modify instruction, provide accommodations, and monitor student progress toward IEP goals. This inclusive approach ensures students remain part of the general education learning environment while receiving individualized support that addresses their specific learning profiles.

WAHS also embeds real-life relevance into the curriculum through its electives and A-G approved CTE pathways, which include Virtual Enterprise, Digital Media Production, and Graphic Design. These courses provide students with opportunities to apply academic skills in hands-on, authentic contexts that mirror college and career demands. Similarly, courses like Creative Writing, Yearbook, and Associated Student Body (ASB) Leadership allow students to explore interests, develop voice, and apply learning in leadership roles, further personalizing their academic experience.

Differentiation also extends to advisory and college-preparatory supports. Students receive guidance on academic progress, postsecondary planning, and social-emotional development through a structured advisory program. Advisory lessons are culturally relevant, skill-based, and developmentally aligned to students' needs—supporting both their academic and personal growth.

College-going culture is woven into the fabric of WAHS's academic model. All students are

assigned to a counselor who supports their postsecondary planning, academic progress, and access to A–G coursework, maintaining a counselor-to-student ratio well below the national recommendation of 250:1. WAHS students also attend the annual NACAC College Fair, providing them with direct access to hundreds of college representatives and postsecondary options. In addition, the Charter School hosts on-site college rep visits and financial aid workshops to ensure families are actively involved in the planning process. Graduation requirements and senior experiences are purposefully aligned to support students in identifying best-fit colleges, completing applications, and developing the skills and confidence needed to thrive beyond high school.

Areas of Challenge and Improvement

WAHS is committed to continuing to improve outcomes for its students schoolwide and specific student groups. Below are areas that we have prioritized as high leverage:

CAASPP Math (schoolwide and student groups)

In reflecting on our data, and the current state of our instructional model in math, we have identified that students have significant gaps in mathematics foundational skills and conceptual knowledge. With the most pressing need being with our significant student groups. This indicates that there is a further need to ensure the consistency of vertically-aligned standards-based mathematics curriculum and instruction while simultaneously increasing the professional development and instructional support for teachers.

Therefore, within the 2025 - 2026 LCAP[10], WAHS has committed to the following action items to improve student outcomes in Math:

- Increase math staffing and class size reduction:
    - Algebra 1, Geometry, and Algebra 2 (AGA) classes will be capped at 15 students, down from 30, allowing more individualized instruction and targeted support.
- Double-Blocked AGA Courses:
    - All AGA courses will meet for two class periods, thus effectively having students in math every day of the week. This will double the math instructional time from an average of 215 to 430 minutes weekly.
- Embedded Math Support:
    - In lieu of a stand-alone support class, WAHS will embed intervention into the core math program via the double-blocking and smaller class sizes.
- Leadership and Professional Development:
    - WAHS will hire school leadership (assistant principals and coaches) to provide math instructional coaching, focusing on learning recovery including, lesson internalization, data-driven planning, and effective use of curriculum resources.
    - These positions will coordinate evidence-based intervention implementation and provide ongoing coaching support for mathematics teachers.

[10] For the full WAHS financial information, please see Folder 5..

- Curriculum and Platform Alignment:
    - All math teachers will continue using IM and begin implementing ASSISTments to support formative assessment and feedback practices. ASSISTments is an online math platform designed to help teachers assign and assess math problems, providing students with immediate feedback and teachers with valuable data on student progress. It acts as a formative assessment tool, offering support to students through hints and multiple attempts while also giving teachers insights into student understanding.
- Progress Monitoring:
    - The Charter School will continue administering ICA and NWEA Map assessment to evaluate student growth and inform instruction.
    - Formative assessment data will be collected weekly and used in coaching cycles with teachers (please see Element 2 for further information).
- Summer School:
    - Summer School will be offered for incoming 9th graders that took Algebra 1 in 8th grade, ensuring Algebra readiness and reducing learning gaps at entry.

To ensure progress on all actionable items above, WAHS will measure progress through CAASPP Math results, NWEA assessments (administered two times per year), formative assessment data from the curriculum, student work analysis, and classroom observation data. Further details can be found within the WAHS 2025 LCAP as well as the LCFF portion of Element 1, and all assessments and measures within Element 2.

ELPI

When we consider the progress of our ELs, we see both movement and stagnation. On one hand, our EL and LTEL students have shown significant growth on the CAASPP ELA assessment–with DFS improving from -127.2 to -92, and LTELs improving from -169.8 to -98.9. These are meaningful gains. Yet, on our 2024 ELPI, only 41% of ELs and 45.2% of LTELs demonstrated progress toward English proficiency, a drop from the previous year.

In response, we've deepened our support systems. Our designated ELD classes continue to use LanguageLive as the core curriculum, however, we've begun supplementing with USA Learns for Newcomers–a change that has shown some early promise. We have Bilingual academic tutors that have been assigned to push-in and support both the ELD can content area classes. Our ELD Coach works side-by-side with GenEd teachers to build capacity for scaffolding and language-rich instruction. We have also strengthened our use of the ELPAC-aligned rubrics and progress monitoring to ensure that instructional moves align with reclassification criteria. This work is ongoing, and it is grounded in the belief that our EL students deserve not only access, but a sense of belonging and momentum.

Suspensions

While our overall suspension rates remain relatively low, there was a sharp increase in our most recent year. Upon looking at the data, we identified that there was a disproportionate impact on subgroups rates, ELs (5.3%), LTELs (6.3%), SWDs (3.1), Latino/Hispanic (2.2%),

and SEDs (2.2%) – all higher than our overall average.

As we looked deeper into the issues, data revealed patterns–behavior incidents were clustered around specific spaces, particular situations, and certain times of the school day. We noticed that our supervision staff were not being as engaging with the students and some were avoiding conflict.

Looking ahead, we are committing to a comprehensive reset. We are investing in professional development. Our supervision staff will participate in training on trauma-informed disciplinary practices, restorative justice, culturally responsive approaches, and de-escalation techniques. We know that policy alone will not be enough–our team needs the tools, time and trust to shift behavior management.

STUDENT POPULATION TO BE SERVED

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

WAHS is located in one of the densest areas in Los Angeles (zip code 90037) with a population of 63,706[11] (2020 US Census). The area has evidence of economic distress abounds: gang activity, active drug dealing, significant numbers of single parent households, lack of affordable housing, large homeless population and abandoned businesses. Set within an urban empowerment zone just south of Downtown Los Angeles, the employment rate is 58.5%**.** According to 2020 U.S. Census and American Community Survey (ACS) data, approximately 27.6% of households in the 90037 ZIP code earned less than $25,000 annually. The poverty rate is 26.3%, which is above the state rate of 12%. As of 2025, 95.7 percent of WAHS' students were classified as socioeconomically disadvantaged. The economy relies heavily on low wage industry and service jobs. Nearly half the residents receive some form of public assistance (Calworks ~20–25% / General Relief ~10–15%) and only 24.1% of residents have a high school diploma as their highest level of education. Seventeen percent (17%) of inhabitants of this area are African American, 77% Hispanic and 13% two or more races. Of the community, 76.8% speak a language other than English at home (Spanish 73.8%). This mirrors the population of WAHS which according to CALPADS data for the 2024-2025 academic year was 97.7% Hispanic/Latino, 1.7% Black and 0.4% White. Surrounding local public high schools that serve the same general population include: Thomas Jefferson Senior High, Santee Education Complex, Manual Arts Senior High, and John C. Fremont Senior High.

For the 2024 - 2025 academic year, out of 484 total students 75.5% of the student body are identified as English Learners and Reclassified Fluent English Proficient (RFEP), with 12.2% of students identified as having a learning disability.

[11] United States Census Bureau. (n.d.). Zip Code Tabulation Area 5: 90037. https://data.census.gov/profile/ZCTA5_90037?g=860XX00US90037

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

Supporting Students and Families

At Wallis Annenberg High, supporting students and families is at the heart of our mission. We recognize that academic growth, college and career readiness, social-emotional development, and family partnership are deeply interconnected—and we have built systems to honor and support each of these domains.

Academically, we are committed to meeting students where they are and accelerating their progress. In response to significant learning disruptions during and after the pandemic, WAHS has deepened its use of assessment data—particularly through NWEA MAP and Interim Comprehensive Assessments (ICAs)—to identify individual learning needs in both English Language Arts and Math. Based on this data, we offer tiered interventions as part of a developing Multi-Tiered System of Supports (MTSS), allowing us to target instruction and provide timely support. For students who struggle with foundational math skills, we have implemented double-blocked Algebra 1, Geometry, and Algebra 2 courses, as well as additional support through Spring Intersession and Summer programming. These changes reflect our commitment to ensuring that every student has the time and structure needed to master essential content.

English Learners and Long-Term English Learners (LTELs) are served through a robust ELD program. Students are placed in ELD courses based on multiple data points, including ELPAC results and classroom performance. Our ELD teachers collaborate regularly to align instruction and monitor progress. This past year, we enhanced support for Newcomers by implementing USA Learns, a curriculum that has proven more effective than previous resources. Bilingual academic tutors push into ELD and core content classrooms to provide linguistic and academic support throughout the day.

WAHS also prioritizes college and career readiness. With the support of our College and Career Advisors (CCAs), we have significantly increased our College/Career Indicator (CCI) performance. Students now have access to a growing number of dual enrollment opportunities through our expanded partnership with Los Angeles Trade Technical College, increasing from 3 to 6 course offerings in the past year. We adopt the California College Guidance Initiative (CCGI) platform to streamline postsecondary planning and applications. Beyond academic advising, we have partnered with Padres Comprometidos, a community-based organization that offers families an 8-module series on how to support their children's journey to college. Through this program, we are equipping parents to become knowledgeable, confident advocates for their students' futures.

Our commitment to student wellness and inclusion extends beyond academics. We have formed an Attendance Committee to address persistent chronic absenteeism and provide individualized outreach and support. We promote a restorative approach to discipline,

emphasizing relationship-building and alternatives to exclusionary practices. Mental health resources are shared regularly with students and families, and posters highlighting access to services are displayed throughout the Charter School in compliance with state law.

Students with disabilities are supported through a tightly coordinated special education program. Weekly meetings between our Program Specialist, Resource Specialists, Inclusion Coach, and administrators ensure timely IEP compliance and effective implementation of supports. Student Snapshots are updated after each IEP meeting and shared with all relevant teachers to support appropriate accommodations and instructional practices. Our Inclusion Coach also provides regular coaching for both special education and general education staff, supporting a more unified instructional environment.

We recognize that family engagement is essential to student success. WAHS communicates with families through multiple platforms, including ParentSquare, robocalls, and our school social media accounts. We host schoolwide events and "Parent Only" nights to build relationships and promote participation in school life. All communication materials are translated, and interpretation services are consistently available during meetings and events. Our efforts are especially focused on including the voices and needs of families of English Learners, Students with Disabilities, and students identified as socioeconomically disadvantaged.

At WAHS, we see students and families as partners in learning. Through proactive communication, targeted academic and social-emotional supports, and a growing culture of care, we are working to ensure that every student has the opportunity to thrive—and that every family feels informed, connected, and empowered along the way.

GOALS AND PHILOSOPHY

Wallis Annenberg High's educational philosophy was originally based upon the nationally recognized Accelerated Schools Model[12] dedicated to the idea that every child can accelerate their progress and achieve at high levels through powerful learning experiences. In this model, powerful learning depends on a rigorous, standards-based curriculum where learning is related to the personal experiences of the students and calls for higher order critical thinking skills. The instructional strategies that support powerful learning include active learning, projects, technology, heterogeneous grouping, and alternative assessments. WAHS prepares its students to take their rightful place as confident and compassionate citizens eager to achieve and contribute to a global society. WAHS has graduated students who are prepared to succeed at the university or college of his/her choice; who have entered the workplace as informed and productive employees, entrepreneurs, and community leaders; and who will conduct themselves as responsible citizens. The guiding principles and values, described below, are integrated at WAHS to create and sustain a highly supportive educational environment that provides students, parents, and the community with high expectations of personal achievement and rigorous learning experiences.

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

Mission

The Accelerated Schools will graduate students who are prepared to succeed at the university and career of their choice who will enter the workplace as informed and productive employees, entrepreneurs, community leaders, and will act as responsible citizens.

Vision

The Accelerated Schools are national models of public and private partnerships that comprehensively serve education and wellness needs of its students in preparing them to take their rightful place as confident and courageous citizens who are eager to achieve and contribute to the global society.

Educational Equity Statement

At The Accelerated Schools, educational equity means continuously creating and implementing practices that are culturally responsive, and honoring voices from all educational and community partners. Through curiosity, inquiry, self and system reflection, we disrupt inequitable systems so that students graduate in four years, college, career and/or life ready.

Three Central Principles Guiding Wallis Annenberg High

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

Values of The Accelerated Schools

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

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

An Educated Citizen in the 21st Century

At WAHS, we believe an educated citizen participates constructively in society. They demonstrate knowledge and appreciation for the arts, diverse cultures, literature, history, social sciences, mathematics, science, technology, and career ethics. Skills in reading, writing, speaking, and listening have been acquired. Quantitative reasoning, logic, problem solving, research, and independent study have been integral parts of this person's educational background. They value friendship, responsibility, cultural diversity, and respect for self and others. This person has a broad knowledge base and has acquired skills that prepare him or her to enter the economic mainstream. They work cooperatively to achieve constructive answers to tough questions for the benefit of society. They have acquired an acute awareness of global diversity and their responsibility to the global community. They see themselves as an integral member of this diverse community.

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

How Learning Best Occurs

Learning best occurs when it is student-centered, culturally responsive, and grounded in high expectations for all learners. WAHS staff employ research-based educational approaches that reflect current learning science and the needs of our student population, including principles from:

- Culturally Responsive Teaching (Ladson-Billings, 1995[13]; Hammond, 2015[14]), which affirms students' identities and leverages their cultural and linguistic assets in instruction.
- Active Learning & Metacognition (Bransford, Brown, & Cocking, 2000[15]), which emphasizes engaging students in inquiry, discussion, and reflection to deepen understanding.
- Social-Emotional Learning (Durlack et al., 2011[16]), which integrates self-awareness, relationship skills, and responsible decision-making into academic learning.
- Universal Design for Learning (UDL)[17], which ensures multiple means of engagement, representation, and expressions so that all students can access rigorous content.
- Formative Assessment and Feedback Loops (Black & William, 1998[18]; Hattie, 2012[19]), which use ongoing data to inform and adjust instruction in real-time.

At WAHS, these principles are embedded into:

- Instruction
    - Clear and common focus on academic achievement with aligned learning targets and success criteria
    - Differentialized instruction based on formative and summative data, with flexible grouping to address student needs and accelerated learning
    - Integration of technology to enhance engagement, foster collaboration, and expand access to resources
    - Use of project-based, real-world tasks to connect learning to students' lives and future goals
- Teacher Training and Collaboration
    - Regular professional development and structured department and grade-level collaboration
    - Common planning time to strengthen intellectual preparation and alignment of curriculum, instruction, and assessments
    - Ongoing coaching cycles focused on instructional growth, data use and student engagement
- Wrap-Around Supports

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[13] Ladson-Billings, G. (1995). *Toward a theory of culturally relevant pedagogy*. American Educational Research Journal, 32(3), 465–491. https://doi.org/10.3102/00028312032003465

[14] Hammond, Z. (2015). *Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students*. Corwin Press.

[15] Bransford, J. D., Brown, A. L., & Cocking, R. R. (Eds.). (2000). *How people learn: Brain, mind, experience, and school*. Washington, DC: National Academy Press.

[16] Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). *The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions*. Child Development, 82(1), 405–432. https://doi.org/10.1111/j.1467-8624.2010.01564.x

[17] Meyer, A., Rose, D. H., & Gordon, D. (2014). *Universal design for learning: Theory and practice*. CAST Professional Publishing.

[18] Black, P., & Wiliam, D. (1998). *Inside the black box: Raising standards through classroom assessment*. Phi Delta Kappan, 80(2), 139–148.

[19] Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning*. Routledge.

- Advisory programs that provide academic mentoring, college and career planning, and social-emotional support
- Access to counseling, special education services, and targeted supports for English Learners
- Opportunities for enrichment through electives, CTE pathways, athletics, leadership programs, and community partnerships

WAHS believes that learning is most powerful when students feel connected, challenged, and supported–academically, socially, and emotionally. This commitment ensures that every student develops the competencies, mindsets, and character traits necessary to thrive in college, career and life.

Whole Student Outcomes

At WAHS, our instructional model and graduation requirements are intentionally designed to cultivate students' academic achievement alongside critical personal and interpersonal competencies. Drawing on Gradient Learning's Whole Student Outcomes framework, we support the development of Curiosity, Self-Direction, Agency, Resilience, and Purpose—traits that are essential for students' success in college, career, and life.

Each of these outcomes is embedded throughout the WAHS experience, both in and beyond the classroom:

- **Curiosity**: Students are encouraged to thoughtfully question and critique themselves and the world around them. Through inquiry-based learning, interdisciplinary electives, and project-based tasks, students explore unfamiliar concepts and engage in reflective discussion that fosters deeper understanding and a genuine love of learning.
- **Self-Direction**: Our advisory program and goal-setting structures support students in optimistically and skillfully pursuing personal and academic goals. From managing long-term projects to planning for college and career pathways, students are guided to monitor their own progress and take initiative in their learning.
- **Agency**: WAHS fosters a culture where students are empowered to make decisions that positively impact themselves and their communities. Leadership opportunities in ASB, Peer Mentoring, and advisory spaces allow students to advocate for change, collaborate with peers, and take action based on their values.
- **Resilience**: We help students recover and adapt when faced with challenges through supportive relationships, regular feedback, and inclusive instructional practices. Whether navigating academic rigor, personal struggles, or postsecondary planning, students learn how to persist and grow through adversity.
- **Purpose**: WAHS helps students create long-term, forward-looking intentions that drive them toward meaningful futures. This is reinforced through college visits (including NACAC College Fairs and out-of-state trips), our College &

Career Readiness course, and real-world electives like Virtual Enterprise and Digital Media. These experiences help students explore who they are, what they care about, and how their education connects to the world they want to build.

Together, these Whole Student Outcomes are more than aspirations—they are actively cultivated through curriculum, culture, and community. WAHS is committed to graduating students who are not only prepared for college, but ready to thrive as thoughtful, resilient, and purpose-driven individuals.

Requirements of Ed. Code § 47605(c)(5)(A)(ii) / LCFF State Priorities

Wallis Annenberg High will pursue schoolwide and student group outcome goals each year, aligned to the state priorities detailed in California Education Code Section 52060(d).

The tables below summarize the Charter School's goals (and the respective annual actions to achieve each of the identified goals) as of this renewal petition submission, for all pupils pursuant California Education Code § 52052, for each of the eight (8) state priorities identified in California Education Code § 52060(d).

LCFF STATE PRIORITIES (Charter Term Commencing July 1, 2026)	
GOAL #1	
Continue to strengthen the Multi-tiered System of Supports utilizing multiple types of data (local and state) to address the academic, social-emotional, behavioral, well-being and/or mental health needs of our students to improve student mastery of ELA, and Mathematics, ensure all students are college and/or career ready, and to measure program effectiveness.	**Related State Priorities:** ☐ 1 ☑ 4 ☑ 7 ☐ 2 ☑ 5 ☑ 8 ☐ 3 ☑ 6 **Local Priorities:** ☐: ☐:
Specific Annual Actions to Achieve Goal	
1. Strengthening EL Program and Services: ● **Program Structure and Planning:** WAHS will strengthen its EL Program through comprehensive support systems and targeted interventions. The Charter School will provide appropriate Designated English Language Development (ELD) courses based on individual EL student language acquisition needs to ensure personalized learning pathways. The English Learner Master Plan will remain accessible online and by request for staff and families, with annual review and revision conducted by the English Learner Advisory Committee (ELAC) to ensure continued relevance and effectiveness. ● **Instructional Support and Coaching**: To enhance instructional capacity, an ELD Instructional Coach will be added to lead instructional coaching focused on ELD Standards and strategies to support English Learners across all subject areas. This coach will also teach designated ELD courses, providing direct instruction while modeling best practices for other educators. The ELD Instructional Coach will plan and lead comprehensive ELD professional development opportunities, monitor and track EL student performance and identified needs, and implement strategies to ensure English Learners make measurable progress toward English Language proficiency on a clear path to reclassification. ● **Performance Monitoring and Assessment:** The Charter School will systematically monitor student performance across multiple indicators, including performance in English Language Arts and ELD courses, daily attendance patterns, Lexile growth as measured by NWEA and Language! Live assessments, and Summative ELPAC results data to ensure English Learners demonstrate consistent progress toward English language proficiency. ● **Curriculum and Technology Resources:** WAHS will continue utilizing USA Learns to support the specific language needs of Newcomer students and maintain the use of Language! Live curriculum and consumables to provide comprehensive language development resources.	

2. Supporting long-term English Learner needs:

- **Leadership and Program Coordination:** As part of the annual needs assessment, WAHS identified specific areas for growth and targeted interventions to support LTELs toward English language proficiency and reclassification. The ELD Instructional Coach and ELD teacher will lead these comprehensive efforts to ensure coordinated and effective implementation across all program components.
- **Curriculum Implementation:** ELD courses will utilize the Language! Live Curriculum, which focuses specifically on building students' reading, writing, listening, and speaking skills through integrated instruction. This curriculum includes online components designed to support student oracy development, providing multiple modalities for language learning and practice. The comprehensive approach addresses the varied learning needs of LTEL students who require intensive language development support.
- **Professional Development and Cross-Curricular Support** To strengthen integrated ELD support across the Charter School, all teachers across content areas will receive training on Foundational Reading from the Institute for Mult-Sensory Education (IMSE) on strategies to improve EL/LTEL reading skills within their respective subject areas. This integrated ELD approach ensures that language development occurs naturally within academic content instruction. A Literacy Coach position will be added to lead professional development initiatives focused on ensuring the integration of integrated ELD across all subject areas using the Science of Reading principles.
    - The Literacy Coach will work collaboratively with teachers to implement evidence-based reading instruction that supports English Learners and Long-term English Learners in developing both foundational and advanced literacy skills. Professional development initiatives will focus on equipping teachers with effective strategies to implement academic language routines into daily lessons across all subject areas, ensuring that LTEL students receive consistent language support throughout their academic experience.
- **Student Goal Setting and Progress Monitoring:** LTEL students will actively engage in academic and language goal setting processes that directly impact their performance on the English Language Proficiency Assessments for California (ELPAC), with the goal of achieving reclassification. Students will be thoroughly informed of their LTEL status and provided with a clear understanding of the comprehensive system of support available to support them academically with language acquisition.
- **Reclassification Planning and College/Career Readiness:** Additionally, LTEL students will receive detailed information about the implications of their language learner status on high school completion, college readiness, and career preparation. Each student will work with staff to develop an individualized plan for reclassification that includes specific milestones, timelines, and support strategies to ensure progress toward English language proficiency and academic success.

3. Measuring student progress - assessments:

- **Data Analysis and Reporting:** WAHS's data team will create detailed reports designed for leadership and teaching staff to review, analyze, track, and evaluate student performance across all assessment measures. These comprehensive reports will provide actionable insights into individual student progress, classroom trends, and school-wide performance patterns
- **Purpose and Application:** Multiple types of assessment data will be systematically analyzed to measure and monitor program effectiveness, ensuring that educational initiatives are producing desired outcomes. This data-driven approach will inform instructional decision-making, allowing teachers to adjust their pedagogical strategies based on student performance evidence. Additionally, the assessment system will identify students who require additional academic support, enabling timely interventions to address learning gaps and promote student success.

4. Addressing academic needs to accelerate learning:

- **Focus on Student Performance and Outcomes:** WAHS will continue to implement its successful 4x4 block schedule that has effectively addressed student academic needs, maintained high graduation rates at 94.8%, and contributed to improved school performance on the College/Career Indicator (CCI) at 39.6%, representing a 9% increase. The 4x4 block schedule allows students to complete up to 80 credits annually, with each course meeting three times per week through two 90-minute blocks and one 60-minute period following an odd/even schedule. Teachers provide appropriate accommodations and modifications for students with Individualized Education Programs (IEPs) to ensure equitable access to learning.
- **Annenberg Foundation Partnership:** WAHS has secured a transformative $3 million grant from the Annenberg Foundation for the "2025-2028 High School Math Improvement Plan" specifically targeting students achieving "Very Low" performance levels on the California School Dashboard. This grant provides unprecedented resources to address mathematics learning recovery needs, including six additional mathematics teachers over three years to provide intensive intervention for students achieving Achievement Level 1 and low Achievement Level 2. The partnership also funds two assistant principals focused on mathematics instruction and learning recovery, providing dedicated leadership for implementing evidence-based interventions. Additionally, the grant supports comprehensive professional development aligned with the 2023 Mathematics Framework, specifically targeting trauma-informed instruction, culturally responsive pedagogy, and specialized intervention strategies for Long-term English Learners and English Learners.
- **Mathematics Intervention Strategy:** Beginning in 2025-26, with support from the Annenberg Grant, WAHS will reduce Algebra 1, Geometry, and Algebra 2 class sizes from 30 to 15 students and double instructional time from 215 to 430 weekly minutes through double-blocked courses. This structural change reflects strong institutional commitment to reversing math underperformance

through targeted instructional time and improved student-teacher ratios. The grant also provides four temporary modular classrooms to expand mathematics instruction capacity, enabling smaller class sizes for intensive intervention, along with evidence-based curriculum and intervention materials specifically selected for effectiveness with students achieving "Very Low" performance levels.

- **Credit Recovery and Summer Programs:** WAHS will continue using APEX or similar programs as options for credit recovery, with Intersession available during breaks and Summer School credit recovery opportunities. These programs are made possible through the Annenberg grant funding. In addition to the five teachers currently employed, the Annenberg grant enables the hiring of six additional teachers, supported by two additional math school leaders to provide guidance and support for this expanded teaching team.
- **College Preparation and Bridge Programs:** The Math Bridge Course will continue to support College Mathematics preparation, offered and designed by Los Angeles Trade Tech College as a collegiate-level mathematics course. WAHS has also implemented a Summer Bridge Program for incoming ninth-grade students to prepare them for high school rigor, educate them about school expectations, conduct diagnostic assessments to identify student strengths and needs, and engage in community building activities that support positive school climate.
- **Additional Academic Supports :** WAHS will provide before and after school tutoring to extend learning opportunities beyond regular school hours. Vocabulary development will serve as an area of focus for teachers to implement across all disciplines, ensuring language development supports learning in every subject area. Daily sustained silent reading will take place during English Language Arts courses to promote literacy development and reading comprehension skills. To improve literacy outcomes, ELA classrooms will be equipped with classroom libraries that provide students with access to diverse, high interest reading materials at various reading levels to support independent reading and foster a love of literature.

5. Addressing social - emotional & behavioral student needs:

- **Tier 2 Interventions and Leadership Support:** The Assistant Principal will provide Tier 2 interventions to support culture-building initiatives and address chronic absenteeism through targeted mentoring and attendance programs; all aligned with the Charter School's MTSS Framework. This role will also focus on addressing individual student behavioral issues and needs through personalized intervention strategies. The Dean of Culture will build and maintain community among students while working closely with teachers to deliver College & Career Lessons and implement restorative practices and celebratory events schoolwide. This position ensures consistent implementation of positive behavioral supports and community-building activities.
- **Mental Health and Trauma-Informed Support:** The Psychiatric Social Worker will provide specialized support for students who have experienced trauma, enabling them to focus on learning and instruction within a safe and supportive environment. WAHS will continue implementing restorative practices to build community and strengthen relationships, ensuring students understand they are part of a supportive community that promotes a Culture of Respect, Culture ofLearning, and college-going culture. Hazel Health, a telehealth service available to all students, provides on-demand access to mental health care during the school day. Through Hazel, students can receive therapeutic support that improves access to timely intervention and reduces barriers to mental health services. These services are coordinated in collaboration with onsite counseling and support teams to ensure comprehensive care.
- **Social-Emotional Learning Curriculum:** The schoolwide implementation of the Wayfinder Social Emotional Learning (SEL) curriculum will continue through College & Career Readiness (CCR) and Advisory courses .Wayfinder lessons are designed to promote student purpose, belonging, resilience, and self-awareness, embedded in weekly classroom instruction to support whole-child development. Teachers and advisors will receive ongoing professional learning support to effectively integrate the curriculum into advisory practices.
- **Data Tracking and Intervention Monitoring:** Panorama tracking systems will monitor intervention supports to ensure effectiveness and guide decision-making for student social-emotional and behavioral needs. This data-driven approach allows for timely adjustments to interventions and support strategies.
- **Student Engagement and Culture Building:** WAHS will implement various student engagement strategies including attendance incentives such as field trips and awards, student culture building events, and student awareness campaigns to promote positive school climate and community connection.
- **Family and Community Partnerships :** The Charter School will offer parent education workshops focused on social-emotional learning to strengthen the home-school partnership and provide families with tools to support their children's social-emotional development. Additionally, WAHS will maintain its partnership with Challenge Success to enhance evidence based approaches to student wellness and academic balance.

6. Promoting a college-going culture:

- **College and Career Readiness Foundation:** At WAHS, all students are enrolled in a College and Career Readiness course (I-IV), an approved A-G elective that increases student knowledge base regarding college and career eligibility upon graduation. These courses combine technical "how-to" skills including completing FAFSA applications and college applications with broader college and career exploration activities.
- **Personalized Academic Planning and Support:** WAHS will continue to maintain reduced caseloads for College & Career Advisors (CCA) at a 150:1 ratio, enabling bimonthly check-ins with each student to provide individualized guidance and support. All

students develop their A-G academic plan with their CCA to ensure they remain on path to graduate on time and meet UC A-G eligibility requirements using Naviance as a planning and tracking tool.

- **Advanced Placement and Dual Enrollment Opportunities:** WAHS will expand Advanced Placement course offerings to include AP Government, AP Biology, and AP World History, providing students with additional opportunities to earn college credit and demonstrate academic rigor.
- **Career Technical Education Pathways:** WAHS will continue providing Career Technical Education (CTE) course offerings as part of its Arts, Media & Entertainment Pathways, including Graphic Design and Digital Media tracks. The Charter School is bolstering CTE course offerings to include capstone classes that provide students with culminating experiences and portfolio development opportunities within their chosen pathway.
- **Career Exposure and Exploration:** WAHS will continue providing each grade level with opportunities to visit local, regional, and out-of-state colleges and universities through comprehensive college field trips to both local and out-of-area campuses. The Charter School will host its annual College Career Fair onsite and ensure participation in college fairs for all grade levels, maximizing student exposure to postsecondary opportunities and career pathways.
- **STEM Partnership Opportunities:** WAHS has partnered with CSULA's MESA Program to provide students with STEM-based learning opportunities that enhance college and career readiness in science, technology, engineering, and mathematics fields.

7. Services to support SWD:

- **Special Education Implementation Plan Overview**: WAHS administrators and Program Specialists (Oversees the SPED Program at the site level) will engage in weekly meetings to strengthen the implementation of our Instructional Program, with a targeted focus on supporting students with disabilities. These meetings will serve as structured opportunities to:
    - Review and analyze caseload data
    - Monitor student services and service tracking
    - Assess student attendance, academic performance, and IEP goal progress
    - Identify professional development (PD) opportunities
    - Analyze and discuss assessment data
- **IEP Snapshot Distribution and Updates**: At the start of each school year, all general education teachers will receive IEP Snapshots for students with an Individualized Education Program. These snapshots will be updated and redistributed to the appropriate staff after every IEP meeting to ensure accurate, up-to-date information.
- **Ongoing Professional Development:** Throughout the school year, professional development sessions will be facilitated by Instructional Coaches, Site and District Administrators, the Director of Access, Equity, and Compliance, Program Specialists, and Teachers. These PD workshops will focus on equipping educators with the strategies and tools necessary to make the core curriculum accessible to all learners, particularly students with disabilities. Topics will include, but are not limited to:
    - Effective Instructional Strategies
    - Strategies to Enhance Access
    - Co-Planning and Co-Teaching
    - ELA and Math Support
    - Supporting Instructional Aides (IAs) and General Education Teachers
    - AI Resources and Support
    - SSPT, 504, and IEP Protocols
    - LAS Support and Referral Process
    - IA and BII Training
- **Co-Teaching and Collaboration Structures:** There will be a focused effort on co-teaching and co-planning. RSP and general education teachers will meet regularly with the Inclusion Coach to strengthen their practice. Meetings will address:
    - Appropriate accommodations and supports for lessons
    - Strategies to ensure students with disabilities have access and master grade-level standards

  Additionally, RSTs and general education teachers will participate in weekly collaboration meetings to:
    - Plan for effective implementation of accommodations in ELA and Math
    - Develop academic and behavioral supports
    - Strategize for co-teaching and co-planning
    - Monitor and adjust instruction based on data analysis

  For students falling behind, a targeted support plan will be developed and monitored through student goal-setting and weekly teacher check-ins.
- **Multi-Tiered Collaboration and Coaching:** Collaborative meetings will include RSTs, general education teachers, Program Specialists, Inclusion Coach, and the Director of Access, Equity, and Compliance. These forums will:
    - Offer small-group, needs-based professional development
    - Ensure that all teachers are equipped to deliver high-quality instruction in ELA and Math
    - The Inclusion Coach will provide support inside and outside the classroom through lesson modeling, co-planning, small group instruction, and check-in meetings with educational staff.
- **Attendance and Family Engagement:** Attendance Clerks and Family Engagement Coordinators will:

- Make attendance calls and send home letters
- Work with families to improve attendance
- Utilize the SSPT process for additional support

Site administrators will conduct home visits when necessary.

- **Leveraging District and COP Resources:** The Charter School will continue to benefit from:
  - District bulletins (e.g., 504s, Alternate Curriculum, EL Reclassification)
  - Charter Digest updates
  - Charter Operated Programs (COP) Coordinating Council Meetings
  - Outreach emails and the Special Education Self-Review Checklist

  These resources guide accurate compliance and provide access to District services and best practices.
- **SPED IEP Compliance Monitoring:** Weekly meetings led by the Program Specialist, Student Services Coordinator, and DAEC will cover:
  - Highlights and challenges
  - Tier reviews (1-6)
  - Pending IEPs
  - Welligent Master Calendar and 300 report reviews

  A shared "Key Caseload" calendar will be maintained to ensure IEP timelines are met.
- **RST/SPED Networking and PD :** Monthly meetings will focus on:
  - Key date and deadline reviews
  - Professional development (e.g., Welligent, AI tools, testing accommodations)
  - Classroom observation and feedback (BIIs, IAs, RSTs)

  This comprehensive approach ensures that students with disabilities receive consistent, high-quality instruction and support aligned with legal and educational standards.

Expected Annual Measurable Outcomes

Outcome #1: WAHS students, including all significant subgroups, will demonstrate growth toward meeting or exceeding the state standard in English Language Arts as measured by Distance from Standard (DFS) on the CAASPP ELA assessment (and the CAA, as applicable). In 2023–24, the DFS for All Students was +10, including +11.6 for Hispanic students and +10 for Socioeconomically Disadvantaged students. WAHS is committed to achieving a grade-level performance level on the California School Dashboard.

Metric/Method for Measuring: CAASPP ELA Distance from Standard for all students, including disaggregated data for numerically significant student groups, as reported on the California School Dashboard

APPLICABLE STUDENT GROUPS	Baseline[20]	2026 - 2027	2027 - 2028	2028 - 2029	2029 - 2030	2030 - 2031
All Students (Schoolwide)	10	20	30	40	50	60
English Learner Students	-92	-74	-56	-38	-20	0
Long-Term English Learner Students	-98.9	-80	-61	-42	-23	0
Socioeconomically Disadvantaged Students	10	20	30	40	50	60
Foster Youth Students	*[21]	*	*	*	*	*
Students with Disabilities	-66.4	-54	-41	-28	-15	0
African American Students	*	*	*	*	*	*
American Indian / Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	11.6	21.6	31.6	41.6	51.6	61.6
Native Hawaiian / Pacific Islander Students	*	*	*	*	*	*

[20] Baseline data taken from 2024 CA Dashboard.

[21] NOTE: In the chart, an asterix "*" symbol is defined as "student group not numerically significant at this time."

Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #2: WAHS students, including all significant subgroups, will demonstrate growth toward meeting or exceeding the state standard in Mathematics as measured by Distance from Standard on the CAASPP ELA assessment (and the CAA, as applicable). In 2023–24, the DFS for All Students was -112.8, including -109.2 for Hispanic students and -112.8 for Socioeconomically Disadvantaged students. WAHS is committed to achieving a grade-level performance level on the California School Dashboard.

Metric/Method for Measuring: CAASPP ELA Distance from Standard for all students, including disaggregated data for numerically significant student groups, as reported on the California School Dashboard

APPLICABLE STUDENT GROUPS	Baseline	2026 - 2027	2027 - 2028	2028 - 2029	2029 - 2030	2030 - 2031
All Students (Schoolwide)	-112.8	-91	-69	-47	-25	0
English Learner Students	-175.9	-141	-106	-71	-36	0
Long-Term English Learner Students	-195.2	-157	-118	-79	-40	0
Socioeconomically Disadvantaged Students	-112.8	-91	-69	-47	-25	0
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	-178.7	-143	-108	-73	-38	0
African American Students	*	*	*	*	*	*
American Indian / Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	-109.2	-88	-67	-46	-25	0
Native Hawaiian / Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #3: Wallis Annenberg High students, including all numerically significant student groups, will demonstrate steady annual increases in the percentage of students who meet or exceed standards on the CAASPP Mathematics assessment (and CAA, as applicable).

Metric/Method for Measuring: CAASPP Mathematics percent proficient (Met or Exceeded Standard) for all students, including disaggregated data for numerically significant student groups, as reported on the CAASPP Website.

APPLICABLE STUDENT GROUPS	Baseline	2026 - 2027	2027 - 2028	2028 - 2029	2029 - 2030	2030 - 2031
All Students (Schoolwide)	16.80%	19%	21%	23%	25%	27%
English Learner Students	0%	2%	4%	6%	8%	10%
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	16.80%	19%	21%	23%	25%	27%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	7.14%	9%	11%	13%	15%	17%
African American Students	*	*	*	*	*	*
American Indian / Alaska Native Students	*	*	*	*	*	*

Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	17.09%	19%	21%	23%	25%	27%
Native Hawaiian / Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #4: Wallis Annenberg High students, including all numerically significant student groups, will demonstrate steady annual increases in the percentage of students who meet or exceed standards on the CAASPP English Language Arts assessment (and CAA, as applicable).
Metric/Method for Measuring: CAASPP ELA percent proficient (Met or Exceeded Standard) for all students, including disaggregated data for numerically significant student groups, as reported on the CAASPP Website.

APPLICABLE STUDENT GROUPS	Baseline	2026 - 2027	2027 - 2028	2028 - 2029	2029 - 2030	2030 - 2031
All Students (Schoolwide)	52.10%	54%	56%	58%	60%	62%
English Learner Students	8.34%	10%	12%	14%	16%	18%
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	52.10%	54%	56%	58%	60%	62%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	28.58%	30%	32%	34%	36%	38%
African American Students	*	*	*	*	*	*
American Indian / Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	53.00%	55%	57%	59%	61%	63%
Native Hawaiian / Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #5: Wallis Annenberg High students, including all numerically significant student groups, will demonstrate steady annual increases in the percentage of students who meet or exceed standards on the California Science Test (CAST).
Metric/Method for Measuring: CAST percent proficient (Met or Exceeded Standard) for all students, including disaggregated data for numerically significant student groups, as reported on the CAASPP Website.

APPLICABLE STUDENT GROUPS	Baseline	2026 - 2027	2027 - 2028	2028 - 2029	2029 - 2030	2030 - 2031
All Students (Schoolwide)	20.93%	23%	24%	25%	26%	27%
English Learner Students	0.00%	20%	20%	20%	20%	20%
Long-Term English Learner Students	0.00%	20%	20%	20%	20%	20%
Socioeconomically Disadvantaged Students	19.28%	21%	22%	23%	24%	25%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*

African American Students	*	*	*	*	*	*
American Indian / Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	20.93%	22%	23%	24%	25%	26%
Native Hawaiian / Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #6: Wallis Annenberg High students will demonstrate steady annual increases in the percentage of graduates completing the A–G requirements, as measured by the five-year graduation cohort.
Metric/Method for Measuring: Percentage of students completing A–G course requirements using the five-year cohort methodology, as reported in CDE's DataQuest system

APPLICABLE STUDENT GROUPS	Baseline	2026 - 2027	2027 - 2028	2028 - 2029	2029 - 2030	2030 - 2031
All Students (Schoolwide)	73.9%	75%	76%	77%	78%	79%
English Learner Students	N/A	N/A	N/A	N/A	N/A	N/A
Long-Term English Learner Students	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	*	*	*	*	*	*
American Indian / Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	73.8%	75%	76%	77%	78%	79%
Native Hawaiian / Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #7: EL students will advance at least one level on the ELPAC each year.
Metric/Method for Measuring: % of students who achieve at least one level of growth on the ELPAC each year.

APPLICABLE STUDENT GROUPS	Baseline	2026 - 2027	2027 - 2028	2028 - 2029	2029 - 2030	2030 - 2031
All Students (Schoolwide)	N/A	N/A	N/A	N/A	N/A	N/A
English Learner Students	41.0%	45%	47%	49%	51%	53%
Long-Term English Learner Students	45.2%	47%	49%	51%	53%	55%
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	*	*	*	*	*	*

American Indian / Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian / Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #8: % students English Language Proficiency for Summative ELPAC
Metric/Method for Measuring: Summative ELPAC exam - Results found on ELPAC Website

APPLICABLE STUDENT GROUPS	Baseline	2026 - 2027	2027 - 2028	2028 - 2029	2029 - 2030	2030 - 2031
All Students (Schoolwide)	N/A	N/A	N/A	N/A	N/A	N/A
English Learner Students	8.05%	10%	12%	14%	16%	18%
Long-Term English Learner Students	6.78%	8%	10%	12%	14%	16%
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	*	*	*	*	*	*
American Indian / Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian / Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #9: Wallis Annenberg High will demonstrate steady annual increases in the percentage of English Learners who are reclassified as Fluent English Proficient, ensuring that students progress toward full academic language proficiency.
Metric/Method for Measuring: Use localized procedures for English Learners that have met the four criteria for reclassification, per Education Code Section 313 (f)

APPLICABLE STUDENT GROUPS	Baseline	2026 - 2027	2027 - 2028	2028 - 2029	2029 - 2030	2030 - 2031
All Students (Schoolwide)	N/A	N/A	N/A	N/A	N/A	N/A
English Learner Students	17%	20%	25%	30%	30%	30%
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	*	*	*	*	*	*
American Indian / Alaska Native Students	*	*	*	*	*	*

Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian / Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #10: Wallis Annenberg High students will demonstrate steady annual increases in the percentage of AP exams earning a passing score of 3 or higher.
Metric/Method for Measuring: Percentage of AP exams scored 3 or above as measured by local records and annual College Board score reports

APPLICABLE STUDENT GROUPS	Baseline	2026 - 2027	2027 - 2028	2028 - 2029	2029 - 2030	2030 - 2031
All Students (Schoolwide)	40.68%	30%	35%	40%	45%	50%
English Learner Students	N/A	N/A	N/A	N/A	N/A	N/A
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	*	*	*	*	*	*
American Indian / Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian / Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #11: Wallis Annenberg High will maintain or improve its average annual student attendance rate, ensuring that students are consistently engaged in learning and have access to daily instruction.
Metric/Method for Measuring: Annual average daily attendance (ADA) rate, as reported through CALPADS and internal attendance records.

APPLICABLE STUDENT GROUPS	Baseline	2026 - 2027	2027 - 2028	2028 - 2029	2029 - 2030	2030 - 2031
All Students (Schoolwide)	≥ 95%	≥ 95%	≥ 95%	≥ 95%	≥ 95%	≥ 95%
English Learner Students	≥ 95%	≥ 95%	≥ 95%	≥ 95%	≥ 95%	≥ 95%
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	≥ 95%	≥ 95%	≥ 95%	≥ 95%	≥ 95%	≥ 95%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	≥ 95%	≥ 95%	≥ 95%	≥ 95%	≥ 95%	≥ 95%
African American Students	*	*	*	*	*	*
American Indian / Alaska Native Students	*	*	*	*	*	*

Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	≥ 95%	≥ 95%	≥ 95%	≥ 95%	≥ 95%	≥ 95%
Native Hawaiian / Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #12: Wallis Annenberg High will demonstrate steady annual reductions in chronic absenteeism.
Metric/Method for Measuring: Chronic Absenteeism Rate for all students, including disaggregated data for numerically significant student groups, as reported by CDE DataQuest

APPLICABLE STUDENT GROUPS	Baseline	2026 - 2027	2027 - 2028	2028 - 2029	2029 - 2030	2030 - 2031
All Students (Schoolwide)	29.4%	28%	27%	26%	25%	24%
English Learner Students	30.8%	30%	29%	28%	27%	26%
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	29.7%	29%	28%	27%	26%	25%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	45.2%	44%	43%	42%	41%	40%
African American Students	*	*	*	*	*	*
American Indian / Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	29.1%	28%	27%	26%	25%	24%
Native Hawaiian / Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #13: Wallis Annenberg High students, including all numerically significant student groups, will maintain a low dropout rate, with an annual target of less than 5%.
Metric/Method for Measuring: Four-Year Adjusted Cohort Dropout Rate for all students, including disaggregated data for numerically significant student groups, as reported on the California Department of Education's DataQuest system.

APPLICABLE STUDENT GROUPS	Baseline	2026 - 2027	2027 - 2028	2028 - 2029	2029 - 2030	2030 - 2031
All Students (Schoolwide)	< 5%	< 5%	< 5%	< 5%	< 5%	< 5%
English Learner Students	N/A	N/A	N/A	N/A	N/A	N/A
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	*	*	*	*	*	*
American Indian / Alaska Native Students	*	*	*	*	*	*

Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	< 5%	< 5%	< 5%	< 5%	< 5%	< 5%
Native Hawaiian / Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #14 Wallis Annenberg High students will maintain a high graduation rate (≥ 95%).
Metric/Method for Measuring: Graduation Rate indicator as reported on the CA Dashboard.

APPLICABLE STUDENT GROUPS	Baseline	2026 - 2027	2027 - 2028	2028 - 2029	2029 - 2030	2030 - 2031
All Students (Schoolwide)	94.8%	≥ 95%	≥ 95%	≥ 95%	≥ 95%	≥ 95%
English Learner Students	87%	89%	91%	93%	≥ 95%	≥ 95%
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	94.8%	≥ 95%	≥ 95%	≥ 95%	≥ 95%	≥ 95%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	92.9%	≥ 95%	≥ 95%	≥ 95%	≥ 95%	≥ 95%
African American Students	*	*	*	*	*	*
American Indian / Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	94.8%	≥ 95%	≥ 95%	≥ 95%	≥ 95%	≥ 95%
Native Hawaiian / Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #15: Wallis Annenberg High will maintain a Suspension Rate that is ≤1.5%
Metric/Method for Measuring: Suspension Rate indicator as reported on the California School Dashboard, including disaggregated data for all numerically significant student groups

APPLICABLE STUDENT GROUPS	Baseline	2026 - 2027	2027 - 2028	2028 - 2029	2029 - 2030	2030 - 2031
All Students (Schoolwide)	2.1%	≤1.5%	≤1.5%	≤1.5%	≤1.5%	≤1.5%
English Learner Students	5.3%	≤1.5%				
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	2.2%	≤1.5%	≤1.5%	≤1.5%	≤1.5%	≤1.5%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	3.1%	≤1.5%	≤1.5%	≤1.5%	≤1.5%	≤1.5%
African American Students	*	*	*	*	*	*
American Indian / Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	2.2%	≤1.5%	≤1.5%	≤1.5%	≤1.5%	≤1.5%

Native Hawaiian / Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #16: Wallis Annenberg High will maintain an Expulsion Rate of 0%.
Metric/Method for Measuring: Annual expulsion rate as reported by DataQuest.

APPLICABLE STUDENT GROUPS	Baseline	2026 - 2027	2027 - 2028	2028 - 2029	2029 - 2030	2030 - 2031
All Students (Schoolwide)	0%	0%	0%	0%	0%	0%
English Learner Students	0%	0%	0%	0%	0%	0%
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	0%	0%	0%	0%	0%	0%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	0%	0%	0%	0%	0%	0%
African American Students	*	*	*	*	*	*
American Indian / Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	0%	0%	0%	0%	0%	0%
Native Hawaiian / Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #17: Wallis Annenberg High will increase the percentage of students in the four-year adjusted cohort who earn the State Seal of Biliteracy, affirming students' academic achievement and proficiency in multiple languages
Metric/Method for Measuring: Percentage of students earning the State Seal of Biliteracy as reported in the four-year adjusted cohort graduation rate data on DataQuest

APPLICABLE STUDENT GROUPS	Baseline	2026 - 2027	2027 - 2028	2028 - 2029	2029 - 2030	2030 - 2031
All Students (Schoolwide)	29.2%	31%	33%	35%	37%	39%
English Learner Students	0%	2%	4%	6%	8%	10%
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	30.8%	33%	35%	37%	39%	41%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	7.7%	10%	12%	14%	16%	18%
African American Students	*	*	*	*	*	*
American Indian / Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	29.2%	31%	33%	35%	37%	39%
Native Hawaiian / Pacific Islander Students	*	*	*	*	*	*

Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #18: Wallis Annenberg High will increase the percentage of students in the five-year Cohort Graduation Rate who earn the State Golden State Seal Merit, affirming students' academic achievement
Metric/Method for Measuring: Percentage of students earning the State Golden State Seal Merit as reported in the five-year adjusted cohort graduation rate data on DataQuest

APPLICABLE STUDENT GROUPS	Baseline	2026 - 2027	2027 - 2028	2028 - 2029	2029 - 2030	2030 - 2031
All Students (Schoolwide)	57.0%	58%	59%	60%	61%	62%
English Learner Students	33.3%	34%	35%	36%	37%	38%
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	57.0%	58%	59%	60%	61%	62%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian / Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	58.3%	59%	60%	61%	62%	63%
Native Hawaiian / Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

GOAL #2

Provide all educators and support staff with robust professional learning opportunities and coaching in alignment with the State Standards, and differentiation to address the diverse learning needs of all students. Integrate well-being and mental health support programs for both staff and students to build capacity, strengthen teacher retention rates, improve student academic outcomes, and promote a healthy educational environment.

Related State Priorities:

☑ 1	☐ 4	☐ 7
☑ 2	☐ 5	☐ 8
☐ 3	☐ 6	

Local Priorities:
☐:
☐:

Specific Annual Actions to Achieve Goal

1. Admin and educators that support the ED Program:

- WAHS will employ administrators and appropriately credentialed teachers for grades 9-12 to provide high-quality instruction in core subject areas as part of the Charter School's comprehensive educational program. All teaching staff will maintain proper credentials and certifications to ensure students receive instruction from qualified professionals across all academic disciplines.
- **Extended Learning Time**: WAHS will provide each student with an extended school year of 180 instructional days, which exceeds the legal requirement for charter schools of 175 days. This additional instructional time supports deeper learning opportunities and provides enhanced academic support for student achievement and growth.
- **Teacher Retention and Support**: To maintain high teacher retention rates that ensure consistent, high-quality instruction, WAHS will provide retention bonuses to recognize and reward educator commitment to the school community. These financial incentives support stability in staffing and help maintain continuity in educational programming and student relationships.
- **Professional Development and Training**: All returning teachers will participate in five days of summer professional development prior to the start of the school year, with new teachers participating in five additional days of comprehensive training to ensure smooth integration into the Charter School's educational approach and culture. WAHS will also provide weekly professional development time throughout the academic year to support ongoing learning and instructional improvement. Additionally, the Charter School will provide five non-instructional days during the academic school year dedicated to professional learning, allowing educators to engage in deeper professional growth activities, curriculum development, and collaborative planning.

2. Professional Development:

- **Instructional Leadership and Coaching**: The Chief Schools Officer, Principal, and Instructional Coaches will lead professional development initiatives and provide instructional coaching for teachers, utilizing SchoolMint Grow, a classroom observation tool, to deliver regular and ongoing feedback to educators. Substitute teachers will be employed to allow teachers to participate in peer observations and coaching cycles while maintaining continuity of instruction across all disciplines.
- **Standards-Based Instruction Training**: Teachers will receive training and coaching from the Standards Institute to improve instruction of the content standards. This specialized training will enhance educators' understanding and implementation of state standards, ensuring alignment between curriculum, instruction, and assessment practices.
- **Diversity, Equity & Inclusion Training**: WAHS will expand Diversity, Equity, and Inclusion (DEI) training for all staff levels to ensure that all staff, students, and families are meaningfully included in schoolwide decision-making processes. This comprehensive training will build cultural competency and promote inclusive practices throughout the school community.
- **External Professional Development Opportunities**: WAHS will support teachers and the leadership team with conference attendance that includes but is not limited to College & Career Readiness, Instructional Technology, Teaching & Learning, and DEI. These external learning opportunities will bring current research and best practices to the Charter School while providing networking and collaboration opportunities with education professionals.
- **Support Staff Development**: WAHS will continue providing quarterly professional development specifically designed for support staff and paraprofessionals, tailored to their unique roles and responsibilities within the educational program. This targeted training ensures all team members have the skills and knowledge necessary to effectively support student learning
- **Teacher Support and Retention**: To support teacher effectiveness, credential clearance, and teacher retention, WAHS will reimburse teacher induction expenses. This financial support helps new teachers successfully complete their credentialing requirements while demonstrating the Charter School's investment in their professional growth and long-term commitment.

  Curriculum and Technology Systems: For the 2025-2026 school year, all classrooms will continue to have access to Externally Validated Curriculum, ensuring evidence-based instructional materials across all subject areas. The Charter School's learning management system (LMS) will continue to be Canvas, providing consistent technology integration and digital learning platforms for both educators and students.

3. Core curricular program needs:

- **Annual Material Procurement**: Purchases are made annually to ensure sufficient supply of instructional materials including consumables, textbooks, and supplementary resources. This systematic approach to procurement ensures that all classrooms maintain adequate materials throughout the academic year without interruption to learning.
- **Subject-Specific Curriculum Adoptions**: WAHS anticipates purchasing and implementing the following evidence-based curriculum programs across core academic disciplines:
  - **English Language Arts** materials will include Odell Readers and Trade Books to support comprehensive literacy development, critical thinking skills, and exposure to diverse literary texts that engage students in meaningful reading and writing experiences.
  - **History** instruction will utilize the DBQ Project curriculum, which emphasizes document-based questioning and analytical thinking skills essential for historical inquiry and critical analysis of primary and secondary sources.
  - **Spanish** language instruction will be supported through Senderos, Galería, and Temas curriculum materials, providing comprehensive language learning resources that develop proficiency across speaking, listening, reading, and writing skills.

- **Science** education will implement the OpenSciEd curriculum, which provides phenomenon-based learning experiences aligned withNext Generation Science Standards and promotes inquiry-driven thinking and experimentation.
- **Mathematics** instruction will utilize the Illustrative Mathematics curriculum, which emphasizes conceptual understanding, problem-solving strategies, and mathematical reasoning aligned with state mathematics standards across all grade levels.

4. Closing the Digital Divide:

- **Digital Learning Platform Access:** Students will have consistent access to essential digital platforms and tools necessary for academic success, including online textbooks, educational software, assessment platforms, and learning management systems. This comprehensive digital access supports both in-person and remote learning environments.
- **Virtual Communication and Collaboration** Zoom will be utilized for virtual meetings, enabling flexible communication between students, teachers, families, and administrators. This platform supports various educational activities including virtual tutoring sessions, parent conferences, professional development meetings, and emergency learning situations.
- **Technology Support and Maintenance** WAHS will provide ongoing technical support and device maintenance to ensure continuous functionality of student devices and digital learning platforms. This includes troubleshooting assistance, device repairs, and replacement programs to minimize disruptions to student learning.
- **Digital Literacy Development** Students will receive instruction and support in developing digital literacy skills necessary for academic success and future career readiness. This includes training on proper device usage, digital citizenship, online safety, and effective use of educational technology tools and platforms.

Expected Annual Measurable Outcomes

Outcome #1: 90% of teachers - properly credentialed and appropriately assigned.
Metric/Method for Measuring: Percentage of teachers at WAHS who are appropriately assigned and credentialed in the HR Information System

APPLICABLE STUDENT GROUPS	Baseline	2026 - 2027	2027 - 2028	2028 - 2029	2029 - 2030	2030 - 2031
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learner Students	NA	NA	NA	NA	NA	NA
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	NA	NA	NA	NA	NA	NA
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	NA	NA	NA	NA	NA	NA
African American Students	*	*	*	*	*	*
American Indian / Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	NA	NA	NA	NA	NA	NA
Native Hawaiian / Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #2: % students, including numerically significant subgroups, will have access to standards-aligned materials
Metric/Method for Measuring: Percentage of students who will have sufficient access to standards-aligned instructional materials

APPLICABLE STUDENT GROUPS	Baseline	2026 - 2027	2027 - 2028	2028 - 2029	2029 - 2030	2030 - 2031

All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learner Students	100%	100%	100%	100%	100%	100%
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	100%	100%	100%	100%	100%	100%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	100%	100%	100%	100%	100%	100%
African American Students	*	*	*	*	*	*
American Indian / Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	100%	100%	100%	100%	100%	100%
Native Hawaiian / Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #3: Full Implementations of State Standards for all students & enable ELs access
Metric/Method for Measuring: Rating of 4 or 5 on Priority 2 Self Reflection Tool - Local Indicator (CA School Dashboard) in all 10 areas (ELA, ELD, Math, SS, Sci, CTE, Health, PE, VAPA, WL)

APPLICABLE STUDENT GROUPS	**Baseline**	**2026 - 2027**	**2027 - 2028**	**2028 - 2029**	**2029 - 2030**	**2030 - 2031**
All Students (Schoolwide)	90%	100%	100%	100%	100%	100%
English Learner Students	NA	NA	NA	NA	NA	NA
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	NA	NA	NA	NA	NA	NA
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	NA	NA	NA	NA	NA	NA
African American Students	*	*	*	*	*	*
American Indian / Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	NA	NA	NA	NA	NA	NA
Native Hawaiian / Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

GOAL #3

Engage parents as partners to promote a positive school culture that fosters connectivity, acknowledges diversity, and enhances engagement and participation among students and parents.	**Related State Priorities:** ☑ 1 ☐ 4 ☐ 7 ☐ 2 ☐ 5 ☐ 8 ☑ 3 ☑ 6 **Local Priorities:** ☐: ☐:

Specific Annual Actions to Achieve Goal

1. Promoting positive school climate, student engagement & safe learning environment:

- **Athletic Programs and Competition** WAHS will provide students with extensive CIF Sports opportunities including Boys/Girls Volleyball, Boys/Girls Soccer, Boys/Girls Basketball, Boys/Girls Swimming, Boys/Girls Cross Country, Softball, Girls Flag Football, E-Sports, and Competitive Cheer. An Athletics Director will coordinate all sports programs to ensure quality coaching, proper scheduling, and student athlete support across all competitive levels.
- **Student Leadership and Engagement Activities** The Charter School will support Student Leadership through Associated Student Body (ASB) programs that provide students with opportunities to develop leadership skills and contribute to school governance. Monthly Grade Level Town Hall Meetings will create structured opportunities for student voice and input on school policies and programming.
- **Extended Learning and Enrichment Opportunities** WAHS will provide field trips as extended learning opportunities that connect classroom instruction to real-world experiences and career exploration. The Charter School will host various clubs and organizations including Student Body Activities Committee (SBAC), Music, College, Spirit Club, and Yearbook Club, providing diverse avenues for student interest and talent development.
- **Positive Behavioral Support Systems** WAHS will continue implementing Positive Behavioral Interventions and Supports (PBIS) practices, including incentives and student recognition celebrations that reinforce positive behaviors and academic achievement. Campus Aides trained in PBIS will provide security and supervision to ensure a positive and safe school climate throughout all areas of the campus.
- **Climate Assessment and Data Collection** WAHS will administer Panorama Social-Emotional Learning (SEL) surveys to students, staff, and parents to assess school connectedness, safety, satisfaction, and engagement levels. Results will be reported in the Charter School's Local Control and Accountability Plan (LCAP) and local indicators report and will be used in the annual development of the Charter School's LCAP to inform continuous improvement efforts.
- **Health and Medical Support** The Charter School will have nursing staff available to address student medical needs, providing immediate health care support that helps maintain student attendance and ensures prompt response to health emergencies and ongoing medical conditions.

2. Parent input in decision making:

- **English Learner Family Advisory Structure** The English Learner Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC),and English Learner Parent Advisory Committee (EL-PAC) will provide specialized input regarding programs and services for English Learner students. These committees ensure that families of English Learners have dedicated forums to influence decisions affecting their children's educational experience and language development support. The ELAC will focus on the specific needs of ELs at the Charter School while the DELAC will work to address the broader needs at the network level, ensuring a consistent approach to supporting ELs across all schools.
- **General Parent Advisory Committee** The Parent Advisory Committee (PAC) will serve as the primary venue for broader parent input in school decision-making, in alignment with Education Code 52062(a)(1). This committee provides opportunities for all families to participate in discussions about school policies, programs, budget priorities, and strategic planning initiatives that impact the entire school community.
- **Regular Parent Engagement Meetings** Parent meetings will be held regularly to provide additional opportunities for family input and communication beyond formal committee structures. These meetings will address various topics including academic programs, school policies, student achievement data, and community concerns.
- **Language Access and Inclusion** Interpreter services will be available for all committee meetings and parent engagement activities to ensure that language barriers do not prevent any family from participating in school decision-making processes.

This commitment to linguistic accessibility demonstrates the Charter School's dedication to inclusive family engagement and equitable participation opportunities.

3. Opportunities provided to support parent engagement & participation :

- **Communication Systems and Platforms** To keep families informed about school events and promote parent engagement and participation, the Charter School's website will be regularly updated and will include social media integration for broader communication reach. WAHS will communicate with families using various platforms including ParentSquare, ensuring that information is accessible through multiple channels and meets diverse family communication preferences.
- **School-Wide Events and Activities** WAHS will continue hosting school-wide events including dedicated "Parent Only" nights that provide focused opportunities for adult family members to engage with school staff, learn about educational programs, and connect with other parents in the school community.
- **Parent Engagement Coordination and Workshops** WAHS will add a Parent Engagement Coordinator who will serve as the primary liaison for family communication and facilitate parent workshops in collaboration with the Charter School's leadership team. These workshops will address topics that support the educational program and respond to family requests ,including Financial Aid and FAFSA completion, the college application process, behavior management strategies, social-emotional topics such as suicide awareness, cyber-safety issues, accessibility resources, and other relevant topics as identified by families and school leadership.

  Language Access and Cultural Responsiveness Materials issued to families will be translated into appropriate languages to ensure accessibility for all community members. Interpreter services will be available for meetings and upon request to eliminate language barriers and promote equitable participation in all school activities and decision-making processes.

4. Maintaining safe & clean school facilities:

- **Health and Safety Compliance** WAHS will adhere to all state and local county health department guidelines to ensure that facility operations meet or exceed regulatory requirements for educational environments. This includes compliance with health codes, safety regulations, and emergency preparedness standards that protect the welfare of all students, staff, and visitors to the campus.
- **Facility Inspection and Assessment** The Facility Inspection Tool (FIT) report will be completed annually to systematically evaluate the condition and safety of all school facilities. This comprehensive assessment covers areas including structural systems, exterior surfaces, electrical systems, heating and ventilation, interior surfaces, and cleanliness standards to identify any issues requiring attention.
- **Maintenance and Repair Response** When findings are identified through the FIT assessment or other facility evaluations, appropriate repairs and maintenance will be completed in a timely manner to address safety concerns and maintain optimal learning conditions. This proactive approach ensures that facility issues are resolved before they impact the educational environment.
- **Transparency and Reporting** FIT report findings will be reported annually in multiple public documents including the School Accountability Report Card (SARC), Local Indicators Report, and LCAP. This transparent reporting ensures that the school community and stakeholders have access to current information about facility conditions and maintenance priorities.

Outcome #1: Wallis Annenberg High will maintain an "Exemplary" rating on the annual Facility Inspection Tool (FIT) Report, ensuring that the Charter School provides a safe, clean, and functional learning environment for all students.

Metric/Method for Measuring: Facility Inspection Tool Report, as submitted annually to the California Department of Education.

APPLICABLE STUDENT GROUPS	Baseline Spring 2025	2026 - 2027	2027 - 2028	2028 - 2029	2029 - 2030	2030 - 2031
All Students (Schoolwide)	Exemplary	Exemplary	Exemplary	Exemplary	Exemplary	Exemplary
English Learner Students	N/A	N/A	N/A	N/A	N/A	N/A
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	*	*	*	*	*	*

American Indian / Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian / Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #2: Parent input in decision making for UP & SWD
Metric/Method for Measuring: Score - CDE Priority 3 Self-Reflection Tool (Questions 9-12)[22]

APPLICABLE STUDENT GROUPS	Baseline (Spring 2025)	2026 - 2027	2027 - 2028	2028 - 2029	2029 - 2030	2030 - 2031
All Students (Schoolwide)	9. 3 10. 3 11. 3 12. 3	9. 3 10. 3 11. 3 12.3	9. 4 10. 4 11. 4 12. 4	9. 4 10. 4 11. 4 12. 4	9. 5 10. 5 11. 5 12. 5	9. 5 10. 5 11. 5 12. 5
English Learner Students	N/A	N/A	N/A	N/A	N/A	N/A
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	*	*	*	*	*	*
American Indian / Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian / Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #3: Parent participation in programs for UP & SWD
Metric/Method for Measuring: CDE Priority 3 Self-Reflection Tool (Questions 1-4)

APPLICABLE STUDENT GROUPS	Baseline (Spring 2025)	2026 - 2027	2027 - 2028	2028 - 2029	2029 - 2030	2030 - 2031
All Students (Schoolwide)	1. 3 2. 3 3. 3 4. 4	1. 3 2. 3 3. 3 4. 4	1. 4 2. 4 3. 4 4. 4	1. 4 2. 4 3. 4 4. 4	1. 5 2. 5 3. 5 4. 5	1. 5 2. 5 3. 5 4. 5
English Learner Students	N/A	N/A	N/A	N/A	N/A	N/A
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A

[22] Rating Scale: 1-Exploration & Research Phase; 2 - Beginning / Development; 3 - Initial Implementation; 4 - Full Implementation; 5 - Full Implementation & Sustainability

Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #4: Wallis Annenberg High will strive to maintain or exceed an 80% **student satisfaction** rating in the domains of Sense of Safety and School Connectedness as measured by annual school climate surveys.
Metric/Method for Measuring: Student responses on school climate surveys

APPLICABLE STUDENT GROUPS	Baseline Spring 2025	2026 - 2027	2027 - 2028	2028 - 2029	2029 - 2030	2030 - 2031
All Students (Schoolwide)	63% School Safety 32% School Connectedness	65% School Safety 35% School Connectedness	67% School Safety 40% School Connectedness	70% School Safety 45% School Connectedness	75% School Safety 50% School Connectedness	80% School Safety 55% School Connectedness
English Learner Students	N/A	N/A	N/A	N/A	N/A	N/A
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	*	*	*	*	*	*
American Indian / Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian / Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #5: Wallis Annenberg High will strive to maintain or exceed an 80% **parent satisfaction** rating in the domains of Sense of Safety and School Connectedness as measured by annual school climate surveys.
Metric/Method for Measuring: Parent responses on school climate surveys

APPLICABLE STUDENT GROUPS	Baseline Spring 2025	2026 - 2027	2027 - 2028	2028 - 2029	2029 - 2030	2030 - 2031
All Students (Schoolwide)	58% School Safety 65% School	60% School Safety 67% School	65% School Safety 70% School	70% School Safety 73% School	75% School Safety 76% School	80% School Safety 80% School

	Connectedness	Connectedness	Connectedness	Connectedness	Connectedness	Connectedness
English Learner Students	N/A	N/A	N/A	N/A	N/A	N/A
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	*	*	*	*	*	*
American Indian / Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian / Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #6: Wallis Annenberg High will strive to maintain or exceed an 80% **staff satisfaction** rating in the domains of Sense of Safety and School Connectedness as measured by annual school climate surveys.
Metric/Method for Measuring: Staff responses on school climate surveys

APPLICABLE STUDENT GROUPS	**Baseline**	**2026 - 2027**	**2027 - 2028**	**2028 - 2029**	**2029 - 2030**	**2030 - 2031**
Schoolwide	22% School Safety 48% School Connectedness	25% School Safety 50% School Connectedness	30% School Safety 55% School Connectedness	35% School Safety 60% School Connectedness	40% School Safety 65% School Connectedness	50% School Safety 70% School Connectedness
English Learner Students	N/A	N/A	N/A	N/A	N/A	N/A
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	*	*	*	*	*	*
American Indian / Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian / Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

INSTRUCTIONAL DESIGN

Educational Program's Overall Curricular and Instructional Design: Key Educational Theories and Research

WAHS is committed to academic excellence, equity, and continuous improvement. While firmly grounded in the State Standards, WAHS's curriculum is intentionally designed to be dynamic and responsive to student needs.

Teachers are empowered to innovate within a standards-aligned framework—adapting materials, assessments, and strategies based on real-time student data, feedback, and collaboration. This flexibility is balanced by strong instructional leadership and a shared commitment to rigor, equity, and college readiness.

The educational program is informed by a wide body of current educational theory and research. WAHS draws on constructivist theories that promote active learning and meaning-making (Piaget, Vygotsky), as well as contemporary research on culturally responsive pedagogy (Ladson-Billings), cognitive load theory (Sweller), and high-leverage instructional practices (Hattie, Hammond). This research base affirms that students benefit most from rigorous, identity-affirming learning environments that prioritize engagement, feedback, and scaffolding.

To that end, WAHS structures its educational program to support both consistency and creativity. Weekly instructional planning time and a distributed leadership model allow department teams to collaboratively internalize lessons, review student work, and respond to data. Instructional leaders, including the principal, assistant principals, instructional coaches, and department leads, support teachers in refining lessons and driving continuous improvement.

The master schedule reflects the Charter School's instructional vision:

- Double-blocked math classes in grades 9 and 10 allow for deeper conceptual understanding and built-in intervention time.
- English learners receive both Designated and Integrated ELD in accordance with the CA ELD Standards.
- Students with IEPs are served through inclusive models such as co-teaching, push-in and pull-out services, and designated support periods.
- A robust Advisory system fosters college-going culture, socio-emotional learning, and personal goal-setting.
- Intervention blocks and after-school tutoring ensure that all students receive timely support tailored to their learning needs.

This layered structure—backed by strong instructional leadership and collaborative adult learning—ensures that WAHS's curriculum is implemented with fidelity while remaining responsive to the real-time needs of students.

Innovative Components of the Educational Program

Core innovations at WAHS include double-blocked math for deeper conceptual understanding, a multi-pathway Spanish program that leads to AP coursework, and project-based learning embedded in Virtual Enterprise and Career Technical Education pathways.

WAHS's Spanish program is designed with multiple entry points and outcomes, allowing students to accelerate toward AP Spanish and earn the Seal of Biliteracy.

The Virtual Enterprise and CTE pathways integrate interdisciplinary, project-based learning where students design, manage, and present real-world ventures, strengthening entrepreneurial skills and postsecondary readiness.

Across departments, teachers regularly revise and co-design units to reflect student identity, cultural relevance, and real-world application. This embedded innovation cycle positions students as co-creators in their learning and reflects WAHS's belief in education as a liberatory force.

Additional innovative components include:

- Student exhibition and performance assessments, including capstone presentations and cross-disciplinary projects.
- A teacher-led instructional improvement model in which educators are trained to lead internalization meetings, facilitate peer learning labs, and coach new teachers.
- A "feedback-rich" culture, where informal observations, student voice, and walkthrough data are continuously used to refine practice.

This cycle of design, reflection, and iteration—anchored in student outcomes—ensures WAHS remains focused on preparing students to meet the demands of postsecondary life, not just by meeting standards, but by creating learning experiences that are meaningful, engaging, and liberatory.

WAHS also partners with Gradient Learning to integrate personalized, student-centered practices into the academic model. This partnership brings a focus on mentoring, goal-setting, and self-direction—key pillars of deeper learning research. Through regular one-on-one mentoring, students set academic and personal goals, reflect on their progress, and build meaningful relationships with adults on campus. The platform supports personalized learning by allowing students to move through content at their own pace, while also participating in rich, collaborative projects guided by teachers. These practices promote student ownership, metacognition, and long-term college readiness—aligned with research from the Learning Policy Institute and the Aurora Institute on the effectiveness of personalized, mastery-based approaches.

Key Features of the Educational Program

The educational program at WAHS was developed to graduate students who are prepared to succeed at the university or college of their choice; who will enter the workplace as informed and productive employees, entrepreneurs, and community leaders; and who will conduct themselves as responsible citizens.

To provide these opportunities for students, the overall curricular and instructional design is based on and adheres to the State Standards. In August of 2010, the Common Core State Standards for English Language Arts and Mathematics were adopted by the State Board of Education (SBE) to provide clear and consistent expectations of what students are to learn from K-12. Then in 2013, the SBE approved the Next Generation Science Standards to do the same for science.

Just as importantly, the curriculum of WAHS will provide students opportunities to learn the fundamental truths of life and the foundational requirements to be an educated person. To learn effectively and retain information, children need to have meaningful learning experiences, which engage their curiosity and imagination. To serve that need, the curriculum is used as a vehicle to support students in their mastery of the State Standards.

All students graduating from WAHS also have the opportunity to complete what we call the "Accelerated Diploma." These requirements are beyond what University of California A-G subject requirements. The educational program at WAHS is designed to support students in obtaining the "Accelerated Diploma" requirements.

This diploma includes additional coursework in advanced electives, community service, postsecondary planning, and student-led exhibitions. Students are supported through an integrated system of college counseling, mentorship, and summer bridge programs to ensure access to this advanced pathway.

Additional features of the educational program include:

- A focus on college readiness for all students, with SAT prep, financial aid workshops, and dedicated time for college applications and advising.
- Equity-focused data practices that ensure subgroup performance (including English Learners, students with disabilities, and foster youth) is monitored and addressed through responsive planning.
- Teacher development systems grounded in growth-oriented coaching, calibrated observations, and clear instructional priorities.

WAHS's educational program is structured to do more than ensure compliance with standards; it is designed to nurture curiosity, elevate student voice, and equip every graduate with the skills, knowledge, and confidence to thrive.

Curriculum and Instruction

The WAHS instructional program is grounded in the California Common Core State

Standards (CCSS), Next Generation Science Standards (NGSS), California English Language Development (ELD) Standards, the California History–Social Science Framework, and the remaining State Content Standards (collectively referred to herein as, the "State Standards"). Our mission is to deliver a rigorous, developmentally appropriate education that is engaging, culturally relevant, and equitable. The curriculum is designed to build critical thinking, curiosity, collaboration, and communication across all content areas.

WAHS students learn how to learn. Instruction is rooted in real-world relevance, interdisciplinary connections, and purposeful practice. Students explore core concepts through collaborative tasks, literacy-rich experiences, and inquiry-driven projects. We believe that a well-rounded education includes academic rigor alongside social-emotional and cultural learning, preparing students to succeed in both college and life.

Curricular and Instructional Materials

Courses at WAHS utilize following curricular and instructional materials:

Curricular and Instructional Materials			
Subject	**Grade(s)**	**Title**	**Publisher**
ELA grades 9-12	9-12	Odell High School Literacy Program	Odell Education
AP English Language & Composition	11-12	"They Not Like Us" by Kendrick Lamar, Youtube videos from Nerdwriter1, Malala Yousefszai's Speech to the UN Youth Assembly, "The Gettysburg Address" by Abraham Lincoln, "Save the Redwoods" by John Muir, "Leave Your Name at the Border" by Manuel Munoz, "Rhetoric" by Aristotle, "I Cheated All Throughout High School" by Jessica Lahey, "What do AI Chatbots Really Mean for Students and Cheating" by Carrie Spector, "1933 Leaders First Speech," Franklin Delano Roosevelt, "TED Talk: How to Use a Paper Towel" by Joe Smith, "The Declaration of Independence" by Thomas Jefferson, "The Declaration of Sentiments and Resolutions" by Elizabeth Cady Stanton, "How Free is Free Speech" texts, "Should Neo-Nazis Be Allowed Free Speech?" by Thae Rosenbaum, "Free Speech Isn't Always Valuable. That's Not the Point" by Lata Nott, "The Case for Restricting Hate Speech" by Laura Beth Nielsen, "Free Speech (cartoon)" by Signe Wilkinson, "The U.N. Hates Hate Speech More than It Loves Free Speech" by Jacob Mchangama, "Silent Spring" by Rachel Carson, "Nobel Prize Lecture" by Wangari Maathai, "On Care for Our Common Home" by Pope Francis, "What I Know About the Ocean" by Ayana Elizabeth Johnson, "Between the World and Me" by Ta-Nehisi Coates, "On the Duty of Civil Disobedience" by Henry David Thoreau, "What to the Slave, Is the Fourth of July" by Frederick Douglass, "A Whisper of AIDS" by Mary Fisher, "A Presumption of Guilt" by Bryan Stevenson, "Hellhole" by Atul Gawande, Various texts from "The Second Amendment", "Who Deserves to be Forgiven?" by Joseph Margulies, "Ain't I a Woman?" by Sojourner Truth, "The Plural Individual" by Vivek Ramaswamy, "Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of	Various

		Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics" by Kimberle Crenshaw, "The Look" by Jean Paul Sartre, "The Lived Experience of the Black Man" by Frantz Fanon, "Just Walk on By: Black Men and Public" by Brent Staples, "The Data Are Clear: The Boys Are Not All Right" by Andrew Yang, Visual Texts, "The Myth of Male Decline" by Stephanie Coontz, "The Perils of Being Manly" by Roberto A. Ferdman, "DO We Need to Redefine Masculinity – or Get Rid of It?" by Collier Meyerson, "Grown Men are the Solution, Not the Problem" by David French, "A Modest Proposal" by Jonathan Swift, "The Gospel Wealth" by Andrew Carnegie, "Dollars on the Margins" by Matthew Desmond, "Tipping is a Legacy of Slavery" by Michelle Alexander, Texts from "Paying for College", "Nobel Lecture" by Toni Morrison, "On Self Respect" by Joan Didion, "In Search of Our Mother's Garden" by Alice Walker, "On the Internet, We're Always Famous" by Chris Hayes, "Bo Burnham's Age of Anxiety" by Michale Schulman, Texts on "Cultural Appreciation vs. Cultural Appropriation"	
AP English Literature & Composition	12	Frankenstein by Mary Shelley Selected short stories + Fences by August Wilson	Various
ELD	9-12	Language!Live	Voyager Sopris Learning
		USA Learns (newcomers)	Sacramento County Office of Education
Math	9-12	Illustrative Mathematics (IM)	IM v360
AP Pre-Calculus	11-12	Stecher, Sarah. Math Medic AP Precalculus.	Math Medic.
AP Calculus	11-12	Calculus 12th Edition	W. H. Freeman & Co.
AP Statistics	11-12	Wilcox, Luke, and Lindsey Gallas. Math Medic AP Statistics.	Math Medic.
Social Sciences - World History (10) - United States History (11) - Government [Principles of Democracy] (12) - Economics (12)	10-12	American History DBQs American History Mini-Qs World History DBQs World History Mini-Qs Civics Mini-Qs Economics Mini-Qs	The DBQ Project
- Ethnic Studies (9)	9	Introduction to Ethnic Studies	UC Scout
AP World History	10	World Civilizations: The Global Experience, Revised AP edition. 8th edition.	Pearson
AP United States History	11		
AP Government and Politics	12	Government In America: People, Politics, & Policy 2020 Presidential Election Edition 18th Edition	savvas

Ethnic Studies	9	Introduction to Ethnic Studies	UC Scout
Physics	9	Physics	OpenSciEd
Biology	10	Biology	OpenSciEd
Chemistry	11	Chemistry	OpenSciEd
AP Biology	12		
Music	9-12	Teacher Created	
Health	9	Health	Glencoe
Spanish	9-12	Senderos	Vista
Native Spanish	9-12	Galería de lengua y cultura	Vista
AP Spanish Language	9-12	Temas	Vista
AP Spanish Literature	10-12	Abriendo Puertas	Holt Mcdougal
Creative Writing	9-12	Teacher Created	
Virtual Enterprise	12	Teacher Created	
Arts, Media & Entertainment Design	9-12	Teacher Created	
Digital Media Production 2 / 3	10-12	Teacher Created	
Graphic Design (Int & Adv)	10-12	Teacher Created	

Integral Features and Components of the Educational Program by Subject Area

ENGLISH LANGUAGE ARTS (CORE)

Course / Grade Level	Core Class		College Preparatory Class		Honors	Advanced Placement
	Yes	No	Yes	No	Y/N	Y/N
English 9	✅		✅		**N**	**N**
English 10	✅		✅		**N**	**N**
English 10 Honors	✅		✅		**Y**	**N**
English 11	✅		✅		**N**	**N**
AP Language		✅	✅		**N**	**Y**
English 12	✅		✅		**N**	**N**
AP Literature		✅	✅		**N**	**Y**

Wallis Annenberg High's ELA program is fully aligned with CCSS for reading, writing, speaking and listening, and language. The program ensures students develop strong

analytical and communication skills across a range of literary and information texts, preparing them for college, career, and civic life.

All students in grades 9-12 are enrolled in a core ELA course each year. The primary curriculum used is the Odell High School Literacy Program, which offers a vertically aligned sequence of units designed to develop students' ability to read closely, write effectively, engage in academic discourse, and build knowledge across content areas. Each unit is organized around a central text set and a culminating performance task that requires students to synthesize evidence, apply key literacy skills, and reflect on themes or essential questions. Unites include Developing and Building Literacy modules and are grounded in complex, grade-level texts representing diverse voices and genres.

Instruction incorporates a structured approach to writing (argumentative, narrative, and explanatory), supported by graphic organizers, vocabulary development tools, and Odell's Literacy Toolbox–a suite of supports for reading, writing, speaking/listening, and vocabulary. Teachers regularly use formative assessments, including section Diagnostics and self-assessments, to monitor progress and adapt instructions.

In addition to core courses, WAHS offers the following ELA electives:

- **Creative writing**: A full year, UC a-g approved (Area G) course designed in-house. This course encourages students to explore voice, audience, and purpose through poetry, narrative, and multi-genre writing, culminating in a personal and anthology or publication project.
- **AP English Language and Composition** and **AP English Literature and Composition**: These College Board-aligned courses prepare students for the respective AP exams through close reading, rhetorical analysis, and evidence-based writing.

Instructional strategies across all ELA courses include differentiated scaffolds for English Learners and Students with Disabilities, guided reading protocols, collaborative discussions, and regular integration of writing and revision cycles. Student progress is assessed through performance-based tasks, writing portfolios, and standardized Benchmark assessments. Collectively the ELA program is designed to ensure all students graduate with the literacy skills required for success in college and beyond.

ENGLISH LANGUAGE DEVELOPMENT

Course / Grade Level	Core Class		College Preparatory Class		Honors	Advanced Placement
	Yes	No	Yes	No	Y/N	Y/N
ELD 1		✅		✅	N	N
ELD 2		✅		✅	N	N
ELA 3		✅		✅	N	N

The English Language Development program at Wallace Annenberg High School is designed to ensure that all ELs develop the academic language proficiency necessary to access grade-level content, graduate college-ready, and thrive in multilingual, multicultural settings. The program is aligned to the California English Language Development Standards which work in tandem with CCSS.

WAHS serves a diverse population of English Learners, including Newcomers and Long-Term English Learners. All EL students are placed into one of three leveled ELD courses based on their ELPAC proficiency levels, academic performance, and teacher recommendations. This structured placement ensures that instruction is appropriately scaffolded to meet students' linguistic and developmental needs.

The Charter School utilizes LanguageLive, a comprehensive blended-learning curriculum focused on developing foundational reading, academic vocabulary, and written expression through both online and direct instructions. For students identified as newcomers or in need of foundational literacy support, USA learns is used as a supplemental tool to support oral language development, grammar, and real world English DC in a culturally relevant context.

Instructional strategies across all ELD courses emphasized explicit language instruction, sentence unpacking, structured academic discourse, and opportunities for extended writing and oral rehearsal. Teachers integrate the four language domains (listening, speaking, reading, and writing) and regularly draw connections between language instruction and the literacy demands of content area courses.

Support for English Learners extends beyond designated ELD classes. WAHS provides bilingual academic tutors who offer push-in support across content areas, especially in ELA, history, and science. In addition, the Charter School's ELD Coach collaborates regularly with general education teachers to plan lessons and model strategies that support integrated ELD and language scaffolds within core instruction

Progress monitoring is conducted through regular formative assessments, LanguageLive diagnostics, course-based writing samples, and internal ELPAC-style tasks. WAHS closely tracks students' growth towards reclassification and uses ELPAC data to inform instruction, placement, and reclassification decisions.

The goal of the ELD program at WAHS is to equip every English Learner with the academic language proficiency and confidence necessary to succeed across all disciplines, reclassify in a timely manner, and graduate prepared for post-secondary success.

MATHEMATICS (CORE)

Course / Grade Level	Core Class		College Preparatory Class		Honors	Advanced Placement
	Yes	No	Yes	No	Y/N	Y/N

Algebra 1 (Double Block)	✅		✅		**N**	**N**
Geometry (Double Block)	✅		✅		**N**	**N**
Algebra 2 (Double Block)	✅		✅		**N**	**N**
Statistics		✅	✅		**N**	**N**
AP Pre-Calculus		✅	✅		**N**	**Y**
AP Statistics		✅	✅		**N**	**Y**
AP Calculus AB		✅	✅		**N**	**Y**

The mathematics program at WAHS is fully aligned to CCSS for Mathematics and designed to ensure all students build deep conceptual understanding, procedural fluency, and the ability to apply mathematical thinking to real-word problems. The program is anchored in equity and access, with a focus on closing opportunity gaps and preparing all students for college-level mathematics.

WAHS offers two structured math pathways: a Traditional Pathway and an Accelerated Pathway. Placement into either track is determined by a combination of 8th grade academic performance, NWEA MAP scores, CAASPP SBAC Math results (where available), and teacher recommendation.

- Traditional Pathway - Students typically begin with Algebra 1 in 9th grade and progress through Geometry and Algebra 2 in grades 10 and 11, respectively. Some elect to complete their math sequence with AP Pre-Calculus, AP Statistics, or Statistics.
- Accelerated Pathway - Students who meet eligibility criteria begin high school in Geometry (grade 9) after completing Algebra 1 in 8th grade with a Math Summer Bridge course with WAHS, or completing an Algebra 1 course for some other accredited institution. They proceed to Algebra 2 in grade 10, followed by AP Pre-Calculus or AP Statistics in grade 11. Grade 12 would culminate with AP Calculus or AP Statistics.

Beginning in the 2025-26 school year, WAHS will be implementing a comprehensive redesign of its math program that includes double-blocked instruction for Algebra 1, Geometry, and Algebra 2, doubling weekly instructional time. This shift allows for slower pacing, deeper inquiry, and increased opportunities for guided practice, formative assessment, and small-group support.

WAHS uses the Illustrative Mathematics (IM) curriculum (IM v360), a high-quality, standards-aligned program recognized for its coherence and rigor. IM emphasizes the Standards for Mathematical Practice, problem-based learning, and collaborative discourse. Lessons are

delivered through a mix of whole-class exploration, small-group tasks, and individual problem solving. Although primarily digital, the curriculum offers printable resources that teachers use to differentiate and extend learning.

Advanced courses–including AP Pre-Calculus, AP Calculus or AP Statistics–use teacher-curated materials aligned to the requirements for AP course, College Board guidelines.

Instructional practices include inquiry-based learning, math talks, collaborative group tasks, and the use of visual models. Teachers incorporate daily checks for understanding, performance-based assessments, and NWEA MAP data to inform planning. English Learners and Students with Disabilities receive additional support outlined in their Individualized Education Programs (IEPs).

The mathematics program at WAHS is designed to meet every learner where they are–offering both structured intervention and meaningful acceleration–so that all students graduate with the skills and confidence to pursue postsecondary pathways in STEM and beyond.

HISTORY–SOCIAL SCIENCE (CORE)

Course / Grade Level	Core Class		College Preparatory Class		Honors	Advanced Placement
	Yes	No	Yes	No	Y/N	Y/N
World History	✅		✅		**N**	**N**
AP World History		✅	✅		**N**	**Y**
US History	✅		✅		**N**	**N**
AP US History		✅	✅		**N**	**Y**
Government	✅		✅		**N**	**N**
AP Government		✅	✅		**N**	**Y**
Econ	✅		✅		**N**	**N**

The History-Social Science program at WAHS is aligned to the California History-Social Science Content Standards and the California History-Social Science Framework. The program is built around an inquiry-based model that emphasizes historical thinking skills, analysis of primary and secondary sources, argumentative writing, and student-centered discussions.

WAHS students complete a three-and-a-half year sequence of social science courses:

- Ethnic Studies (Grade 9, 1-semester)
- World History (Grade 10)

- United States History (Grade 11)
- Government (Principles of Democracy) and Economics (Grade 12)

Instruction across the courses in grades 10-12 are anchored in materials from "The DBQ Project," which support students in developing evidence-based writing skills through Document-Based Questions (DBQs). These materials are aligned with state standards and promote deep engagement with historical content through the analysis of multiple perspectives. In addition to DBQ units, teachers develop and implement their own supplementary lessons and performance tasks to extend learning and ensure alignment with the Charter School's literacy and equity goals.

WAHS offers a growing number of Advanced Placement (AP) social science courses, including:

- AP World History
- AP United States History
- AP Government and Politics

All AP courses follow College Board-approved syllabi and are designed to prepare students for the rigor of college-level coursework through intensive reading, academic writing, and seminar-style discourse.

In 9th grade, all students are enrolled in a semester-long Ethnic Studies course, utilizing UC Scout's "Introduction to Ethnic Studies." This course introduces students to themes of identity, agency, social justice, and the experiences of historically marginalized communities. It serves as a foundation for civic engagement and critical inquiry throughout high school.

WAHS teachers integrate disciplinary literacy across all courses using structured academic conversations, evidence-based writing routines, and historical reasoning prompts. Students engage in Socratic seminars, document analyses, peer reviews, and research projects aligned with grade-level standards.

Support for English Learners and Students with Disabilities are embedded throughout the program. Teachers use structured graphic organizers, sentence frames, text chunking strategies, and targeted vocabulary routine to support access to complex texts and tasks. Bilingual academic tutors provide additional push-in support during key reading and writing assignments.

Assessment practices include performance tasks, DBQ essays, source analysis, and writing benchmarks. These are used in conjunction with teacher-created rubrics and formative assessments to monitor student progress and inform instruction.

The History-Social Science program at WAHS equips students with the analytical tools, historical knowledge and civic awareness needed to thrive in college and contribute meaningfully to society.

SCIENCE (CORE)

Course / Grade Level	Core Class		College Preparatory Class		Honors	Advanced Placement
	Yes	No	Yes	No	Y/N	Y/N
Biology of the Living Earth	✅		✅		**N**	**N**
Chemistry	✅		✅		**N**	**N**
Physics	✅		✅		**N**	**N**
AP Biology		✅	✅		**N**	**Y**

The science program at WAHS is fully aligned to NGSS. The curriculum emphasizes phenomena-based learning, student-driven inquiry, and the integration of the three dimensions of NGSS: disciplinary core ideas, science and engineering practices, and crosscutting concepts.

WAHS follows a discipline-specific three-year science course sequence:

- Physics (Grade 9)
- Biology (Grade 10)
- Chemistry (Grade 11)

All three courses utilizes the OpenSciEd High School Curriculum, which was designed to meet the high school NGSS expectations for rigor, coherence, and accessibility. OpenSciEd lessons are organized into units that begin with anchoring phenomena–real-world scientific events that spark curiosity and drive student questioning. Throughout each unit, students investigate related phenomena, collect and analyze data, and build evidence-based models and explanations.

Instructional practices emphasize sense-making, collaborative investigations, and student-led discourse. Teachers guide students to construct explanations, engage in argument from evidence, and design solutions to problems. Labs and hands-on investigations are integral components of instruction, and units often culminate in applied performance tasks that demonstrate student understanding.

WAHS offers AP Biology for students seeking a college-level experience in life sciences. The course follows the College Board-approved curriculum and prepares students for the AP Biology exam through rigorous labs, in-depth reading, and academic writing aligned to NGSS practices.

Scaffolds for English Learners and Students with Disabilities are built into the OpenSciEd design and reinforced by WAHS teachers through vocabulary supports, graphic organizers, and multimodal instruction. Students engage with texts, visuals, simulations, and discussion protocols that allow for multiple entry points and ways of demonstrating

understanding.

Assessment practices include formative check-ins, CER (Claim-Evidence-Reasoning) writing, model building, lab reports, and unit-level performance assessments. Teachers use these results to adjust pacing, groupings, and re-teaching as needed.

WAHS's science program prepares students not only to meet state graduation and A-G requirements but to engage with the world scientifically—asking questions, analyzing evidence, and applying their understanding to real-world contexts and community-based challenges.

VISUAL AND PERFORMING ARTS (CORE)

Course / Grade Level	Core Class		College Preparatory Class		Honors	Advanced Placement
	Yes	No	Yes	No	Y/N	Y/N
Music 1	✅		✅		**N**	**N**
Music 2	✅		✅		**N**	**N**
Music 3	✅		✅		**N**	**N**

WAHS offers a standards-based Visual and Performing Arts program that enables students to build technical skill, creativity, and personal expression through sustained engagement in music and digital media. All VAPA courses are aligned to the California VAPA Standards and approved under UC A–G Area F, supporting both graduation and postsecondary readiness.

Students may enroll in a three-course sequence of Music, each designed to build upon students' performance, theory, and ensemble skills:

- Music 1 (A–G approved, Area F): Introduces students to foundational music theory, sight reading, rhythm, tone, and group performance skills. Students explore diverse musical genres and learn proper posture, technique, and basic musicianship.
- Music 2 (A–G approved, Area F): Intermediate course emphasizing musical interpretation, ensemble cohesion, and more complex theory and notation. Students take on leadership roles within their sections and perform increasingly advanced repertoire.
- Music 3 (A–G approved, Area F): Advanced course focused on performance excellence, musical nuance, and personal expression. Students compose original pieces, refine solo and group performance skills, and may lead rehearsals or mentor peers

All music courses promote cultural responsiveness through exploration of global musical styles and the significance of music in social movements and identity. Assessments include

live performance, music theory applications, peer and self-evaluation, and critical listening analysis.

Instruction is scaffolded for diverse learners using visual modeling, multilingual vocabulary tools, structured practice routines, and the support of peer-led ensembles. Students are assessed based on participation, growth in musicianship, and their ability to engage with and analyze music critically.

The VAPA program at WAHS fosters creative development, collaboration, and artistic discipline, while fulfilling UC/CSU eligibility and enriching the Charter School's cultural life.

HEALTH and PHYSICAL EDUCATION (NON-CORE)

Course / Grade Level	Core Class		College Preparatory Class		Honors	Advanced Placement
	Yes	No	Yes	No	Y/N	Y/N
Health	✅		✅		**N**	**N**
PE 9	✅			✅	**N**	**N**
PE 10	✅			✅	**N**	**N**
Athletics Conditioning		✅		✅	**N**	**N**

WAHS offers a comprehensive Health and Physical Education program aligned to the California Health Education Content Standards and the California Physical Education Model Content Standards. These courses are designed to promote physical literacy, lifelong wellness, and informed, health-conscious decision-making. The Health course is also approved under UC A–G Area G.

Health

WAHS students complete a one-semester Health course as a graduation requirement. The course uses Glencoe Health, a standards-aligned curriculum that explores key domains such as personal and community health, mental and emotional wellness, substance abuse prevention, nutrition, human development, and healthy relationships.

Instruction incorporates project-based learning, discussion protocols, role-play scenarios, and multimedia analysis to ensure relevance and engagement. Assessments include student health journals, unit projects, oral presentations, and reflective writing. The course prepares students with the tools and knowledge to navigate adolescent health decisions and maintain lifelong well-being.

Physical Education

Students at WAHS are required to complete PE 1 and PE 2 in 9th and 10th grade. These courses are not UC A–G approved but are aligned to state PE standards and support students' physical, social, and emotional development. Instruction is informed by Open Phys Ed, a curriculum that promotes inclusive, skill-based physical education with a focus on movement competence, teamwork, and self-management.

PE classes include units in strength training, agility circuits, team sports, dance, and functional fitness. Emphasis is placed on student goal setting, fitness tracking, and building habits of wellness that extend beyond high school.

Athletics Conditioning

In addition to core PE, WAHS offers Athletic Conditioning and team-specific Athletics courses for students in grades 9–12 who participate in California Interscholastic Federation ("CIF") sports or advanced physical training. This course is scheduled during the 7th or 8th period and provides structured training aligned with the Charter School's sports calendar and athletic development goals. Curriculum includes sport-specific skills, conditioning, injury prevention, nutrition, and leadership.

WAHS's Health and PE program supports the development of physically literate, health-conscious students who are equipped to lead active, balanced lives and—through Athletics—develop a sense of school identity, discipline, and teamwork.

WORLD LANGUAGES (CORE)

Course / Grade Level	Core Class		College Preparatory Class		Honors	Advanced Placement
	Yes	No	Yes	No	Y/N	Y/N
Spanish 1	✅		✅		**N**	**N**
Spanish 2	✅		✅		**N**	**N**
Native Spanish Spanish 1	✅		✅		**N**	**N**
Native Spanish Spanish 2	✅		✅		**N**	**N**
AP Spanish Language		✅	✅		**N**	**Y**
AP Spanish Literature		✅	✅		**N**	**Y**

WAHS offers a rigorous Spanish language program aligned to the California World Languages Standards and designed to support students in developing communicative proficiency, cultural competence, and college readiness. All courses are UC A–G approved under Area E. The program is designed to support all students—whether they are beginning language learners or heritage speakers—in developing linguistic proficiency, academic

literacy, and cultural competence. The overarching goal is to help each student reach the highest level of Spanish language mastery they can achieve.

WAHS provides multiple entry points and progression routes within its Spanish program, ensuring that students are placed appropriately and can accelerate when ready. Students may begin in:

- Spanish 1
- Spanish 2
- Native Spanish 1

Students in the non-native pathway (Spanish 1 or 2) may transition into higher-level native speaker courses if they demonstrate fluency and academic readiness. One common pathway is:

Spanish 1 → Spanish 2 → Native Spanish 2 → AP Spanish Language

Heritage or native speakers typically begin with:

Native Spanish 1 → Native Spanish 2 → AP Spanish Language → AP Spanish Literature

All students are supported in selecting a sequence that aligns with their abilities and goals, with the aim of reaching AP Spanish Literature if possible.

Instruction across all levels emphasizes authentic communication, academic language, and cultural awareness. Teachers use a range of scaffolds–such as sentence frames, vocabulary supports, peer interaction, and multimedia resources–to support English Learners, heritage speakers, and students new to academic Spanish.

Students are assessed through interpretive, interpersonal, and presentational tasks aligned to the World Language Standards. These include speaking demonstrations, analytical writing, reading comprehension, and multimedia presentations.

The Spanish (World Languages) program at WAHS equips students with biliteracy skills that enhance college and career readiness, affirm cultural identity, and prepare students for global citizenship.

ELECTIVES AND OTHER A–G COURSES

Course / Grade Level	Core Class		College Preparatory Class		Honors	Advanced Placement
	Yes	No	Yes	No	Y/N	Y/N
Creative Writing		✅	✅		**N**	**N**
Yearbook		✅	✅		**N**	**N**
Leadership / ASB		✅	✅		**N**	**N**

Virtual Enterprise		✅	✅		**N**	**N**
Arts, Media & Entertainment Design		✅	✅		**N**	**N**
Digital Media Production 2		✅	✅		**N**	**N**
Digital Media Production 3		✅	✅		**N**	**N**
Graphic Design, Intermediate		✅	✅		**N**	**N**
Graphic Design, Advance		✅	✅		**N**	**N**
Advisory		✅		✅	**N**	**N**

WAHS offers a diverse suite of electives that extend student learning beyond the core academic program. These courses support creative expression, leadership, entrepreneurial thinking, and career preparation. All offerings are aligned with California State Standards and meet UC a-g subject requirements.

Creative Writing (Non-Core, UC A-G Area G)

This full-year, teacher-designed course invites students into a vibrant community of writers. The course provides structured opportunities for students to explore their voice, identity, and power through multiple genres—including poetry, personal narrative, fiction, spoken word, and hybrid forms.

Students study professional mentor texts to analyze structure, craft, and purpose; engage in writing workshops and revision cycles; and build confidence through performance, peer feedback, and publication. Throughout the year, students reflect on the role of language in shaping culture, experience, and change.

The course culminates in a student-curated final project: an anthology that showcases growth, experimentation, and ownership of their writer's voice. Instruction is scaffolded for all learners, and the course is intentionally inclusive, affirming, and rooted in creative liberation.

Yearbook (Non-Core, UC A-G Area G)

Students in Yearbook engage in collaborative publishing, journalism, and digital design. They produce the annual school yearbook using tools like Adobe InDesign and Photoshop while learning layout, editorial writing, visual storytelling, and photography. The course fosters teamwork, time management, and media ethics.

Leadership (Non-Core, UC A-G Area G)

The Leadership course equips students with skills in school governance, community-building, project planning, and event coordination. Through real-time application, students develop public speaking, organizational skills, and cultural responsiveness. The curriculum

emphasizes civic responsibility, inclusivity, and student voice.

Virtual Enterprise A & B (Non-Core, UC A–G Areas A and G)

Virtual Enterprise is a yearlong, teacher-developed course sequence that combines civic education, economic theory, entrepreneurship, and ethical business practice. The course is split into two semester-long offerings—each with distinct content focus and UC A–G designation:

- Virtual Enterprise A (Non-Core, UC A–G Area A – History/Social Science):

  This semester-long course blends civic education with applied economic analysis through the lens of entrepreneurship and simulated business development. Students examine the structure and function of the U.S. government, the Constitution, the Bill of Rights, and civic responsibilities in a democratic society.

  Using project-based learning and real-world simulations, students explore how government regulation, taxation, and public policy shape economic activity. Topics include federalism, civil rights and liberties, and the legislative process. Assessments include policy analysis, argumentative writing, simulations, and structured debate.

- Virtual Enterprise B (Non-Core, UC A–G Area G – College Prep Elective):

  The second semester focuses on economic literacy, entrepreneurship, and ethical business strategy. Students engage in budgeting, marketing, financial analysis, and the operation of a student-run virtual business. Through case studies, collaborative projects, and software-based tools, students analyze labor markets, globalization, sustainability, and the social impact of business decisions.

  The course culminates in the launch of a virtual business and a final presentation of a comprehensive business plan and marketing strategy.

Together, Virtual Enterprise A and B provide students with interdisciplinary, real-world experiences that build civic awareness, financial literacy, and workplace readiness. The program reflects WAHS's commitment to authentic learning and postsecondary preparation across both civic and economic domains.

Career and Technical Education Pathways

WAHS offers two fully developed Career Technical Education pathways in the Arts, Media, and Entertainment (AME) industry sector. These pathways–Graphic Design and Digital Media Production–are aligned to the California CTE Model Curriculum Standards, integrate 21st-century technical and professional skills, and support postsecondary and career readiness. All pathway courses are UC A–G approved under Area F, with the exception of the shared foundational course, which serves as an introductory core class.

WAHS's CTE program is designed to reflect real-world industry practices and includes

project-based instruction, portfolio development, technical skill-building, and public exhibitions of student work. Each pathway offers a structured progression from foundational knowledge to advanced, student-led production.

Arts, Media & Entertainment Design (Non-Core, UC A–G Area F)

This foundational course introduces students to the principles of visual literacy, design thinking, typography, color theory, and layout. Students explore how media and design influence public perception and messaging. They also gain exposure to digital tools and industry practices that serve as a foundation for both AME pathways.

Digital Media Production 2 (Non-Core, UC A–G Area F)

Students develop technical proficiency in camera work, sound design, storyboarding, and video editing. They produce PSAs, short films, podcasts, and motion graphics while learning about narrative structure, production workflows, and ethics in media creation.

Digital Media Production 3 (Non-Core, UC A–G Area F)

In this advanced course, students assume leadership roles in the production process and develop capstone media projects for authentic audiences. They refine post-production techniques, build digital portfolios, and engage in exhibition planning and critique. Emphasis is placed on specialization, collaboration, and readiness for creative industry careers or college programs.

Graphic Design, Intermediate (Non-Core, UC A–G Area F)

Students expand their creative and technical skills by producing original work in branding, digital illustration, and visual storytelling. They work with industry-standard software (e.g., Adobe Illustrator, Photoshop) and respond to client-style project briefs. Emphasis is placed on critique, visual rhetoric, and audience analysis.

Graphic Design, Advance (Non-Core, UC A–G Area F)

As a capstone course, students engage in advanced production projects, mentor peers, and prepare professional portfolios for college and career pathways. Instruction focuses on independent project management, refinement of artistic voice, and preparation for design-related postsecondary options.

Advisory (Non-Core)

Upon enrollment, each student will be assigned to an advisor. Advisory is designed to build strong relationships between classmates, their advisor, and other students in their advisory. The advisor's role is to support their advisees throughout their path to graduation in a variety of ways, including:

- Building healthy relationships and community
- Preparing students for a successful day
- Monitoring students' progress toward grade-level promotion and graduation

- Monitoring students' college and career planning
- Referring students for support services, including MTSS interventions
- Communicating with students, their parents, and their teachers
- Assisting students when they are absent
- Lead Social Emotional Learning

Intervention and Enrichment Programs

WAHS offers a range of targeted interventions and enrichment opportunities to ensure all students can access and thrive within the Charter School's rigorous, college-preparatory curriculum. The school's personalized approach to instruction, supported by strong teacher collaboration and real-time data monitoring, allows educators to identify and respond quickly to student needs.

When a student is identified as needing additional support—whether academically, linguistically, or socially—teachers use a variety of scaffolded strategies to meet them where they are. These may include small-group instruction, reteaching during class, modified assignments, extended time, or the use of peer support structures. For English Learners and students with IEPs, co-planning and push-in support are used to ensure access to grade-level content.

WAHS's double-blocked math model provides built-in intervention time during the school day for students in Algebra 1, Geometry, and Algebra 2, allowing teachers to slow down instruction, offer individual feedback, and build foundational skills. Similarly, English Learners are placed in leveled ELD courses based on their ELPAC scores, ensuring targeted instruction in reading, writing, and oral language development.

In addition to in-class supports, teachers offer after-school tutoring and weekly office hours where students can revisit key concepts, complete missing work, or prepare for assessments. Students are also encouraged to revise and resubmit assignments to demonstrate growth over time, aligned with the Charter School's emphasis on learning as a process and not a one-time event.

For students who are ready to accelerate, WAHS offers a wide range of enrichment opportunities, including Advanced Placement courses, A-G aligned electives such as Creative Writing and Virtual Enterprise, and two CTE pathways in Graphic Design and Digital Media Production. Students pursuing the Accelerated Diploma take on advanced coursework and demonstrate their readiness for postsecondary success through capstone projects, AP exams, and college-level tasks.

This multi-tiered system of intervention and enrichment ensures that every student at WAHS is supported to meet high expectations—and encouraged to exceed them.

<u>Multi-Tiered System of Supports</u>

WAHS implements a comprehensive Multi-Tiered System of Supports to ensure all students are equipped to meet the demands of a rigorous, college-preparatory program. Our

framework addresses academic, behavioral, and social-emotional needs through layered, data-informed systems of supports grounded in equity, access, and responsiveness.

At the core of our academic program is a strong Tier 1 instructional program aligned to California State Standards and supported by high-quality instructional materials. Instruction is differentiated through modeling, scaffolded tasks, and checks for understanding to support all learners, including English Learners and students with disabilities.

When additional needs are identified, Tier 2 and Tier 3 supports are layered on. These may include small-group re-teaching, targeted skill interventions, progress monitoring plans, and collaboration with the Charter School's support staff. WAHS teachers use multiple sources of data–NWEA MAP, ELPAC scores, course grades, and teacher observations–to inform decisions about which supports are needed and to monitor student progress over time.

Progress monitoring is centralized through an online platform, which allows staff to track interventions, students notes, academic flags, behavioral incidents, and attendance indicators in a single system. This ensures a coordinated and transparent approach to student support across classrooms and departments.

We also integrate behavioral and social-emotional learning (SEL) supports into our MTSS structure to address the full spectrum of student needs.

Teachers and support staff are trained to recognize behavioral and SEL needs, and to escalate concerns appropriately. Tiered support include check-in/-out systems, behavior reflection tools, counseling referrals, and parent communication to ensure a wraparound approach.

Student Support and Progress Team

WAHS has established a robust Student Support and Progress Team (SSPT) process to ensure students receive targeted, individualized support when Tier 1 or Tier 2 interventions have not sufficiently addressed their academic, behavioral, attendance, or social-emotional needs.

SSPT Referral Process

If initial classroom-based interventions prove unsuccessful, any teacher, staff member, or parent/guardian may initiate a referral to the SSPT. Referrals are typically based on patterns of concern–such as persistent academic struggles, repeated behavioral incidents, attendance issues, or barriers to engagement.

The SSPT is composed of the student's classroom teachers, an administrator, the counselor, other relevant support staff (e.g. RST, Psychiatric Social Worker (PSW), ELD lead), and the student's parent/guardian. Students themselves may also be included, when appropriate.

SSPT Meeting and Action Planning

The administrator or their designee coordinates and schedules the SSPT meeting, notifies all participants, and prepares materials including academic and behavioral data, prior interventions, and notes from the referring individual. During the meeting, the team:

- Reviews the student's strengths, areas of need, and relevant data
- Identifies root causes or barriers to success
- Develops a clear, SMART goal-aligned intervention plan, with designated responsibilities and a 6-8 week monitoring timeline

Strategies may include targeted academic support, behavior contracts, individual counseling, parent communication plans, or additional scaffolds in the classroom.

Monitoring and Follow-up

At the 6-8 week follow-up meeting, the SSPT reconvenes to assess the student's progress and determine next steps:

- If the student shows improvement, the team may continue or taper supports, celebrate progress with the family, and conclude the SSPT cycle if appropriate
- If progress is limited, the plan is adjusted or intensified, and the team may explore new strategies, including consultation with additional specialists

Documentation is maintained and monitored, ensuring continuity and communication across staff and support systems. Additional follow-up meeting as scheduled as needed.

If, after multiple SSPT cycles, the student continues to show insufficient progress, the team may consider initiating a referral for special education evaluation in accordance with state and federal timelines and procedures.

<u>Enrichment Programs</u>

Wallis Annenberg High offers a wide range of enrichment opportunities that support student growth beyond the academic core. These programs foster leadership, creativity, collaboration, and school pride–ensuring that all students have access to a vibrant and inclusive high school experience. Enrichment opportunities are available during the school day through elective courses and after school through clubs, athletics, and student-led initiatives.

- **Athletics** - WAHS is a proud member of CIF LA City Section, and offers a competitive interscholastic athletics program that includes: Girls & Boys Volleyball, Girls & Boys Basketball, Girls & Boys Soccer, Girls & Boys Cross Country, Girls Softball, Girls Flag Football, Girls & Boys Swim, Competitive Cheer, and eSports
  Our athletics program continues to grow in strength and recognition. The Girls Basketball team has won League Championship two years in a row, our Competitive Cheer team qualified for State, and the eSports team advanced to the playoffs in its

inaugural season. WAHS regularly celebrates student-athletes and coaches at end-of-season events and schoolwide recognition ceremonies.

- **Clubs** - WAHS encourages student-led initiatives and provides space for students to explore their interests through clubs such as Art Club, Music Production Club, and Video Game Club.
  These clubs promote creativity, community, and expression and are supported by adults who help guide student collaboration and project development. New clubs are welcomed each year based on student interest.
- **Leadership and Student Voice** - Students at WAHS have multiple opportunities to serve as leaders and contributors to school culture.
  - *ASB/Leadership:* Student plan spirit weeks, dances, assemblies, and other school events.
  - *Yearbook*: The Yearbook team is responsible for documenting the school year through photography, writing, and layout. Students use digital publishing tools to produce a professional-quality yearbook that reflects the voice of the student body.
  - *Athletics Management*: This course provides hands-on experience in sports management, event planning, and team operations. Students support logistics and communications for WAHS sports teams while learning leadership, time management, and public relations skills
  - *Virtual Enterprise*: A dynamic business simulation program where students create and manage a virtual company. Through this A–G approved course, students engage in entrepreneurship, marketing, finance, and public presentation

Our enrichment programs are designed to support the development of the whole student—fostering creativity, leadership, wellness, and community engagement. All students are encouraged to participate, and the Charter School is committed to ensuring equitable access to every enrichment opportunity offered.

Independent Study

The Accelerated Schools maintains an Instructional Continuity Plan[23] (ICP) to ensure that students continue to receive quality instruction and support when in-person schooling is disrupted, whether due to emergencies, natural disasters, or other unforeseen circumstances. It provides a framework for teachers, administrators, and other stakeholders to adapt and deliver instruction remotely or in alternative settings, minimizing learning loss and ensuring equitable access to education.

<u>Background</u>

[23] Schools, T. A. (2025). *Instructional Continuity Plan*. The Accelerated Schools. https://www.accelerated.org/wp-content/uploads/2025/08/Instructional-Continuity-Plan.docx.pdf

Independent Study (IS) is a voluntary alternative instructional program by which pupils may access Charter School curriculum objectives, master state standards, and fulfill graduation requirements outside of the traditional classroom setting. The teacher(s) assigned to oversee a student's independent study are responsible for determining the time value of completed assignments (number of attendance days). IS is individualized instruction based on an independent study written agreement governing the expectations, requirements, and other programmatic details applicable to the pupil's independent study program.

The Governing Board recognizes its responsibility for the education of all students enrolled in WAHS. The Board authorizes the CEO to establish an Independent Study program as an alternative educational process that allows a student to remain continuously enrolled in school when the student cannot attend school daily. The Charter School will not offer independent study programming to the extent doing so would cause the Charter School to claim in excess of 20% of its ADA as nonclassroom-based instruction.

The CEO or designee shall annually report to the Board the number of students participating in independent study, the average daily attendance (ADA) generated, for apportionment purposes, the quality of these students' work as measured by standard indicators, and the number and proportion of independent study students who graduate or successfully complete independent study. The CEO or designee shall establish regulations to implement this policy in accordance with the law.

Written Agreement

The CEO or designee shall ensure that each participating student has an executed written independent study agreement with The Accelerated Schools as prescribed by law. This agreement shall be maintained on file and include, but not be limited to, all of the following:

1. The manner, time, frequency, and place for submitting a pupil's assignments, for reporting the pupil's academic progress, and for communicating with a pupil's parent or guardian regarding a pupil's academic progress.
2. The objectives and methods of study for the pupil's work, and the methods utilized to evaluate that work.
3. The specific resources, including materials and personnel, that will be made available to the pupil. These resources shall include confirming or providing access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work.
4. A statement of the policies adopted pursuant to subdivisions (a) and (b) of Education Code Section 51747 regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, the level of satisfactory educational progress, and the number of missed assignments allowed before an evaluation of whether or not the pupil should be allowed to continue in independent study.
5. The duration of the independent study agreement (not to exceed one school year), including the beginning and ending dates for the pupil's participation in independent study under the agreement.

6. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion.
7. A statement detailing the academic and other supports that will be provided to address the needs of pupils who are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs in order to be consistent with the pupil's individualized education program or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils in foster care or experiencing homelessness, and pupils requiring mental health supports.
8. The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class, or program pursuant to Education Code Section 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.
9. Each written agreement shall be signed, prior to the commencement of independent study, by the pupil; the pupil's parent, legal guardian, or caregiver, if the pupil is less than 18 years of age; the certificated employee who has been designated as having responsibility for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable.

Overview

The primary purpose of IS is to provide an alternative program to meet the academic needs of pupils outside of the traditional classroom setting. The Charter School shall not use IS as an alternative program for pupils displaying behavioral challenges. Pupils participating in IS must meet the District's requirements and be likely to succeed in IS as well as or better than in the regular classroom setting.

IS is a voluntary instructional program and a choice made by the pupil, parent, teacher(s), and other certificated school staff. No pupil shall be required to participate in IS. All pupils must have the option of a full program in a traditional classroom setting at the time IS is made available, and should the pupil decide to transfer from IS at any time, the option of a traditional classroom setting must be available within five instructional days of the parent/guardian's request.

Educational opportunities offered through IS may include, but shall not be limited to, the following:

- Special assignments extending the content of regular courses of instruction.
- Individualized study in a particular area of interest or in a subject not currently available in the regular school curriculum.

- Individualized alternative education designed to teach the knowledge and skills of the core curriculum. IS shall not be provided as an alternative curriculum. Note: IEP teams may determine that IS is appropriate for a pupil on the alternate curriculum if the pupil is able to make satisfactory educational progress in IS.
- Continuing and special study during travel.
- Volunteer community service activities and leadership opportunities that support and strengthen pupil achievement.
- Individualized study for a pupil whose health would be put at risk by in-person instruction, as determined by the Parent of the pupil, or a pupil who is unable to attend in-person instruction due to, e.g., a quarantine due to exposure to, or infection with, COVID-19, pursuant to local or state public health guidance.

IS courses shall be in alignment with State Standards. IS content shall be aligned to grade-level standards and substantially equivalent to in-person instruction. For high schools, this shall include access to all courses offered by the Charter School for graduation and approved by the University of California or the California State University as creditable under the a-g admissions criteria. No course included among the courses required for high school graduation shall be offered exclusively through IS.

Supporting Diverse Populations

The following provides information/guidelines for supporting pupils with IEPs, pupils with 504 plans, English learners, and pupils in entertainment and allied industries seeking enrollment in an IS program.

A. English Learner:
   All English Learners need to be provided a comprehensive ELD program, comprised of Designated ELD (dELD) and Integrated ELD (iELD). During this instructional time, ELs develop listening, speaking, reading, and writing skills in English. According to the California ELA/ELD Framework, dELD and iELD are defined as follows:
   1. Integrated ELD: Instruction provided to ELs throughout the school day and across all subjects by all teachers of ELs. The CA ELD Standards are used in tandem with the content standards to ensure pupils strengthen their abilities to use English as they simultaneously learn content through English.
   2. Designated ELD: Instruction provided by teachers during a protected time in the school day. Teachers use the CA ELD Standards as the focal standards that build into and from content instruction to develop the critical language ELs need for content learning in English.

   Elementary ELs must receive a daily designated time for Designated ELD, and Secondary ELs must have an appropriate ELD/Long-Term EL course in their schedule.

   Moreover, the Parent must receive meaningful communication in a language they can understand about the available instructional programs and services, including the right

to decline or opt their children out of a school's EL program or out of particular EL services within an EL program.

B. Pupils with IEPs:

An individual with exceptional needs, as defined in Section 56026, may participate in independent study if the pupil's individualized education program specifically provides for that participation. If a parent of an individual with exceptional needs requests independent study, the pupil's individualized education program team shall make an individualized determination as to whether the pupil can receive a free appropriate public education (FAPE) in an independent study placement. An IEP team meeting is required to determine if placement in IS is appropriate as FAPE. As part of the IEP meeting, IEP teams, including all relevant related services providers, will determine accommodations and how related services may be provided to pupils. A pupil's inability to work independently, the pupil's need for adult support, or the pupil's need for special education or related services shall not preclude the individualized education program team from determining that the pupil can receive a free appropriate education in an independent study placement. A pupil with an IEP may not be enrolled in IS unless the IEP specifically provides for such enrollment, even for a Short-Term or limited time frame or for Part-Time IS.

The information regarding the placement, accommodations, and services in IS must be entered in the IEP FAPE 1 and 2 Part 4.

The Education Code provides all students, including students with IEPs the right to return to in-person learning from IS in no less than 5 instructional days. In connection with a return to in-person learning, The Charter School will schedule an IEP team meeting within 30 days, not including school breaks of more than 5 days.

C. Pupils with Section 504 Plans

If the pupil has a Section 504 Plan, the plan should be updated in a meeting to reflect any changes in accommodations as a result of the IS placement.

D. Temporarily Disabled Pupil

A temporarily disabled pupil may receive individual instruction through IS instead of instruction through Carlson Home, if the pupil's Parent or if the pupil is over 18 years of age and the District agrees. If a pupil's disability initially appears temporary, but later appears to be ongoing, consider whether referrals for evaluation for special education or under Section 504 are warranted.

Comprehensive Course List

Although courses sequences may be modified to meet the needs of individual students, a typical sequence of courses for a WAHS student is represented below:

Sample WAHS Course Sequence				
	9th Grade	**10th Grade**	**11th Grade**	**12th Grade**
History (A)	Ethnic Studies (G)	World History AP World History	US History AP US History	Government / Econ. AP Gov / Econ.
English (B)	English 9	English 10	English 11 or AP Language	English 12 or AP Literature
Mathematics (C)	Algebra 1 (Double Block)	Geometry (Double Block)	Algebra 2 (Double Block)	AP Statistics AP Pre-Calc
Science (D)	Physics	Biology: The Living Earth	Chemistry	AP Bio
World Language (E)	Spanish 1 or Native Span. 1	Spanish 2 or Native Span. 2	Native Span. 2 or AP Span. Lang.	AP Span. Lang. or AP Span. Lit.
Vis. & Perf. Arts (F)	VAPA or CTE Elective <----------> *VAPA may be completed at any time in grades 9 - 12*			
College-Prep Elective (G)	Health			CCR 4
Physical Education	PE 9 Athletics	PE 10 Athletics	Athletics	Athletics
Other		Career Tech. Ed. Other Elect. TBD	Career Tech. Ed. Other Elect. TBD	Career Tech. Ed. Other Elect. TBD

WAHS currently offers the following classes. All A-G subject areas are U-C approved and are noted on the chart).

WAHS Course List (by grade level)								
Subjects	**9th**		**10th**		**11th**		**12th**	
	1st Semester	2nd Semester	1st Semester	2nd Semester	1st Semester	2nd Semester	1st Semester	2nd Semester
History / Social Science (A)	Ethnic Studies (G)	Ethnic Studies (G)	Modern World History *or* AP World History	Modern World History *or* AP World History	US History *or* AP US History	US History *or* AP US History	Government *or* AP Government *or* Virtual Enterprise A	Econ (G) *or* Virtual Enterprise B (G)
English (B)	English 9	English 9	English 10	English 10	English 11 *or* AP English Language	English 11 *or* AP English Language	English 12 *or* AP English Literature	English 12 *or* AP English Literature
Mathematics (C)	Algebra I *or* Geometry	Algebra I *or* Geometry	Geometry *or* Algebra II	Geometry *or* Algebra II	Algebra II *or* AP Pre-calculus *or* AP Statistics	Algebra II *or* AP Pre-calculus *or* AP Statistics	AP Pre-calculus *or* AP Calculus AB *or* AP Statistics	AP Pre-calculus *or* AP Calculus AB *or* AP Statistics

Science (D)	Physics	Physics	Biology	Biology	Chemistry	Chemistry	AP Biology	AP Biology
World Language (E) **same language for two consecutive years**	Spanish I *or* Spanish II *or* Native Spanish I	Spanish I *or* Spanish II *or* Native Spanish I	Spanish II *or* Native Spanish II	Spanish II *or* Native Spanish II	Native Spanish II *or* AP Spanish Language	Native Spanish II *or* AP Spanish Language	AP Spanish Language *or* AP Spanish Literature	AP Spanish Language *or* AP Spanish Literature
Visual and Performing Arts (F)			Music I *or* AME	Music I *or* AME	Music II *or* Graphic Design, Intermediate *or* Digital Media Prod. 2	Music II *or* Graphic Design, Intermediate *or* Digital Media Prod. 2	Music III *or* Graphic Design, Advance *or* Digital Media Prod. 3	Music III *or* Graphic Design, Advance *or* Digital Media Prod. 3
Electives (G)	Health	Health	Creative Writing	Creative Writing			CCR 4	CCR 4
Physical Education	PE 1 *or* Athletics	PE 1 *or* Athletics	PE 2 *or* Athletics	PE 2 *or* Athletics	Athletics	Athletics	Athletics	Athletics

Each individual student's schedule will be developed so that each student will receive a minimum of the following in preparation for meeting the California A-G requirements:

Subject	**Year (s)**
A. History / Social Science	3
B. English	4
C. Mathematics (Algebra, Geometry, Intermediate Algebra)	3
D. Laboratory Science	2
E. Language Other Than English (minimum years of same language)	2
F. Visual and Performing Arts	1
G. An Additional Year from subject areas above	1
Total Required Subjects	**16**

WAHS, through their course pathways, ensures that all students, upon graduation, have met the A-G requirements for admission into the UC and CSU systems, and have met course requirements for graduation. In grade 9, students are placed in the appropriate freshmen courses per each content area's course sequence. After which, students must meet various course requirements prior to being enrolled in a specific course. Students meet with their college counselors to ensure they are on the correct pathway and are meeting WAHS graduation requirements and/or accelerated diploma requirements.

Specifically in regard to math course placement, students entering Grade 9 will be placed in appropriate math courses based on their Grade 8 math performance. Eligibility for Grade 9 classes—Algebra 1, Geometry, or Algebra 2—depends on the completion of specific Grade 8

courses: Math 8 or Pre-Algebra, Algebra, and Geometry. Placement is determined by meeting certain criteria, including minimum grade requirements and standardized test scores.

At WAHS, we believe that all students can achieve at a high level. This belief holds true regardless of our students' home language, prior academic experience, disability status, cognitive level, and/or behavioral needs. Truly serving all students necessitates both high academic expectations and the requisite support to achieve those expectations. Therefore, maintaining a high level of rigor while supporting our students' unique learning and language needs lays the groundwork for the provision of high-quality special education and English Language Development services and programming throughout our school. For students that need further support in any of their classes, WAHS offers various embedded in-class and afterschool supports and interventions. [*please see further information regarding student-centered tiered supports and interventions found within Element 1 of this petition.*]

Course Descriptions

English Language Arts Courses:

ENGLISH 9:

This course is for all Wallis Annenberg High ninth graders. The course introduces students to in-depth literary analysis through the study of core literature and a rigorous writing curriculum. Students will continue to develop writing skills mastered at the lower grade levels but will expand their ability to write cogent, well-thought out, well-reasoned essays of greater length. Students will read copious amounts of text including: novels, plays, screenplays, poetry, biographies, essays, and speeches. Students will focus on mastering skills to demonstrate fluency in using correct grammar, punctuation, and vocabulary. Students will complete a variety of writing assignments covering many genres, however, the focus for ninth grade students will be on expository writing and response to literature. The curriculum and assessments are designed to prepare students for the Early College Curriculum which eligible students may begin in the tenth grade.

ENGLISH 10:

This course is for all Wallis Annenberg High tenth graders. The course continues instruction begun in ninth grade. Students continue to develop in-depth literary analysis through the study of core literature and a rigorous writing curriculum. Students will continue to develop writing skills mastered at the ninth grade level but will expand their ability to write cogent, well-thought out, well-reasoned essays of greater length. Students will read copious amounts of text including: novels, plays, screenplays, poetry, biographies, essays, and speeches. Students will focus on mastering skills to demonstrate fluency in using correct grammar, punctuation, and vocabulary. Students will complete a variety of writing assignments covering many genres, however, the focus for tenth grade students will be on persuasive essays, biographical/autobiographical essays and response to literature. The curriculum and assessments are designed to prepare students for the Early College Curriculum which are available for qualified students in Grades 10-12.

ENGLISH 11:
This course is for all Wallis Annenberg High tenth graders. The course continues instruction begun in ninth grade. Students continue to develop in-depth literary analysis through the study of core literature and a rigorous writing curriculum. Students will continue to develop writing skills mastered at the ninth grade level but will expand their ability to write cogent, well-thought out, well-reasoned essays of greater length. Students will read copious amounts of text including: novels, plays, screenplays, poetry, biographies, essays, and speeches. Students will focus on mastering skills to demonstrate fluency in using correct grammar, punctuation, and vocabulary. Students will complete a variety of writing assignments covering many genres, however, the focus for tenth grade students will be on persuasive essays, biographical/autobiographical essays and response to literature. The curriculum and assessments are designed to prepare students for the Early College Curriculum which are available for qualified students in Grades 10-12.

ENGLISH 12:
This course is for all Wallis Annenberg High tenth graders. The course continues instruction begun in ninth grade. Students continue to develop in-depth literary analysis through the study of core literature and a rigorous writing curriculum. Students will continue to develop writing skills mastered at the ninth grade level but will expand their ability to write cogent, well-thought out, well-reasoned essays of greater length. Students will read copious amounts of text including: novels, plays, screenplays, poetry, biographies, essays, and speeches. Students will focus on mastering skills to demonstrate fluency in using correct grammar, punctuation, and vocabulary. Students will complete a variety of writing assignments covering many genres, however, the focus for tenth grade students will be on persuasive essays, biographical/autobiographical essays and response to literature. The curriculum and assessments are designed to prepare students for the Early College Curriculum which are available for qualified students in Grades 10-12.

EXPOSITORY READING & WRITING 11:
Course overview: The grade 11 Expository Reading and Writing Course (ERWC) engages students in the discovery of who they are as persons, the realization of the ways in which they can participate in society, and their development as critical consumers and effective communicators within society. Teachers and schools build and personalize the yearlong course by selecting from approximately 35 modules (instructional units) to meet rigorous, college preparatory learning goals in reading, writing, listening, and speaking for all students while promoting student interest and motivation. Employing a rhetorical, inquiry-based approach that fosters critical thinking, student agency, and metacognition, the course includes six full-length modules drawn from five categories: 1) American foundational documents; 2) American drama; 3) full-length books; 4) research; and 5) contemporary issues (two modules). In addition, the course includes five concept mini-modules that address transferable skills applicable to conceptual development and practice across all modules, e.g., genre awareness, goal setting and self-assessment, rhetorical situation, Aristotelian appeals. The core structure of all the modules— the Assignment Template—progresses along an "arc" from reading rhetorically (preparing to

read, reading purposefully, and questioning the text) to preparing to respond (discovering what you think) to writing rhetorically (composing a draft, revising rhetorically, and editing). By the end of the course, students will have read a range of literary and nonfiction text genres and produced 10-12 culminating projects, including academic essays, research reports, creative writing and performances, and multimedia presentations, from initial draft to final revision and editing.

EXPOSITORY READING & WRITING 12:

The grade 12 Expository Reading and Writing Course (ERWC) engages students in the discovery of who they are as persons, the realization of the ways in which they can participate in society, and their development as critical consumers and effective communicators within society. Teachers and schools build and personalize the yearlong course by selecting from approximately 40 modules (instructional units) to meet rigorous, college-preparatory learning goals in reading, writing, listening, and speaking for all students while promoting student interest and motivation. Employing a rhetorical, inquiry-based approach that fosters critical thinking, student agency, and metacognition, the course includes five to six full-length modules drawn from three categories: 1) Shakespeare drama; 2) full-length books; and 3) contemporary issues (three to four modules). In addition, the course includes two short portfolio modules and at least three mini-modules that address transferable skills applicable to conceptual development and practice across all modules, e.g., genre awareness, goal setting and self-assessment, rhetorical situation, Aristotelian appeals. The core structure of all the modules—the Assignment Template—progresses along an "arc" from reading rhetorically (preparing to read, reading purposefully, and questioning the text) to preparing to respond (discovering what you think) to writing rhetorically (composing a draft, revising rhetorically, and editing). By the end of the course, students will have read a range of literary and nonfiction text genres and produced 10-12 culminating projects, including academic essays, creative writing and performances, and multimedia presentations/research reports, from initial draft to final revision and editing.

AP ENGLISH LANGUAGE & COMPOSITION A & B

The AP English Language and Composition course focuses on the development and revision of evidence-based analytic and argumentative writing, the rhetorical analysis of nonfiction texts, and the decisions writers make as they compose and revise. Students evaluate, synthesize, and cite research to support their arguments. Additionally, they read and analyze rhetorical elements and their effects in nonfiction texts—including images as forms of text— from a range of disciplines and historical periods.

AP ENGLISH LITERATURE & COMPOSITION A & B:

Focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, drama) from various periods. Students engage in close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, and symbolism. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.

ELA Elective Courses

YEARBOOK A & B

This project-based course is designed to provide practical, specific journalistic experiences with the main, end result the production of a professional yearbook. The course goals focus on the expository aspect of the reading and reporting (oral and written), extensive practice in writing that goes through a thorough editing and revision process as well as substantial reading of expository sources and other materials that develop imperative skills and rigorous training on written themes including body copy, interviewing, captions and headlines, and visuals including photography and designing layouts. Members are expected to assume the responsibilities and self-discipline necessary to contribute to the success of such an organization. Students deal with and learn to understand the ethical dimensions of life while they search for information and gain a respect and understanding of the viewpoints others hold. Students will need to evaluate information and convey intricate or multifaceted information to the student body. Yearbook teaches real-world skills such as, meeting deadlines, teamwork, working with advanced and professional technology, communication skills, and independent thinking skills.

CREATIVE WRITING A & B

This elective course focuses on building and expanding students' interest in creative writing. There will be several short writing pieces and the course will culminate in a long-form writing piece that students will have the opportunity to self-publish, should they choose.

CREATIVE WRITING 2A & 2B:

This elective course focuses on building and expanding students' interest in creative writing. There will be several short writing pieces and the course will culminate in a long-form writing piece that students will have the opportunity to self-publish, should they choose.

Math Courses

ALGEBRA 1A & 1B

This course develops the facility in working with numbers, tables, equations, inequalities, and graphs. The focus is on solving word problems so that the building of algebra skills stems from the need to solve problems in a context, rather than from drill and practice. Students learn how to use the graphing calculator appropriately as an effective problem-solving tool. In addition, students do a number of hands-on labs that require them to collect data, make conjectures, and draw conclusions. Topics covered are: solving equations, simplifying expressions, understanding order of operations, using properties (field axioms), arithmetic operations with positive and negative numbers, polynomials, factoring, graphing (linear and quadratic equations), working with radicals and expanding arithmetic knowledge.

ALGEBRA 1A1, ALGEBRA 1A2, ALGEBRA 1B1 & ALGEBRA 1B2:

This course is a quarter course that is intended to be used for double blocking math for students needing more math instruction at a slower rate. This course develops the facility in working with numbers, tables, equations, inequalities, and graphs. The focus is on solving word problems so that the building of algebra skills stems from the need to solve problems in a context, rather than from drill and practice. Students learn how to use the graphing calculator appropriately as an effective problem-solving tool. In addition, students do a number of hands-on labs that require them to collect data, make conjectures, and draw conclusions. Topics covered are: solving equations, simplifying expressions, understanding order of operations, using properties (field axioms), arithmetic operations with positive and negative numbers, polynomials, factoring, graphing (linear and quadratic equations), working with radicals and expanding arithmetic knowledge.

GEOMETRY A & B:
This course provides students with experiences that deepen the understanding of two and three-dimensional objects and their properties. Deductive and inductive reasoning as well as investigative strategies in drawing conclusions are stressed. Properties and relationships of geometric objects include the study of: (1) points, lines, angles and planes; (2) polygons, with a special focus on quadrilaterals, triangles, right triangles; (3) circles; and (4) polyhedra and other solids. An understanding of proof and logic is developed. Use of graphing calculators (Cabri Jr. and computer drawing programs (Geometer's Sketchpad) is encouraged.

GEOMETRY A1, GEOMETRY A2, GEOMETRY B1, GEOMETRY B2 :
This course is a quarter course that is intended to be used for double blocking math for students needing more math instruction at a slower rate. This course provides students with experiences that deepen the understanding of two and three-dimensional objects and their properties. Deductive and inductive reasoning as well as investigative strategies in drawing conclusions are stressed. Properties and relationships of geometric objects include the study of: (1) points, lines, angles and planes; (2) polygons, with a special focus on quadrilaterals, triangles, right triangles; (3) circles; and (4) polyhedra and other solids. An understanding of proof and logic is developed. Use of graphing calculators (Cabri Jr. and computer drawing programs (Geometer's Sketchpad) is encouraged.

ALGEBRA 2A & 2B :
This is a course that expands on the topics of Algebra I and provides further development of the concept of a function. Topics include: recursive relations relations, functions, equations and inequalities; conic sections; polynomials; algebraic fractions; logarithmic and exponential functions; sequences and series; and counting principles and probability. The focus is on solving word problems so that the building of advanced algebra skills stems from the need to solve problems in a context, rather than from drill and practice. Students learn how to use the graphing calculator appropriately as an effective problem-solving tool.

ALGEBRA 2A1, 2A2, ALGEBRA 2B1 & ALGEBRA 2B2:
This course is a quarter course that is intended to be used for double blocking math for students needing more math instruction at a slower rate. This is a course that expands on

the topics of Algebra I and provides further development of the concept of a function. Topics include: recursive relations, functions, equations and inequalities; conic sections; polynomials; algebraic fractions; logarithmic and exponential functions; sequences and series; and counting principles and probability. The focus is on solving word problems so that the building of advanced algebra skills stems from the need to solve problems in a context, rather than from drill and practice. Students learn how to use the graphing calculator appropriately as an effective problem-solving tool.

PRE-CALCULUS A & PRE-CALCULUS B:
The topics covered in Precalculus include the modeling of all basic parent functions, trigonometric functions, rational functions, exponential functions, logarithmic functions, and polynomial functions, triangles, vectors, and introductory calculus concepts such as limits, rates, and approximate area under the curve. Students will actively read to gather, analyze, and evaluate information, solve challenging problems, communicate effectively through written and oral presentations, use technology appropriately to model problems, self-regulate, work effectively in groups, make decisions using critical reasoning skills, and show acceptance of different learning styles and levels of development. By the completion of this course, students will develop skills in the following areas: mathematical thinking, problem solving, communication, critical thinking and reasoning, and self-regulation.

AP CALCULUS AB –A -& AP CALCULUS AB –B:
This class is the beginning of calculus. Topics covered include functions, limits, continuity, and differentiation rules for elementary functions, trig functions, logarithmic and exponential functions. Applications of the derivative are covered extensively. An introduction to the definite integral and integration are also included.

AP PRE-CALCULUS A/B
AP Precalculus centers on functions modeling dynamic phenomena. This research-based exploration of functions is designed to better prepare students for college-level calculus and provide grounding for other mathematics and science courses. In this course, students study a broad spectrum of function types that are foundational for careers in mathematics, physics, biology, health science, business, social science, and data science. Furthermore, as AP Precalculus may be the last mathematics course of a student's secondary education, the course is structured to provide a coherent capstone experience rather than exclusively focusing on preparation for future courses..

AP STATISTICS A & AP STATISTICS B :
The purpose of the AP Statistics is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. This course draws connections between all aspects of the statistical process, including design, analysis, and conclusions. Additionally, using the vocabulary of statistics this course will teach students how to communicate statistical methods, results and interpretations. Students will learn

how to use graphing calculators and read computer output in an effort to enhance the development of statistical understanding.

EXPLORATIONS IN DATA SCIENCE
This curriculum will introduce students to the main ideas in data science through free tools such as Google Sheets, Python, Data Commons and Tableau. Students will learn to be data explorers in project-based units, through which they will develop their understanding of data analysis, sampling, correlation/causation, bias and uncertainty, probability, modeling with data, making and evaluating data-based arguments, the power of data in society, and more! At the end of the course students will have a portfolio of their data science work to showcase their newly developed abilities. Curricular materials can be located at: https://hsdatascience.youcubed.org/

Math Electives

MATH SUPPORT 1A & 1B:
Math Support 1 will be utilized as a support class for students enrolled in Integrated Math 1. This course directly aligns to the Integrated Math 1 course. The first half of the course focuses on the needs of individual students based on the following: Functions, Algebra, and the Number System. It uses functions as models of real situations and spends most of the time on linear functions, linear equations, and linear inequalities. The second half of the course is focused on the needs of individual students based on Geometry: defining and constructing geometric constructs, using rigid motions to develop proofs of congruence and other geometric properties, using geometric shapes to model natural objects. The second half also includes Statistics: students summarize, represent, and interpret various types of data.

History / Social Science Courses:

WORLD HISTORY A & B:
This course follows the State Content Standards for the 10th grade Modern History course, but begins with a discussion of the importance of studying history and answers the question, "Why do we study history?" A major goal of the course is to understand that in order to make sense of today's world, students must first understand the past. Students will examine the issues and events of modern history from various viewpoints in order to appreciate both sides of the issue, and will study history largely in chronological order. The major themes covered in this course are the role of power and authority; religious and ethical systems; revolution; interaction with the environment; economics; cultural interaction; empire building; and science and technology.

UNITED STATES HISTORY A & B:
In this United States History course, students will examine the major turning points in American History. Students will study and analyze the history of the United States with an emphasis on the political, social, economic, geographic, and cultural factors that have shaped the course of events and allowed the United States to develop and evolve as a country and world leader. Students will master analytical skills and factual knowledge necessary to deal critically with the problems and material of United States history.

Students will learn to assess historical documents and artifacts - their relevance to a given interpretive problem, their reliability, and their importance - and to weigh the evidence and interpretations presented to them.

AP WORLD HISTORY A & B:
In AP U.S. History, students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change. The course also provides eight themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures.

AP UNITED STATES HISTORY A & B:
In AP U.S. History, students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change. The course also provides eight themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures.

PRINCIPLES OF AMERICAN DEMOCRACY:
This is a one-semester course required for graduation. Students apply knowledge gained in earlier course work to deepen their understanding of the federal government and its institutions including our nation's political system. This serves as the capstone for civic education to enable students to vote, participate in community activities, and meet the responsibilities of citizenship.

ECONOMICS:
This is a one-semester course for all twelfth graders. It will follow the California content standards for Economics. Students will gain an understanding of the economic problems and institutions of the country and world in which they live. Students will apply knowledge already gained in previous course work (graphs, statistics, and equations). Students will gain additional knowledge working with tables, charts, graphs, ratios, percentages and index numbers. The basic principles of micro and macroeconomics will be introduced as well as comparative economic systems and the world of international finance.

AP GOVERNMENT AND POLITICS U.S.:
AP U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behaviors. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they will complete a political science research or applied civics project.

Social Science Courses:

AP MICROECONOMICS:
AP Microeconomics is an introductory college-level microeconomics course. Students cultivate their understanding of the principles that apply to the functions of individual economic decision-makers by using principles and models to describe economic situations and predict and explain outcomes with graphs, charts, and data as they explore concepts like scarcity and markets; costs, benefits, and marginal analysis; production choices and behavior; and market inefficiency and public policy.

AP MACROECONOMICS :
AP Macroeconomics is an introductory college-level macroeconomics course. Students cultivate their understanding of the principles that apply to an economic system as a whole by using principles and models to describe economic situations and predict and explain outcomes with graphs, charts, and data as they explore concepts like economic measurements, markets, macroeconomic models, and macroeconomic policies.

PSYCHOLOGY A & B:
This course will introduce high school students interested in Physiological Science, Neuroscience, and Psychology to introductory neuroanatomy, the physiology of sensation, motor movement. The course continues with how the brain regulates behavior, including how learning and memory function in neurological systems.

AP PSYCHOLOGY A & B:
AP Psychology is an introductory college-level psychology course. Students cultivate their understanding of the systematic and scientific study of human behavior and mental processes through inquiry-based investigations as they explore concepts like the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology.

SOCIOLOGY A & B
This course provides the opportunity for the scientific study of human society. It is concerned with the behavior of human beings in group situations. The study attempts to bring about an understanding of the basic units and institutions of social life and the social relationships which humans develop in their interactions with one another.

ETHNIC STUDIES A & B:
Ethnic Studies is a course that asks students to examine how issues of race, class, and gender are constructed and shape life for underrepresented peoples in the United States. The course focuses on the specific historical, cultural, political and social experiences of African Americans, Asian Americans, Chicanas/os and Latinas/os, Native Americans, and other racialized peoples in the United States. The course uses various interdisciplinary approaches including historical, psychological, sociological, and intersectional lenses to understand and deconstruct power and inequality in the United States. Students will examine the ways the communities have navigated and resisted these systems of power. Students will examine the role of civil rights and social justice movements in changing laws and practices in the United States. Ethnic Studies also aims to help students develop important learning skills such as collaboration, communication, research, creativity, and critical thinking. Additionally, students will develop their critical reading, writing, listening and speaking skills needed for academic success along with personal and community empowerment.

Gender Studies A & B
Gender Studies is a field that examines the concept of intersectionality. This concept explains how the complex interaction of our various identities give us unique perspectives and roles in our cultures. Understanding how gender, race, ethnicity, religion, nationality and social economic class interact to form our experience is key to understanding the privilege or lack thereof we hold. This course uses a multidisciplinary approach to give students the opportunity to examine the ways in which western culture has defined and views gender, gender binaries, and our social construction of identity. The analysis and examination of popular culture, psychology, and scholarship will allow the students to understand the historic definitions of gender as well as allow them to see how they have changed and developed over time. Lastly the student will be able to develop and imagine how our culture will deal with the question of gender in the future.

Virtual Enterprise A
Virtual Enterprise A is a semester-long course that blends civic education with applied economic analysis. Through the lens of entrepreneurship and simulated business development, students examine the structure and function of the U.S. government, the Constitution, the Bill of Rights, and the responsibilities of citizens in a democratic society. Special attention is given to how the government regulates and shapes economic activity through taxation, public policy, and consumer protection.

Using project-based learning and real-world simulations, students explore how civic institutions and government policies impact businesses, workers, and communities. They analyze how power is distributed through laws, economic systems, and public decision-making—and how individuals and businesses can engage civically to influence change. Students also examine the legislative process, federalism, civil liberties and rights, and how individuals and institutions work to affect political outcomes.

The course emphasizes primary source analysis, policy evaluation, argumentative writing, simulations, and structured debate. By simulating real-world civic engagement in the context of business, students build a critical understanding of how the economy and government interact in shaping American democracy.

Virtual Enterprise B
Virtual Enterprise B is a hands-on, semester-long course focused on economic literacy, entrepreneurship, and ethical business development. Building on foundational concepts from Virtual Enterprise A, this course guides students through the creation, operation, and evaluation of a virtual business. Students engage in marketing, budgeting, team roles, financial analysis, and business strategy—while exploring broader themes of labor, equity, and globalization.

The course blends real-world tools and business software with case studies, simulations, and collaborative projects. Students analyze labor markets, economic trends, and financial systems—including banking, credit, savings, and the stock market. They also examine the social impact of business decisions, considering sustainability, ethical leadership, and the pursuit of equitable economies.

This course prepares students for college, career, and civic life by emphasizing critical thinking, collaboration, and problem-solving. It culminates in a student-run virtual business and a final presentation of business plans and marketing strategies.

<u>Science Courses:</u>

BIOLOGICAL SCIENCE COURSES

BIO: THE LIVING EARTH A & B:
In the fall semester of this course, students will study ecology, with an emphasis on the interdependency between biotic and abiotic factors on Earth. They will study the dynamics of matter and energy flow through ecosystems, with a focus on the carbon cycle and its flow through the processes of photosynthesis and cellular respiration. Students will also engage in an exploration of DNA, and its role in storing and inheritance of genetic information. Conceptually, students move from the large-scale organization of ecosystems to systems that cycle matter, and smaller systems in organisms that arrange matter through genetic instructions. Students will explore and investigate the central dogma of molecular biology, and how cells differentiate to form a multicellular organism. They will study the structure and functions that support life, growth, and how they actively maintain their internal

environment through homeostasis. Students will also apply their knowledge of genetics and study its interaction with the environment, examining the process and evidence for evolution through natural selection, and geological changes. Finally, students will utilize their knowledge of Earth processes and living systems to design solutions to mitigate the effects of human populations on biodiversity and global climate change.

PHYSICAL SCIENCE COURSES

CHEMISTRY A & B:
This course covers the basic concepts of chemistry with emphasis on the physical and chemical properties of matter, problem- solving, and an introduction to chemical reactions. Specific attention to investigation and experimentation will be emphasized. Further topics include atomic structure, periodic classification of elements, stoichiometry, solutions, acids and bases, pH and buffers, the gas laws, chemical equilibrium, and nuclear chemistry.

PHYSICS A & B:
This course will help students to appreciate the world around them, enabling them to obtain information from the world by direct measurement and, by applying the laws of physics, allow them to perform experiments and draw independent conclusions consistent with their physical environment. This course is designed to help the students think, analyze, and solve problems in the real world. The course covers measurement, vectors, kinematics, statics, dynamics, momentum, work, power, energy, thermodynamics and heat.

Science Electives:
Mathematics, Engineering, Science Achievement A & B

The Mathematics, Engineering, Science Achievement (MESA) A & B courses are yearlong college- and career-preparatory electives designed to engage students—particularly those from underrepresented populations—in hands-on, inquiry-based STEM learning. Through project-based learning, academic competitions, and real-world engineering challenges, students develop critical thinking, collaboration, and technical communication skills necessary for success in STEM fields.

Students explore core engineering concepts, computer programming, applied mathematics, and scientific investigation through iterative design challenges aligned with State Standards. Projects include bridge design and testing, Arduino microcontroller programming, prosthetic arm development, water filtration, and 3D modeling. Emphasis is placed on the engineering design process, mathematical modeling, and data analysis. Students also engage in STEM writing, oral presentations, and academic journaling to build college-readiness skills.

AP BIOLOGY A & B:
AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore topics like evolution, energetics, information storage and transfer, and system interactions.

AP ENVIRONMENTAL SCIENCE A & B
Students cultivate their understanding of the interrelationships of the natural world through inquiry-based lab investigations and field work as they explore concepts like the four Big Ideas; energy transfer, interactions between earth systems, interactions between different species and the environment, and sustainability.

AP CHEMISTRY A & B:
AP Chemistry is an introductory college-level chemistry course. Students cultivate their understanding of chemistry through inquiry-based lab investigations as they explore the four Big Ideas: scale, proportion, and quantity; structure and properties of substances; transformations; and energy.

AP PHYSICS 1A & 1B:
AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through classroom study, in-class activity, and hands-on, inquiry-based laboratory work as they explore concepts like systems, fields, force interactions, change, conservation, and waves.

World Language Courses
SPANISH 1 A & 1B:
To present in a methodical manner the language of Spanish to students who have not been exposed before to the language. The goal of the class is for students to develop proficiency in the following essential language skills: listening, speaking, reading, writing. A major emphasis during class time will be for students to practice the language in order to develop the ability to speak fluently with the accurate sound system of the target language. Students will also explore the different facets and richness of the Hispanic culture.

SPANISH 2 A & 2B:
This course is a continuation of Spanish 1. It expands on vocabulary and grammatical structures needed for more advanced communication. Instruction will emphasize the essential language skills of : listening, speaking, reading, and writing. Students will be able to express themselves at a basic level in the present and preterite (past) tense. Students will also read short stories in the target language to continue to develop their reading comprehension skills.

SPANISH 3 A & 3B:
This course is a continuation of Spanish 2. It expands on vocabulary and grammatical structures needed for more advanced communication. Instruction will emphasize the essential language skills of : listening, speaking, reading, and writing. Students will be able to express themselves at a more advanced level than the previous year using the present indicative, present subjunctive, preterite, past imperfect, and future tense. Students will also read short stories and one play in the target language to continue to develop their reading comprehension skills.

SPANISH NATIVE SPEAKERS 2 A & B:
This course is intended for Spanish-speaking high school students who have varying degrees of exposure to Spanish. This course is designed for students who have been exposed to listening, speaking, reading, and writing in Spanish and who are interested in refining their skills and acquiring new ones in their native language. The skills that the students can acquire range from learning grammar, spelling, and developing basic academic vocabulary. The course includes a thorough review of grammatical rules, orthography of Spanish, and Spanish literature (short stories).

SPANISH NATIVE SPEAKERS 2 A & 2B:
This course is intended for Spanish-speaking high school students who have successfully completed a Spanish 1 for native speakers course or have successfully passed an assessment test of the target language. This course is designed for students who have been exposed to listening, speaking, reading, and writing in Spanish and who are interested in refining their skills and acquiring new ones in their native language. The skills that the students can acquire range from learning grammar, spelling, and developing basic academic vocabulary. The course includes a thorough review of grammatical rules, orthography of Spanish, and Spanish literature (short stories, and novels).

AP SPANISH LANGUAGE & CULTURE A&B:
AP Spanish Language and Culture is equivalent to an intermediate level college course in Spanish. Students cultivate their understanding of Spanish language and culture by applying interpersonal, interpretive, and presentational modes of communication in real-life situations as they explore concepts related to family and communities, personal and public identities, beauty and aesthetics, science and technology, contemporary life, and global challenges.

AP SPANISH LITERATURE & CULTURE A & B
AP Spanish Literature is equivalent to a college level introductory survey course of literature written in Spanish. Students continue to develop their interpretive, interpersonal, and presentational skills in Spanish language as well as critical reading and analytical writing as they explore short stories, novels, plays, essays, and poetry from Spain, Latin America, and U.S. Hispanic authors along with other non-required texts.

<u>Visual and Performing Arts Courses:</u>
MUSIC 1A & 1B
MUSIC 2A & 2B
MUSIC 3A & 3B:
Music is a theory based course designed to help students develop fundamental skills in analyzing, reading, and creating music. By processing, analyzing and responding to music students will gain valuable knowledge in all aspects of making and understanding music, including listening, performing, reading, and writing. They will also learn terminology vital

for being able to communicate with others about music. Students will perform on an instrument by oneself and/or in ensembles. Students will learn how music is used in a variety of situations and its influence in their culture. Through the implementation of annual performances (Fall, Winter, and Spring) students will develop confidence and fluency in demonstrating their understanding of previously learned concepts. This involves learning through active practice, rehearsal and creation as well as performance and exhibition.

A more focused study of the Historical and Cultural Context will be completed through the works of classical composers to gain an understanding of the historical contributions and cultural dimensions of their works.

This course is designed to develop students' ability to recognize, understand, and describe the basic processes of music that are heard or presented. With these skills, students will perform musical works with expression, technical accuracy, tone quality, and articulation. In addition, students will research musical careers and the role and function of music in our society. By working together student musicians will gain an understanding of the community and develop together from the efforts and goals achieved as a class. Students will be introduced to professional musicians and learn more about careers within their field.

YEARBOOK A & B:
Course description listed above in English Elective section.

ARTS, MEDIA, AND ENTERTAINMENT DESIGN
This course introduces students to the essential skills and professional practices required for careers in the Graphic Arts, Media, and Entertainment industries. Through hands-on projects, students will develop proficiency in industry-standard software, gaining confidence in digital design, image editing, digital painting, media production, and film editing. The course emphasizes technical mastery, creative problem-solving, and media literacy, ensuring students acquire transferable skills applicable to various media formats.

Students will explore the fundamentals of vector and bitmap graphics, color theory, typography, and digital illustration, advancing to scriptwriting, video production, and post-production editing. They will also engage in media analysis and critique, examining the artistic, cultural, and historical significance of media arts.

The course culminates in the creation of a digital portfolio, where students showcase their strongest work in print, online, or multimedia formats. This portfolio will serve as a foundation for entry-level work or further studies in media arts. By the end of the course, students will be proficient in industry tools and techniques, confident in their creative abilities, and prepared for future opportunities in digital media and design.

DIGITAL MEDIA PRODUCTION 2
Digital Media Production 2 is an advanced study in media arts with an emphasis of two/three dimensional design and representation through film, photography and other digital media. The class is structured around completion of digital media arts applications that synthesize

and demonstrate learning from the course of study, and that incorporate themes and topics explored in other fine art courses. Advanced Digital Media Arts emphasizes the theories and elements of art and the principles of design, and their use and application in digital mediums to inform, persuade and entertain. Students will work individually and in collaborative groups to design, create, critique, and present two and three dimensional visual and digital media projects using technology and industry based software, including but not limited to Adobe Illustrator, Adobe Photoshop, Adobe Premiere, Garage Band, and Final Cut X, all common in the professional world. In addition, students will develop their skills in critical thinking, problem solving, writing, analysis, and presentation.

DIGITAL MEDIA PRODUCTION 3

Digital Media Production 3 is the capstone course in the Digital Media sequence, designed for students who wish to deepen their expertise in media arts and prepare for post-secondary pathways in the arts, media, and entertainment industries. This course challenges students to synthesize their prior learning and apply advanced artistic techniques, theoretical knowledge, and digital technologies to create original, culturally relevant, and socially engaged media projects.

Building upon foundations in visual composition, audio-visual production, and design theory, students will engage in interdisciplinary projects that explore communication through storytelling, design thinking, and digital innovation. Students will refine their production and post-production skills using industry-standard tools such as Adobe Creative Suite (Illustrator, Photoshop, Premiere), Final Cut Pro X, and GarageBand. They will also deepen their understanding of how media reflects and influences culture, identity, and social values.

Through collaboration, critique, and presentation, students will explore the communicative power of media across artistic genres, cultural contexts, and historical frameworks. The course culminates in a portfolio-based capstone project that showcases each student's unique voice, technical mastery, and artistic vision.

GRAPHIC DESIGN, INTERMEDIATE

This course provides students with in-depth experience with digital design tools, processes, and systems typical to careers in graphic arts and digital production. Career examination and skill building include printing enterprise, creativity and copy preparation, graphic design, image generation and assembly, production photography, graphic reproduction operations, binding and finishing related to digital imaging, printing, and digital production.

GRAPHIC DESIGN, ADVANCE

College & Career Readiness:

College and Career Readiness I A & 1 B
College and Career Readiness II A & II B
College and Career Readiness III A & III B
College and Career Readiness IV A & IV B :

College and Career Readiness is an WAHS curriculum driven course. Students take Advisory all four years of high school. Each student works closely with their Advisory teacher to develop their Individual Learning Plans (ILPs), exploring and setting academic and career goals. Students take part in team building activities, community service opportunities and work on their high school portfolio. WAHS Advisory was designed with the purpose of:

1. Personal and academic success of students
2. Prepare students to be positive and contributing members of society
3. Prepare students for school, life and career transitions
4. Create a community in which all students feel safe, welcome and heard.

Physical Education Courses

PHYSICAL EDUCATION 1A & 1B:

Students will participate in activities aimed at improving their cardiovascular fitness, upper body strength, abdominal strength, and flexibility. Once a week, students will participate in a functional fitness training activity. Students will continue to work on improving their cardiovascular fitness, upper body strength, abdominal strength, and flexibility through daily activities aimed at preparing students for the California Physical Fitness tests.

PHYSICAL EDUCATION 2A & 2B:

Students will continue to develop skills acquired during their freshman year and will be exposed to new activities. The primary emphasis of the sophomore curriculum is individual and dual sports. Three or four days a week, students will participate in team or individual sports activities. They will have a choice of two activities throughout the semester from the following selections: basketball, football, softball, and field sports. In addition, one or two days a week, students will participate in personal fitness and weight training.

Students will continue to participate three or four days a week in dual, team, and individual sports with golf and tennis as required core activities, choosing two of the following selections: track & field, outdoor education, soccer, and volleyball. In addition, one or two days a week the student will participate in weight training and personal fitness.

WEIGHT TRAINING:

Students will be introduced to progressive resistance training on machines and free weights. Proper technique is emphasized. The class will consist of a series of low-impact flexibility and muscular endurance exercises that facilitate the development of strength and flexibility without bulk. The emphasis is on enhancing core stabilization (abdominal, lower back, hips, and lower body) and general body toning.

YOGA A & B:
This course examines the origins, history, and philosophy of yoga. Students learn the fundamentals of yoga practice: the physical poses or asana, and the breathing and meditation practices. Students experience how philosophy and practice are deeply intertwined and how the knowledge of the former enriches the latter. This class will include some, but not be limited to, flow breathe work, hip work, strength and balance work.

Graduation Requirements and A-G Requirements

In order to graduate from WAHS, students must meet the A-G Requirements (for admission to the University of California and California State University systems), along with the courses required for high school graduation by the State of California. (See yellow column, labeled "WAHS Diploma."

WAHS students are expected to work toward the prestigious "Accelerated Diploma," which requires additional coursework in excess of what is required for graduation from WAHS.

Recognizing that our graduation requirements are stringent, we have established a process through which we identify students who will have alternate graduation requirements. Graduation requirements are changed on a case-by-case basis and in agreement with the students and parents.[24]

WAHS Graduation Requirements

	A-G	WAHS Diploma	Accelerated Diploma ***
History (A)	2 years	3 years	3 years
English (B)	4 years	4 years	4 years
Mathematics (C)	3 years	3 years	4 years
Science (D)	2 years	2 years	4 years
World Language (E)	2 years	2 years	3 years
Visual & Performing Arts (F)	1 year	1 year	1 year
College Prep Elective (G)*	1 year	1 year	1 year
Physical Education		2 years	2 years
Other		Health **	Health ** One of the following: ● 3-Year CTE Pathway ● 1 Year of College Coursework ● State Seal of Biliteracy ● Score of 3+ on 2 AP Exams
Credits		**220**	**250**

Notes:
* Students can meet the "G" requirement by completing any 1-year course from any of the A - F categories.
** Health may be taught as a 1-semester course, incorporated into the content of another course, or offered as a supplement.
*** Prestigious Diploma

Source: 25-26 Accelerated Schools Parent Handbook

[24] *TAS 2025-2026 Parent-Student Handbook*. The Accelerated Public Schools. (2025). https://www.accelerated.org/wp-content/uploads/2025/06/2025-2026-Parent-Student-Handbook.pdf

In order to receive A-G credit, WAHS students must receive a C or better in all courses taken by the student.

As addressed above, the Charter School offers and requires students to complete an ethnics studies course as part of the social studies course sequence; the Charter School therefore will comply with requirements under AB 101 to offer a one-semester course in ethnic studies and require that students complete the same as a graduation requirement commencing with students graduating in the 2029-30 school year.

The Charter School will comply with requirements under AB 2927 to offer a one-semester course in personal finance by the 2027-28 school year and require that students complete the same as a graduation requirement commencing with students graduating in the 2030-31 school year.

Credit Recovery Opportunities and Support

In order to assure all WAHS students graduate from WAHS " A-G" eligible, WAHS offers credit recovery options for students as needed (including transfer students) to recover credits earned for NC and F's, and to improve D grades earned at previous high schools.

Students who need to recover core class are encouraged to attend WAHS summer school recovery but sometimes students cannot attend. Other options include students recovering credits by retaking a class where they earned a "NC" the following school year or the next semester the course is offered. Students may also opt for online credit recovery options which include summer online programs. The College and Career Advisor works closely with the student and parent/guardian to guide and support this process. It is critical the program is free, that students attend only accredited campuses, and recover the credits needed to meet college entrance "a-g" eligibility. Community college courses can be used to recover credits as well. WAHS students primarily take advancement courses instead of recovery courses at LATTC or other campuses because the courses are college level classes.

Ensuring Transfer Students Meet Graduation and College Entrance Requirements

WAHS CCR Advisors meet individually with the parent/guardian and new student to review graduation requirements, diploma options, and any recovery needs identified if a transfer student. Transfer student transcripts are evaluated prior to the meeting to best guide and support each individual student situation, interests, and needs at the meeting.. We also offer parent and student information presentations throughout the school year addressing concerns regarding preparation for life after high school, college prep and exploration, and the college application and financial aid process. Graduation requirements and diploma options are always provided in both Spanish and English.

Graduation Requirements for Homeless / Foster Youth (Pursuant to Education Code Section 51225.1)

To obtain a high school diploma, a student experiencing homelessness or a foster youth shall complete all courses required by Education Code Section 51225.3 for students in traditional public schools, and fulfill any additional graduation requirements established by The Accelerated Schools as required or subject to waiver as addressed in that provision. All requirements are set forth in Wallis Annenberg High's Graduation Requirements for Homeless and Foster Youth Policy, which may be amended from time to time by the Accelerated Board of Directors.

Wallis Annenberg High shall exempt a foster youth, homeless student, former juvenile court school student, child of a military family, or migrant student who transfers between schools after the second year of high school, or a student participating in a newcomer program for newly immigrant students in grades 11-12, from any graduation requirements established by Wallis Annenberg High that exceed state requirements, unless the Charter School determines that the student is reasonably able to complete the requirements by the end of the fourth year of high school. (Education Code Sections 51225.1, 51225.2.)

Ensuring Students Meet CDE's College / Career Indicator[25]

WAHS will ensure students meet the "Prepared" level CDE's College / Career Indicator by aligning and following the CDE's guidance within the College/Career Indicator through the achievement of earning a High School diploma and meeting one of the criteria for the CCI listed below. It should be noted that WAHS focuses primarily on the "college preparedness" indicators.

Graduates classified as "prepared" for college must meet one of the following criteria:

- **Smarter Balanced Summative Assessments:** Receive a score of Level 3 "Standard Met" or higher on both ELA and mathematics
- **Advanced Placement (AP) Exams:** Receive a score of 3 or higher on two AP exams
- **International Baccalaureate (IB) Exams:** Receive a score of 4 or higher on two I exams
- **College Credit Courses:** Complete two semesters, three quarters, or three trimesters of college coursework within high school with a grade of C– or better in academic/ CTE subjects where college credits are awarded
- **State Seal of Biliteracy (SSB):** Receive the SSB and a score of Level 3 or higher in ELA on the Smarter Balanced Summative Assessments
- **UC and CSU Requirements:** Meet all A-G requirements for admission to a UC or CSU school **and** meet one of the additional criteria below:
    - Smarter Balanced Summative Assessments: receive a score of Level 3 or higher in one subject area (ELA or mathematics) and a score of Level 2 in the

[25] California Department of Education. (2024, October). "College / Career Indicator (CCI): Measures of Career Readiness". https://www.cde.ca.gov/ta/ac/cm/documents/ccicareer.pdf
California Department of Education. (2024, October). "College / Career Indicator (CCI): Measures of College Readiness." https://www.cde.ca.gov/ta/ac/cm/documents/ccicollege.pdf

other area
    - Complete one semester, two quarters, or two trimesters of College Credit Courses within high school with a grade of C– or better in academic/CTE subjects where college credits are awarded for each course
    - Receive a score of 3 on one AP exam or score 4 on one IB exam
    - Complete a CTE Pathway

Graduates classified as **"approaching prepared" for college** must meet one of the following criteria:

- **Smarter Balanced Summative Assessments:** Receive a score of Level 2 "Standard Nearly Met" on both ELA and mathematics
- **College Credit Courses:** Complete one semester, two quarters, or two trimesters of college coursework within high school with a grade of C– or better in academic/CTE subjects where college credits are awarded
- **UC and CSU Requirements:** Meet all A-G requirements for admission to a UC or CSU school

Western Association of Schools and Colleges (WASC) Accreditation

Wallis Annenberg High has maintained continuous accreditation status through WASC since its initial accreditation in 2005. Following the initial three-year accreditation, the Charter School was granted a full six-year accreditation term in 2008, with subsequent renewals in 2015, and 2021. The 2021 accreditation cycle included a full self-study visit, resulting in a six-year accreditation term with a scheduled mid-cycle review, which was successfully completed in February 2024, reaffirming the Charter School's accreditation status. WAHS has engaged in all required visits, including progress reports, mid-cycle reports, and has consistently responded to WASC recommendations with schoolwide improvement efforts. The WASC self-study process at WAHS is a collaborative endeavor that involves administrators, faculty, classified staff, students, and families through interdisciplinary focus groups and stakeholder engagement sessions. Oversight of the process is maintained by the designated WASC committee to ensure alignment between the Charter School's missions and continuous improvement priorities.

Informing Parents (including parents with limited English) About the Transferability of Courses

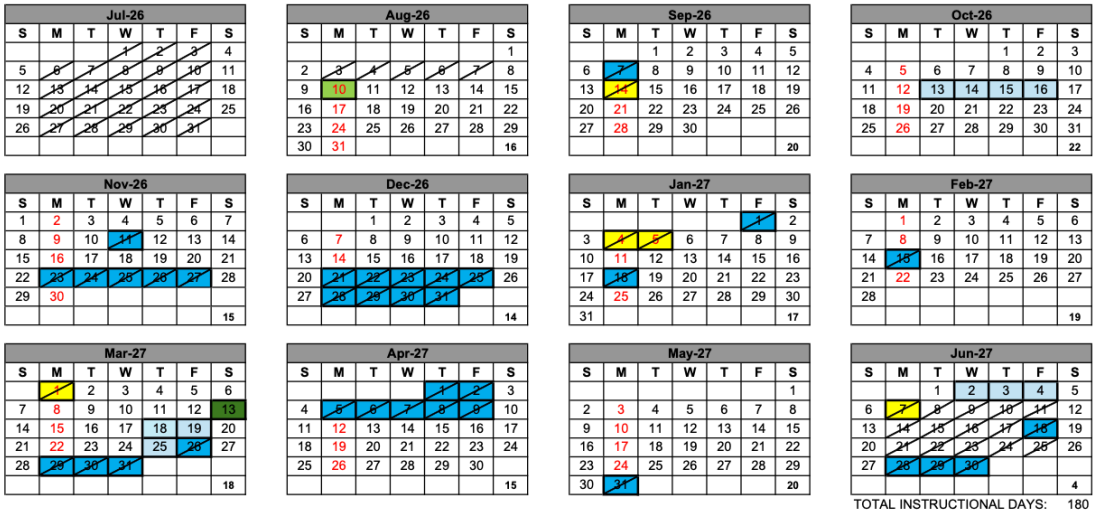
All students and parents are informed of the transferability of courses and the eligibility of courses to meet college entrance requirements through parent meetings, as well as, individual meetings with the college counselor. Students who transfer out of WAHS will receive a transcript detailing both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

Academic Calendar and Schedules

Academic Calendar

The following is the 2026-27 draft academic calendar for WAHS:

The Accelerated Schools
2026-2027 Student Academic Calendar_DRAFT



FIRST SEMESTER

Aug. 10	First Day of School for Students
Sept. 7	Labor Day
Nov. 11	Veteran's Day
Nov. 23-27	Thanksgiving Break
Dec. 21-Jan. 1	Winter Holiday Break

SECOND SEMESTER

Jan. 18	Martin Luther King Jr. Day
Feb. 15	Presidents' Day
Mar. 26	Cesar Chavez Day Observed
Mar. 29-Apr. 9	Spring Break
May 31	Memorial Day
June 4	Graduation
June 4	Last Day of School

CODING CATEGORIES

- First Day of School (August)
- Holiday - School not in Session (Throughout the year)
- District Professional Development Days/Pupil Free Days
- Minimum Days:
  - *Oct. 13-16 - Fall Family Conferences
  - *Mar. 18-19 - Spring Family Conferences (as needed)
  - *Mar. 25 - Student Showcase
- Enrollment Day (March)
- Numbers in Red = Early Dismissal or Staff PD Days
- Students not in Session

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Sample Bell Schedules

Below is a comprehensive bell schedule for WAHS:

Early Release Schedule	
8:30 - 9:30	Period 1/2
9:35 - 10:35	Period 3/4
10:40 - 11:35	Advisory
11:35 - 12:05	Brunch
12:10 - 1:10	Period 5/6
1:15 - 2:15	Period 7/8
Instructional Minutes	315

Regular Bell Schedule	
8:30 - 10:00	1/2
10:00 - 10:12	Nutrition
10:17 - 11:48	3/4
11:48 - 12:18	Lunch
12:23 - 1:54	5/6
1:59 - 3:30	7/8
Instructional Minutes	378

Minimum Day Bell Schedule	
8:30 - 9:33	1/2
9:38 - 10:41	3/4
10:41 - 11:11	Lunch
11:16 - 12:19	5/6
12:24 - 1:27	7/8
Instructional Minutes	267

Instructional Minutes and Days Calculator

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/ Below State Req't.
TK/K	No												
1	No												
2	No												
3	No												
4	No												
5	No												
6	No												
7	No												
8	No												
9	Yes	139	378	31	315	10	267			180	64800	64977	177
10	Yes	139	378	31	315	10	267			180	64800	64977	177
11	Yes	139	378	31	315	10	267			180	64800	64977	177
12	Yes	139	378	31	315	10	267			180	64800	64977	177

Sample Master Schedule

Course	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8	Period 9	Period 0
Academic Enrichment A/B (0000A: ELECT)	X	X				X				
Advisory (9218A)									X	
Algebra 1A/B - 1 (9249A1: ALG)		X		X	X		X			
Algebra 1A/B - 2 (9249A2: ALG)			X		X			X		
Algebra 2A/B - 1 (9252A1: ALG)	X			X			X			
Algebra 2A/B - 2 (9252A2: ALG)		X			X			X		
AP Biology A/B (9350A: LFSCI)								X		
AP English Language A/B (9119A: ELA)		X				X		X		
AP English Literature A/B (9118A: ELA)	X		X							
AP Pre-Calc A/B (9362A: MATH)		X	X							
AP Spanish Language A/B (9150A: WL)		X	X			X		X		
AP Spanish Literature A/B (9149A: WL)	X				X					
AP Statistics A/B (9266A: MATH)							X	X		
AP United States History A/B (9194A: SSus)	X				X					
AP US Government and Politics (9196A: SSg)		X								
AP World History A/B (9191A: SSwh)	X					X				
Arts, Media and Entertainment Design A/B (72001A: VAPA)	X	X			X	X	X	X		
Athletics Conditioning (931603C0: PE)							X	X		
Athletics Management (9316NAMgmt: Elect)							X	X		
Bio: The Living Earth A/B (9346A: LFSCI)	X		X	X	X	X				
Chemistry A/B (9325A: PSCI)			X	X		X	X	X		
College and Career Readiness IV A/B (92184A: ELECT)	X			X		X	X	X		
Counselor Check Fall/Spring (0002A)										X
Creative Writing A/B (91111A: Elect,Eng)							X			
Digital Media Production 2A/2B (72202A: CTE)						X	X			
Digital Media Production 3A/3B (72213A: CTE)						X	X			
Economics (91758: SSg)		X	X		X					
ELD 1A/1B (91041A: Elect)			X							
ELD 2A/2B (91042A: Elect)			X							
ELD 3A/3B (91043A: ELA)	X					X				
English 10A/B (910610A: ELA)		X	X	X			X	X		
English 11A/B (910711A: ELA)	X		X				X			

Course	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8	Period 9	Period 0
English 12A/B (910812A: ELA)		X					X	X		
English 9A/B (91059A: ELA)	X	X		X		X	X			
Ethnic Studies (9179: SSes)	X	X	X		X	X	X	X		
Geometry A/B-1 (9255A1: MATH)	X	X	X		X					
Geometry A/B-2 (9255A2: MATH)		X	X	X				X		
Graphic Design, Advance A/B (72123A: CTE)		X		X						
Graphic Design, Intermediate A/B (72112A: CTE)		X		X						
Health & Wellness (9160: ELECT)	X	X	X		X	X	X	X		
Leadership (ASB) A/B (9219A: ELECT)				X						
MESA A/B (9233A: ELECT)	X									
Music 2A/B (9292062A: VAPA)						X				
Music 3A/B (9292063A: VAPA)				X						
Music A/B (929206A: VAPA)								X		
Native Spanish 1A/B (91341A: WL)	X							X		
Native Spanish 2A/B (91352A: WL)	X	X	X							
Peer Tutor A/B (9216A: ELECT)	X	X	X	X	X	X	X	X		
Physical Education 1A/B (93141A: PE)	X	X	X	X						
Physical Education 2A/B (93152A: PE)	X	X	X	X						
Physics A/B (9326A: PSCI)	X			X	X	X	X	X		
Principles of American Democracy (9174: SSg)			X		X					
Push In/ Push Out (9231)										X
Spanish 1A/B (91301A: WL)		X	X		X	X		X		
Spanish 2A/B (91312A: WL)				X	X			X		
Statistics A/B (9259A: Math)	X									
US History A/B (9173A: SSus)		X				X	X	X		
Virtual Enterprise A/B (9174VE A: SSg)						X				
World History: Modern World A/B (9172A: SSwh)		X			X		X	X		
Yearbook A/B (9224A: ELECT)			X							

PROFESSIONAL DEVELOPMENT

For the 2025-2026 school year, The Accelerated Schools network will be implementing a system-wide professional learning framework known as “Arcs of the Year.” This allows school-site leadership to provide responsive, data-driven professional development tailored to the evolving academic and social-emotional needs of students, as well as the instructional needs of teachers.

The Arcs of the Year approach structures professional learning into sequenced, modular cycles that typically span six to eight weeks. Each arc includes a clear instructional focus, aligned coaching, opportunities for modeling and practice, and data-informed reflection.

This approach draws directly from the methodology first adopted by the Charter School Growth Fund and Achievement First to align leadership support and instructional priorities to specific phases of the academic year.[26]

This structure reflects research finding that effective professional development is content-focused, sustained over time, embedded in practice, and includes opportunities for active learning, collaboration, and feedback.[27]

At WAHS, site-based professional development is anchored in the following practices:

- **Data-Driven Planning**: Schoolwide and departmental PD priorities are shaped by student performance data, including CAASPP results, semester grades, NWEA MAP data, and ELPAC performance data
- **Teacher Voice and Input**: Teachers complete feedback surveys at the end of each PD and at the end of each semester. This helps ensure that professional learning remains responsive to real classroom needs
- **Departmental Common Planning Time**: Content area teams meeting weekly for shared lesson planning, norming of student work, and instructional calibration.
- **Intellectual Preparation**: Teacher participate in structured "IP" protocols to deepen their understanding of upcoming content, anticipated student misconceptions, and plan for discourse and differentiation[28]
- **Whole School Professional Development**: Teachers engage in whole school PD, focusing on instructional best practices, curriculum internalization, equity-centered pedagogy, and schoolwide initiatives.

The series of training and collaboration time in the PD plan provide a venue for teachers to work together to ensure our students' success in their pursuit of college, career, and life goals.

Teacher Recruitment, Selection & Retention Plan

At WAHS, we seek professionals who are deeply committed to educational equity and the success of all students. Aligned with the guiding principles of The Accelerated Schools model, our staff collaborates to create rich and meaningful learning experiences that promote lifelong learning. Every member of our team is actively involved in the planning, delivery, and evaluation of the instructional program and school operations.

The Human Resources (HR) Department is responsible for managing the recruitment, selection, onboarding, and compliance processes for all WAHS employees. All hiring practices are conducted in accordance with applicable federal and state employment laws

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[26] Charter School Growth Fund. (2023). First Steps as a New Principal Manager — Part 4: Designing an Arc of the Year. https://stories.chartergrowthfund.org/first-steps-as-a-new-principal-manager-part-4-designing-an-arc-of-the-year-f1ed2684fc80

[27] Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). Effective Teacher Professional Development. Learning Policy Institute. https://learningpolicyinstitute.org/product/effective-teacher-professional-development-report

[28] Bloom, B. S. (1984). The 2 Sigma Problem: The Search for Methods of Group Instruction as Effective as One-to-One Tutoring. Educational Researcher, 13(6), 4–16.

and the terms of the collective bargaining agreement. Employment decisions are made without regard to race, ethnicity, national origin, religion, sex, age, disability, sexual orientation, gender identity, or any other protected category.

All instructional staff must possess the appropriate credentials, permits, or documents issued by the California Commission on Teacher Credentialing (CTC) for their teaching assignment.

Human Resources recruits talent through multiple channels to ensure a diverse and qualified applicant pool, including:

- EdJoin.org
- Annual California Charter Schools Association Job Fair (hosted on-site)
- University Schools of Education (e.g., UCLA, CSULA, USC)
- Employee referrals, internal communications, and inter-office postings

Job qualifications are reviewed and posted by HR following approval of position needs. HR ensures all job postings clearly outline required credentials, qualifications, and essential duties.

Selection and Interview Process

1. **Paper Screening**
    - HR screens each application to verify minimum qualifications and credential status via the CTC. Additionally, HR and at least two school administrators review applications to ensure they meet the required experience and qualifications outlined in the job posting including alignment with the position's essential duties.
2. **Interview & Performance Task**
   Qualified candidates are invited to participate in a multi-step process:
        - Panel interview with administrators, instructional leaders, and parent representatives
        - Demonstration lesson or performance task observed by the panel
        - Feedback collection from student participants
        - Panel debrief with the candidate

The hiring process will help ensure that candidates are a good fit for the Charter School and that the Charter School is a good fit for the candidate.

3. **Reference Checks**
    - HR conducts reference checks for all positions.
4. **Candidate Selection**
    - The panel recommends top candidate(s) based on qualifications, demonstration of core competencies, and alignment with the WAHS mission.
    - Final candidate(s) are reviewed and approved by HR, the Principal and the CEO.
5. **Offer and Onboarding Process**

Tentative Offer

Pre-Hire Requirements

- DOJ Live Scan Fingerprinting (criminal background clearance)
- AB 2534 due diligence to seek disclosure from prior employers of egregious misconduct
- TB Clearance (within 60 days of start date)
- Child Abuse Mandated Reporter acknowledgment
- Employment eligibility verification (Form I-9)
- Credential and statewide educator identifier (SEID) verification
- Medical clearance as applicable

Onboarding Meeting

- In-person meeting scheduled after clearances are received
- Review and collection of signed employment documents (contract, calendar)
- Overview of health benefits and open enrollment
- Completion of annual HR-mandated trainings, e.g.,:
  - Mandated Reporter
  - Sexual Harassment Prevention
  - Suicide Prevention
  - Bullying Prevention
  - Bloodborne Pathogens
  - Workplace Violence Prevention
  - Title IX

Once hired, new teachers will participate in a five day New Teacher Orientation (NTO) designed to prepare them to deliver the WAHS instructional model with confidence and clarity. NTO sessions are aligned to WAHS's professional development priorities, the Arcs of the Year, and the Charter School's mission of fostering rigorous, inclusive, and student-centered learning environments. Training focuses on curriculum internalization, high-impact instructional strategies drawn from Visible Learning, and core classroom systems that promote consistency, equity, and student engagement.

New teachers engage in:

- Curriculum walkthroughs and exemplar lesson modeling
- Sessions on differentiation, multilingual learner supports, and inclusive practices
- Practice with foundational routines for launching the school year (Strong Start arc)
- Collaborative planning time with grade-level teams and instructional leaders
- Relationship-building and culture-setting aligned with WAHS's vision for professional learning

Teachers also receive coaching support throughout their first year, including regular observation-feedback cycles, individualized development plans, and peer collaboration opportunities to ensure they can implement the educational program with fidelity and responsiveness.

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

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

MEETING THE NEEDS OF ALL LEARNERS

To successfully serve the needs of the students at WAHS, we have identified the following numerically significant student populations – whole school, Latino students, socioeconomically disadvantaged students, English Learners, Students with Disabilities, and GATE students. The details of our support for each target student population are below. Since 95.7% of our students are socioeconomically disadvantaged and 97.9% are Hispanic / Latino, support for these subgroups are included in the considerations for the whole school population.

Whole School

The Professional Development at WAHS focuses on effective instruction with an area on academic and behavior interventions. Through the series of intervention PDs, teachers collaborate with their Grade Level Teams to identify definite strategies for their students in the classroom and across the grade level. After implementing Tier 1 academic and behavior interventions in the classroom, teachers meet to identify students who need targeted support. The Teams created targeted interventions for their grade level and a system to track students' progress for the remainder of the semester. At the end of the semester, teachers identify students that were not successful with Tier 1 and 2 interventions. These students will receive Tier 3 interventions beginning semester 2.

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

English Learners

Overview

Per LAUSD Policy, on an annual basis, WAHS shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies if the Charter School will either adopt and implement LAUSD's English Learner Master Plan or implement Charter School's own EL plan. **WAHS has developed and will implement its own EL Master Plan ("EL Master Plan")** that adheres to all applicable federal, state, and judicial mandates for English Learners.

From the 2024 - 2025 Wallis Annenberg High English Learner Master Plan[29]:

The success of ELs and RFEP is one of the highest priorities for WAHS. WAHS is committed to providing the highest quality educational programs and services that are soundly based on current research evidence. At WAHS, instructional plans for English Learners are based on sound educational theory, are adequately supported with trained teachers and appropriate materials, and are periodically evaluated to make sure the program is successful and modified when the program is not successful.

The EL Master Plan outlines the systems that are in place to serve ELs to ensure compliance with state and federal law and, more importantly, to guarantee that all ELs at WAHS have access to rigorous curriculum in order to become fluent in English and master content standards as required by the State of California[30]. We recognize that ELs have a double curricular load; they must become proficient in academic English, and they must master all of the academic content required of all students in California. This means that ELs require additional services to ensure that they acquire English and have access to the full curriculum in a way that makes instruction comprehensible and meaningful.

The EL Master Plan provides guidance and direction to administrators, teachers, staff, and students regarding the options available to parents and the expectations WAHS holds for each classroom. It offers a practical guide for all staff to ensure that consistent, coherent services are provided to every English Learner. All educators are expected to implement this plan with fidelity, and school personnel will hold each other accountable for doing so while continuously improving our services and outcomes.

The EL Master Plan builds on our core beliefs. First, students' learning and achievement are at the center of all our policy decisions and are the focus of the English Learner Master Plan. Next, families are critical partners in this work, along with an extensive group of parents and community members. We strive towards these core beliefs by implementing the highest quality, evidence-based programs and services for all students.

The seven goals set forth in this master plan will be used for evaluation and future guidance of our program.

- **Goal #1: Implementation**
  The WAHS English Learner Master Plan will be implemented and show evidence of academic achievement and the acquisition of English for English Learner students as measured by English Language Proficiency Assessments for California (ELPAC), CAASPP, as well as curricular and district assessments, such as the NWEA MAP assessment.

- **Goal #2: English Proficiency**
  WAHS ELs will make gradual progress in their development of academic English,

[29] Wallis Annenberg High. (2024). *WAHS 2024-2025 EL Master Plan*. https://www.accelerated.org/wp-content/uploads/2024/09/Consent-Agenda-Item-4-WAHS-2024-2025-EL-Master-Plan-1.pdf

[30] California Department of Education (2014). *ELA / ELD Framework.* https://www.cde.ca.gov/ci/rl/cf/

attaining English Language proficiency and progress at the minimum rate of 1-ELD level per year.

- **Goal #3: Academic Progress**
  As a result of increased English Language acquisition and academic support, English Learners will demonstrate increased competency on state-wide tests and demonstrate overall academic achievement.

- **Goal #4 Reclassify English Learners**
  WAHS will reclassify English Learners who meet established criteria, establish follow-up procedures to monitor and support Reclassified Fluent English Proficient students (RFEP) as well as assure all English Learners show yearly progress towards meeting the criteria to become English proficient.

- **Goal #5: Monitoring Plan & Staff development**
  Develop a monitoring evaluation plan for determining program effectiveness for English Learners; monitor growth and use data to improve academic programs.

- **Goal #6: Parent Involvement**
  Parents will gain increased knowledge of language and policies related to the support of ELs and learn strategies to assist in their own language development and those of their children.

- **Goal #7: Cultural Competence**
  The school environment will show evidence of home language and culture affirmation, and all WAHS students and families will develop a greater sense of multicultural awareness and competence.

<u>English Language Identification</u>

Overview

The WAHS process for initial identification, parent notification, assessment and program placement of English Learners is aligned with LAUSD and is standardized for consistency and equity. This process is responsive to the educational needs of ELs and the preferences of parents and guardians.

Enrollment Process

The enrollment process begins when a parent brings their child to WAHS. The office has a staff member available to provide consistent information about the instructional program offered to English Learners. All information is provided in a language that parents understand. Every effort is made to ensure the enrollment process is as convenient and efficient as possible for parents. Included with the enrollment packet is an explanation of the Uniform Complaint Process to ensure that parents understand how to address any potential concerns.

Home Language Survey

Upon initial enrollment in a California public school, parents complete the Home Language Survey (HLS) section on the Charter School's Student Enrollment Packet, as required by state and federal law. The purpose of the HLS is to determine if a language other than English is used in the student's home. Prior to completing the HLS, parents are to receive an explanation regarding its purpose and uses, as well as the possibility that their child may be given an assessment to measure their English language proficiency level. In particular, it should be made clear that the HLS is not used to determine a student's language classification or immigration status. The survey is completed, by the parent or guardian, upon the student's initial enrollment in the Charter School, if the student is initially enrolling in public schooling in the United States. The information provided on the initial HLS takes precedence over any information provided on subsequent surveys completed. The information provided on the HLS is maintained thereafter in the Charter School's Student Information System (SIS) – PowerSchool - and in the student's cumulative record.

The HLS consists of the following four questions:

1) Which language did your child learn when they first began to talk?
2) Which language does your child most frequently speak at home?
3) Which language do you (parents/ guardians) most frequently use when speaking with your child?
4) Which language is most often spoken by adults in the home? (parents, guardians, grandparents, or any other adults)

These questions are used to determine a student's home language status as follows:

- **English Only (EO)**: If the answers to the four questions on the HLS are "English", the child is classified as English Only.
- **Possible English Learner**: If the answers to any of the first three questions on the HLS indicate a language other than English, or a combination of English and another language, the child is assessed to measure their level of English proficiency using the ELPAC assessment.

If the parent's response to the first three questions on the HLS is English, and the response to the fourth question is other than English, reasonable doubt may exist as to the student's home language. The Charter School's administrator/designee must research the student's home language background using the following indicators, as well as consultation with the student's parent:

- Parent/guardian requires an interpreter to communicate in English
- Parent/guardian speaks to their child in a language other than English
- The HLS is completed in a language other than English (including spelling the word "English" in another language; e.g. the Spanish word "inglés")
- Student initiates interaction with their parents/guardians in a language other than English
- Student, after having been enrolled in the mainstream English program designed for students with fluent English proficiency for a reasonable length of time,

demonstrates a lack of comprehension regarding instruction and school routines conducted in English.

If there is evidence of significant non-English exposure, then the pupil must be administered the state English language proficiency assessment, currently known as the ELPAC. The parent will be consulted by a certificated staff member regarding the need to administer the assessment, the results, and the subsequent program placement of the child.

- NOTE: When reasonable doubt is established, the Charter School must annotate the HLS to document the reasons for ELPAC administration. The school administrator/designee must sign and date the annotations provided.

The parent has the right to amend the HLS at any time. However, if the student has already been administered the ELPAC, any changes to the HLS will not affect the student's official language classification. If the parent amends the HLS prior to ELPAC administration, the Charter School must honor the changes made while continuing to take reasonable doubt into consideration, given the probable impact of the change relative to the parent's or student's observed linguistic behavior.

English Language Proficiency Assessment - Initial Identification

State and federal regulations require that if the student's HLS indicates use of a language other than English, the student's English language proficiency level must be assessed. Students will be assessed within 30 calendar days of the start of the school year, or within 30 days if a student enrolls during the school year. In addition, parents must be notified of the assessment results and program placement within 30 calendar days of initial enrollment.

- NOTE: In accordance with *Education Code*, initially enrolling students identified by the HLS as potential English Learners may not be exempted from taking the state-adopted English language proficiency assessment. The purpose of the English language proficiency assessment is to officially determine a student's language proficiency level in English. It is also used on an annual basis to measure progress in acquiring English. Based on a student's overall performance on the ELPAC, they may be classified as an English Learner or an Initially Fluent English Proficient (IFEP) student. Once a student is identified as an EL, the student must be annually assessed with the ELPAC until they meet the eligibility criteria to be Reclassified Fluent English Proficient.

Prior to ELPAC administration, all test examiners must obtain annual training. WAHS provides support during testing for any individually administered components of the ELPAC that require one-to-one administration. Initial ELPAC assessments must be scored through TOMS using the Local Scoring Tool so that an interim language classification can be identified for each student assessed. This score is used to determine appropriate program placement for students identified as ELs. The overall proficiency level must be communicated to the parent within 30 calendar days of initial enrollment. At the end of the

testing cycle, student tests are submitted to the test vendor for official scoring. The test vendor provides the Charter School with official ELPAC results. The ELPAC results are to be accurately and permanently recorded in the Charter School's SIS.

- NOTE: If there is a discrepancy between the unofficial hand-scored results and the official score provided by the test vendor, the official score overrides the unofficial hand-scored results. ELs with disabilities must be assessed with the initial or annual ELPAC. ELs with disabilities may be tested using the CDE-approved *Testing Variations, Accommodations, and Modifications*, which is updated annually. The Individualized Education Program (IEP) team must document in the student's IEP any accommodations or modifications used, and these must not deviate from those approved by CDE. All ELs with disabilities will be assessed with the ELPAC annually after they have been identified as ELs. ELs with moderate-to-severe disabilities are to be assessed in accordance with their IEP.

English Language Proficiency - Annual Summative Assessment

State and federal guidelines require each EL to be assessed annually to determine their progress in acquiring English language proficiency. This assessment is given within a test window prescribed by California Education Code. WAHS ensures that each EL is assessed annually, and the assessment results and program placement are communicated to parents in writing within 30 days of the start of school. The official Summative ELPAC assessment results are provided to parents in a language they understand when the results become available from the test publisher. Information on how to interpret the ELPAC results is available in various languages. Parents may request a meeting to discuss the assessment results.

Initial Language Classification / Status

A student's initial language classification is determined by their overall performance on the Initial English language proficiency assessment, the ELPAC. Based on the performance, a student may be classified as follows:

- EL: The classification based on the Initial ELPAC using the Local Scoring Tool (LST) identifies the student as an EL.
- Initial Fluent English Proficient (IFEP): The classification based on the Initial ELPAC using the Local Scoring Tool (LST) identifies the student as IFEP. This result can occur when the student enters school already fluent in English and the home language(s) or when the student has had minimal exposure to the other language(s) spoken in the home.
    - NOTE: Students classified as IFEP are not eligible to receive EL services and will receive grade-level instruction in an instructional program designed for fluent English speakers.

Annual Language Classification / Status

Parents of ELs will be notified each year of their child's current language classification along

with the annual assessment results. A student will remain an English Learner until they have met the criteria for reclassification.

Parental Notification of Initial Assessment Results and Program Placement

Parents of students who are administered the Initial ELPAC must receive official notification, within 30 calendar days, informing them of their child's:

- Initial English language proficiency level and how it was assessed
- Official language classification
- Instructional program placement

In addition to the above, parents must also receive information regarding the:

- Instructional program, educational strategies, and educational materials to be used in each program
- Reclassification, or program exit, criteria
- Instructional program for ELs with an IEP, and how such program will meet the objectives of the IEP

Parents of students who are administered the Initial ELPAC are informed of this information via the Charter School's Initial Parent Notification of Language Test Results letter and the Parent Notification of Reclassification Criteria. Parents can contact the Charter School if they need additional information.

Parental Notification of Annual Assessment Results and Program Placement

Parents of students who are administered the Summative ELPAC should receive official notification within 30 calendar days of the Charter School receiving the results or 15 days after the beginning of the school year if the results were received after the last day of instruction for the school year, informing them of their child's:

- Annual English language proficiency level and how it was assessed
- Official language classification
- Instructional program placement

In addition to the above, parents must also receive information regarding the:

- Instructional program, educational strategies, and educational materials to be used in each Program
- Progress expectations for the student's program option
- Reclassification, or program exit, criteria
- Instructional program for ELs with an IEP, and how such program will meet the objectives of the IEP

Parents of students who are administered the Summative ELPAC are informed of this information via the Charter School's Annual Parent Notification of Language Test Results, Summative ELPAC Student Score Report, and the Parent Notification of Reclassification Criteria. Parents can contact the Charter School if they need additional information.

Parent Notification of Program Placement

After parents have been informed of the ELPAC results, if the parent does not agree with the program placement, or has questions regarding the assessment results, they may request a conference with the school administrator to discuss the information contained in the letter. *Education Code Section 310* requires that all English Learners receive instruction that is "overwhelmingly in English" for the first 30 calendar days following a student's initial enrollment in a California public school.

Transfer Students

Wallis Annenberg High is committed to ensuring that all students, including mid-year and upper-grade transfer students, are provided with the academic guidance, credit evaluation, and targeted support necessary to meet both the WAHS' graduation requirements and the A-G subject requirements for UC/CSU eligibility. Upon enrollment, the Charter School conducts a comprehensive review of the student's cumulative transcripts and assessment data to determine academic standing, identify credit deficiencies, and develop an individualized graduation plan.

College Counselors will meet with each transfer student and their family to review credit status, outline course placement, and discuss college and career pathways. For students who are credit-deficient or lack access to A-G aligned coursework from prior schools, WAHS will offer multiple interventions, which may include:

- Enrollment in credit recovery courses (online or in-person)
- Assignment to A-G aligned core courses and electives through modified schedules
- Access to extended day, intersession, or summer programming to address credit gaps
- Academic support via tutoring, intervention blocks
- Ongoing college counseling and transcript monitoring to ensure postsecondary readiness

The Charter School regularly monitors the progress of transfer students through data reviews, counselor check-ins, and progress reports. Students receive support tailored to their individual graduation pathway, including those pursuing standard diplomas, UC/CSU eligibility, or alternative postsecondary plans. The Charter School ensures that all students, regardless of entry point, are given equitable access to the opportunities and resources needed to successfully graduate and pursue college and career success.

<u>English Language Program</u>

Instructional Program Options

WAHS provides an instructional program tailored to meet the diverse needs of English Learners. The program guarantees access to a comprehensive curriculum with scaffolds

and support for students at different English language proficiency levels. The ultimate goal of the program is for ELs to prepare to participate fully in A-G courses and to graduate from high school, ready for college and careers.

Each option ensures that ELs with disabilities have an equal opportunity to participate in a program consistent with their IEP. All program options also allow for equal access to gifted and talented program opportunities and do not exclude ELs based solely on their English language proficiency level.

Designated English Language Development Instruction

Students are given designated English Language Development instruction based on their English learning needs. ELPAC exam scores from the previous year's assessment are used for placement purposes and to determine the appropriate designated ELD support based on strengths and deficiencies. WAHS offers three different levels of support for designated ELD Instruction:

- ELD 1/2: Designed for emerging and expanding English Learners. Students focus on language and vocabulary development, supported through the California Language! Live curriculum. The curriculum is based on the California ELD Standards, with an emphasis on collaborative discussions, interacting with others in written English, listening actively to spoken English in a range of social and academic contexts, expressing information and ideas in oral presentations, writing short literary and informational texts, and using verbs and verb phrases in different tenses.
- ELD 3: Designed for expanding and bridging English Learners. Students focus on increasing reading, writing, listening and speaking skills, supported by the California Language! Live curriculum. The curriculum is based on the California ELD Standards, providing students with a balanced approach to learning English through vocabulary development, reading comprehension, culturally relevant literature, informational texts and grammar instruction.

Integrated English Language Development Instruction

All teachers are responsible for incorporating the California English Language Development Standards into their content-area instruction. These students receive integrated ELD instruction, scaffolded academic content instruction and support, and have access to A-G course requirements to be college prepared and career ready. This program also meets the needs of students with RFEP to ensure that their linguistic and academic skills are comparable to their native-English speaking peers:

- ELD instruction incorporated into core classes with a focus on academic language development
- Instruction overwhelmingly in English
- Access to translated documents and materials as appropriate
- Targeted instruction using evidence-based strategies, aligned to specially designed academic instruct in English (SDAIE) methodology
- Mainstream English course with EO/RFEP/IFEP students
- Differentiated instruction

- Use of state-adopted, standards-based materials and supplements

EL Monitoring/ELPAC

Monitoring progress of the acquisition of English is essential. Throughout the year, WAHS administrators and the ELD department must ensure that monitoring is done to identify students who may be incurring academic deficits in language and core content areas while learning English. Regular assessments that measure English language proficiency above and beyond curriculum embedded assessments, and those assessments included with the adopted curriculum, are administered regularly to all ELs. EL student development is monitored by:

- ELPAC results: WAHS disaggregates students' reading, writing, listening, and speaking results to determine ELD course placement. The goal is to support each student with reaching the next level of English Language Progress Indicator, up to Level 4.
- Student work in core classes: The ELD department will review the student work at each grading period to ensure accurate and current information on students' English language proficiency progress. Based on the students' progress, interventions are applied. These interventions can include additional ELD instruction, ELD tutoring, and other instructional support to help the student quickly accelerate to the expected level of English proficiency.
- District Assessments: WAHS monitors student results on these assessments to determine reading levels for English Learners, and make recommendations for reclassification depending on the results
- Curriculum-Embedded Assessments: WAHS instructors receive training on curriculum-embedded supports and accommodations that English Learners may access for course assessments.

This monitoring serves to remind teachers of their students' status and progress toward the expected achievement benchmarks. While some of these data points do not change over the school year, it is imperative that teachers review and monitor English Learner information closely, to intervene appropriately if adequate progress is not being made.

Providing Access to the Full Curriculum to ELs at all Language Proficiency Levels

All English Learners are held to the same high expectations of learning established for all students. Recognizing that the education of an English Learner is multifaceted, we must work towards supporting second language acquisition, as well as all educational subjects and needs. English Learners are taught challenging academic content that enables them to meet performance standards in all content areas, including English, Mathematics, Social Science, Science, Foreign Language, Visual and Performing Arts, and Physical Education. English Learners receive instruction that builds on their academic skills and cognitive abilities, and reflects their language proficiency levels.

English Learners develop full receptive and productive proficiencies in English Language in the domains of Oral Language (listening and speaking) and Written Language (reading and

writing) consistent with expectations for all students. WAHS recognizes that while informal social language usually develops quickly, the academic use of language can take from 4-7 years, depending on the individual.

- All teachers provide targeted support to ELs, and are appropriately authorized to deliver ELD instruction by the State of California.
- Teachers implement SDAIE strategies for ELs in all classes to ensure that ELs have meaningful access to grade appropriate core curriculum across all content areas.
- The criteria for providing ELD instruction in mainstream English and other core classes are clearly defined, implemented and monitored.
- WAHS monitors staff's use of the research-based instructional strategies in all classes to help ELs progress through proficiency levels on the ELPAC.
- The Designated ELD programs for English Learners utilizes State Board of Education adopted materials at grades 9-12 including ancillary materials and SBE-approved, standards aligned materials. The SBE-adopted instructional materials and other standards-aligned instructional materials (in English) are fully implemented for ELs. The ELA instruction for ELs is aligned with the Reading/Language Arts Framework and the CA Common Core English-Language Arts Standards. The ELD instruction for ELs is aligned with the California English Language Development Standards.

Process for Annual Evaluation of the EL Program

Overview

At WAHS, all teachers, staff and administrators will be accountable for ensuring that EL programs are effective.

The WAHS English Learner Advisory Committee serves as the decision-making body and will conduct an annual evaluation of programs and services for English Learners. The evaluation process will focus on key questions that will be administered to staff, and parents in the form of a survey. A Parent Advisory Committee (PAC) meeting will focus on the analysis of these results and post recommendations for improvement.

WAHS undergoes several accountability processes, like Federal Program Monitoring conducted by the CDE and LAUSD oversight. Both CDE & LAUSD will monitor each categorical program during various school years to make sure we are meeting all compliance requirements, including fiscal requirements.

The monitoring process will establish high expectations for all students, promote involvement of all stakeholders (administrators, teachers, parents, and students), involve guidelines set forth by the CDE for Program monitoring under ESSA, and ensure that program evaluation is an integral part of school improvement activities.

EL Program Goals and Related Evaluation Questions and Measures

WAHS administrators will evaluate the following goals related to EL programs:

- Implementing the *English Learner Master Plan* fully and consistently: The administration will monitor the implementation of EL programs and services to

ensure they are delivered fully. Responsibility for monitoring implementation will reside with administrators and the leadership team.

- Ensure steady progress toward and attainment of academic English language development: WAHS operates its ELD expectations in alignment with California's English Learner Progress Indicators.
- Ensure steady progress toward and attainment of grade-level academic proficiency: WAHS operates its academic language expectations in alignment with California's performance expectations and empirically-based research, regarding EL proficiency and the language in which they are taught.
    - **Academic Proficiency:** Students completing five or more years of schooling will meet grade-level standards in core academic subjects, as measured by proficiency on the:
        - CAASPP/SBAC assessments in English Language Arts and Math
        - Internal assessments (e.g., periodic assessments, end-of-course summative assessments)
- Decrease risks of linguistic and academic failure, low English proficiency, grade retention, and dropping out: WAHS will collect, analyze, assess, and monitor key indicators of risk. The goal is to identify and address the root causes of these risks and thereby decrease them over time. This requires WAHS to ensure that these data are consistently collected, accurately recorded in the SIS and regularly provided to all teachers. EL student data to be collected may include absences; suspensions (violent and nonviolent); placement in strategic and intensive interventions; years in U.S. or California schools; failing grades (D or F) received, especially in core academic courses; grade retention, at any grade level; A-G course enrollment and completion rates; "school experience" student survey responses; dropout rate (using California's four-year cohort calculation method); instructional program type; length of time in program; and/or special education services received. When feasible, these data will be disaggregated and analyzed for all students identified as English Learners, including subgroups of EL (non-LTEL, LTEL, RFEP, etc.).
- Increase access and participation in advanced academic program opportunities: WAHS will collect, analyze, assess, and monitor key indicators of access and participation in advanced academic program opportunities. EL student data to be collected may include enrollment and pass rates in Advanced Placement (AP) and early college courses; California Diploma Project Early Assessment Program (EAP) participation; college information, such as, but not limited to, application, enrollment, enrollment without remediation, and completion (community colleges, CSU, UC; and/or electives and extracurricular activities.
- Strengthen parent/guardian participation and engagement in students' academic development: WAHS will collect, assess, analyze, and monitor key indicators of parent/guardian participation and engagement in students' academic development. Possible indicators include attendance at parent/ teacher conferences; parent survey (e.g., School Experience Survey) response rates; and parent orientations for advanced academic opportunities.
- Reduce disproportionate referral to and identification of ELs for special education services: WAHS is continually working to improve the way ELs are referred to and

identified for special education. Training for Student Success Team (SST) members and special education staff are conducted regularly to ensure that ELs with disabilities are properly identified. This includes using WAHS-identified screening and diagnostic instruments that assess the students' abilities in ways that are not confounded with English language proficiency. WAHS will collect data on the number and percent of all students participating in specific special education services annually. These data will be examined as a function of the students' language status and their representation in the general population.

EL Program Evaluation Questions and Measures, by Goal

WAHS will conduct an annual evaluation of programs and services for English Learners. WAHS will annually report data on Goals 1, 2, and 3 (see above); the percentage of English Learners on track to reclassify; and the percentage of LTELs who do not meet reclassification criteria. This data will be disaggregated by length of time in U.S. schools (fewer than five years; completed five years). WAHS will evaluate and report data on and the percentage of LTELs who do not meet reclassification criteria. This data will be disaggregated by length of time in U.S. schools (fewer than five years; completed five years). WAHS will evaluate and report data on goals 4-8 on a regular basis. Action research will be conducted to determine reasons for significant increases or decreases in achieving the program goals in order to develop best practices.

EL Program Goal	**Evaluation Questions**	**Measures / Sources**
1) Implementing the English Learner Master Plan fully and consistently	1. Are master plan instructional programs fully and consistently implemented in ways that meet the needs of ELs? 2. To what extent do teachers of ELs have the qualifications and capacities to address their linguistic and academic needs? 3. Are all English Learners provided ELD instruction? 4. Is ELD instruction provided to ELs of high quality? 5. Are all ELs provided appropriately differentiated instruction (SDAIE) in all academic content areas? 6. Are differentiated instructional practices that are provided to ELs of high-quality?	ELD Observation Tool ● CLAD/BCLAD credential roster Teacher Assignment database ● Secondary SIS EL student placement monitoring ● For ELD: Research evidence-based guidelines (CDE, 2010)
2) Ensure steady progress toward and attainment of academic English Language development	1. Are increasing percentages of ELs progressing in ELD a minimum of one level per year, per state and federal expectations? (AMAO 1) 2. Are increasing percentages of ELs attaining English language proficiency, per state and federal expectations? (AMAO 2) 3. Are ELs progressing on district assessments	ELPAC ● ELD periodic and progress monitoring assessments ● Rate at which secondary students meet criteria for reclassification

	and curriculum assessments?	
3) Ensure steady progress toward and attainment of Grade-level academic proficiency	1. Are English Learners progressing academically per expectations? 2. Are English Learners attaining academic proficiency per expectations?	*A-G Course load* ● Course Grades ● Progress monitoring curriculum assessments periodically
4) Decrease risks of linguistic and academic failure, low English proficiency, grade retention, and dropping out	1. Are the key risk indicators for ELs decreasing annually?	● Absences ● Suspensions (violent & nonviolent) ● Placement in strategic, intensive interventions ● Failing grades (D or F), especially in core academic classes ● Grade retention ● A-G course enrollment & completion rates ● Dropout rates ● Special Education services & participation rates
5) Increase access and participation in advanced academic program opportunities	1. Are sufficient courses offered? 2. Is there an increase in the proportion of ELs completing advanced academic programs with a grade of C or better? 3. Is there an increase in the proportion of students applying and attending college? 4. Is there an increase in the number of ELs participating in and passing AP examinations?	● Enrollment and pass rates in AP, and early college courses ● California EAP participation ● College information/data: applications, enrollment, enrollment without remediation, and completion data ● Participation in extracurriculars
6) Strengthen parent/guardian participation and engagement in students' academic development	1. What types of orientation and training 2. opportunities are parents offered? 3. What measures are used to ensure that 4. parents of ELs are knowledgeable about 5. English Learners' program placement and their 6. academic progress? 7. To what extent are parents participating in and 8. supporting students' academic development?	● Parent orientations/trainings offered regarding *English Learner Master Plan*, EL instructional program options, advanced academic opportunities ● Attendance & active participation in parent/guardian workshops, parent/teacher conferences, and ELAC meetings ● Parent survey (e.g.,

		School Experience Survey) response rates ● Evidence of consistent support for home/school partnership efforts
7) Reduce disproportional referral to and identification of ELs for special education services	1. What is the percent of students, disaggregated by language status (EO, IFEP, EL, RFEP), and how is it relative to their proportion of total population by: ● Special education status ● Specific special education program ● Service qualifying conditions? 2. In what grades are ELs being identified and placed into special education services? 3. Are ELs being referred to and placed in special education services appropriately? 4. What ELPAC levels are ELs in at the time of their identification for special education services? 5. How long have students been at that ELD proficiency level during the time of referral?	● District special education statistics by characteristics (grade, special education status, service qualifying condition, EL status) ● ELPAC scores ● Special education services and participation rates ● Random audit of IEPs and ELs to ensure access to all appropriate linguistic and academic services

Using Program Monitoring and Effectiveness Information to Improve Implementation

To ensure that program implementation, monitoring and evaluation of program effectiveness leads to continuous improvement, administrators and staff at all levels will examine data.

- Site-Level Use: Site-level personnel will review outcomes of EL performance relative to expected linguistic and academic progress. In grade-level or subject matter teams, they will discuss student work, and identify areas of instructional practice that need strengthening based on student performance evidence. Key points of discussion will include effective feedback to students, and the effective use of observational protocols (e.g. teaching and learning framework rubrics, ELD observation tools, SDAIE, access to core instructional observation tools) as a way to strengthen instructional practice. Priorities for professional development will be identified, with support of the leadership team and ELD department.
- ELD Department Use: The ELD department will review outcomes of EL performance relative to expected linguistic and academic progress. They will discuss student work, and identify areas of instructional practice that need strengthening based on student performance evidence. Key points of discussion will include effective feedback to students, and the effective use of observational protocols (e.g. teaching and learning framework rubrics, ELD observation tools, SDAIE, access to core instructional observation tools) as a way to strengthen instructional practice. Priorities for professional development will be identified. The department will also examine patterns of EL performance relative to expected linguistic and academic progress, as well as findings regarding program implementation.

- Administration Use: The administration will review school EL program implementation and evaluation findings, and work with the ELD department to identify key school-wide priorities for professional development, budget priorities, program support and, where necessary, program modification. If significant numbers of ELs are unable to meet reclassification criteria, the Charter School will identify additional measures, including additional courses, to address this issue. Administrators will support the ELD department in prioritizing and addressing key issues and areas of improvement identified by English Learner Master Plan monitoring/evaluation. The administration will also address policy issues related to key issues and areas of improvement identified by Master Plan monitoring/evaluation.

Process and Specific Criteria for Reclassification

Overview

WAHS will provide ongoing annual professional development for administrators and staff, on legal requirements and district procedures relating to the implementation of the identification and reclassification requirements of this English Learner Master Plan, including but not limited to: initial identification, placement options and procedures, communicating assessment results to families effectively, parental rights and informed consent regarding initial identification and placement, including the parental exception waiver process.

WAHS is aligned with LAUSD, and designates English Learners as RFEP when specialized language and academic support services are deemed no longer needed for ELs to be successful in the mainstream educational program at a level commensurate to non-ELs. This decision is made using criteria that include assessment of English language proficiency using the ELPAC, teacher evaluation, local assessments (e.g., NWEA), and parent consultation. Once ELs are reclassified, they retain RFEP status for the rest of their educational careers. However, the academic progress of RFEP students must be monitored for a minimum of four years, as required by state and federal guidelines, and if their continued linguistic and academic performance declines or stalls, interventions are provided to ensure that these students reach and maintain grade level academic proficiency. A full description of the reclassification process is detailed below.

As in the vast majority of California LEAs, ELPAC proficiency levels, in addition to common, grade-level standards-based assessments and English language development assessments are examined to determine if the student is able to function at a level commensurate with their English-speaking peers.

Reclassification Criteria

English Learners are reclassified based on criteria identified in the California Education Code and recommended by the SBE. The minimum criteria to be considered for reclassification are:

1) Assessment of English language proficiency (ELP), using an objective assessment instrument, including, but not limited to, the ELPAC tests.
2) Teacher evaluation, including, but not limited to, a review of the student's curriculum mastery
3) Comparison of student performance in basic skills against an empirically established range of performance in basic skills of English proficient students of the same age; and
4) Parent opinion and consultation

To be Reclassified as Fluent English Proficient, an English Learner at WAHS must meet criteria requirements by:

1) Earning an overall score of 4 on the ELPAC
2) Earning a grade of "C" or higher in English Language Arts and/or English Language Development on their end-of-semester report card, with Teacher/Administrator recommendation for reclassification
3) Earning a Lexile level of "Basic" or higher on the NWEA reading assessment; a Lexile level of "Basic" or higher on the California Language! Live Progress Assessment of Reading; OR earning a "Level 3/Standard Met" or higher on the California Assessment of Student Performance and Progress (Summative or Interim Assessment)
4) Parent/guardian signature and agreement that their child is ready to be reclassified

Reclassification Process

The administrator/designee at each school site is responsible for ensuring that ELs who meet the eligibility criteria are reclassified in a timely manner. The administrator/designee must generate rosters from the SIS database of English Learners who have met the ELPAC criteria. This process begins when the official results of the ELPAC are released, as well as at the end of each semester:

- Administrators, office staff and the data specialist review the rosters for accuracy and missing data (e.g., missing ELPAC scores for a specific language domain).
- Students who have met the reclassification criteria are identified and parents are informed of their proficiency, both orally and in writing.
- Parents meet with the educational team (administrator, Counselor, ELA/ELD teacher) to review and sign the Notification of Reclassification.

Reclassifying English Learners with Disabilities

The reclassification criteria above also applies to English Learners with disabilities. The ELPAC is used to support reclassification for students with disabilities who participate in the general education curriculum. The *Alternate English Language Proficiency Assessments for California* (Alternate ELPAC) is a language assessment for students who are on the alternate curriculum.

The Special Education Administrator is involved in reviewing reclassification criteria for students with disabilities.

- A Sp.Ed. RFEP meeting can be requested by the Special Education Administrator or designee in order to recommend reclassification for an English Learner student with a disability, but may be impacted by their disability, preventing them from meeting the standard reclassification criteria.
- During an IEP meeting, if it is determined that reclassification is appropriate for a student, a separate meeting will be scheduled to formally recommend reclassification. During the meeting, the team will complete the "IEP Team Worksheet to Determine Reclassification." The document will be uploaded into Welligent as documentation for reclassification.

Process for Monitoring Progress of ELs and RFEP Students

The site administrator/designee coordinates the monitoring of reclassified students. All RFEP students are monitored at the end of each semester for a minimum of four years following reclassification. WAHS will monitor RFEP progress by running student grade reports each semester. The site administrator/designee will review RFEP student performance. The review of students who have met reclassification criteria takes place two times throughout the school year:

- After official Summative ELPAC scores have been received at the end of the school year; and
- After the first semester, when mid-year report cards and Lexile levels are determined

For secondary students not meeting proficiency benchmarks in core content areas, the site administrator/designee will meet with WAHS staff to analyze student assessment data and develop an intervention plan. Appropriate intervention measures may include, but are not limited to, the following:

- Student/teacher/parent conferences
- After-school tutoring or after-school academic support
- Targeted reading, writing, or math instruction
- Content-based language development instruction
- Intervention/Intersession classes

In addition to meeting for progress monitoring of students not meeting proficiency benchmarks, WAHS will maintain a report to keep a record of RFEP student progress that will include, but is not limited to, periodic assessment results, curriculum-embedded assessments and teacher evaluation reports.

Process for monitoring progress and effectiveness of support for Long Term English Learners (LTELs) and for students "At-Risk" of Becoming LTELs.

WAHS defines Long LTELs as ELs who have completed six or more years in U.S. schools without meeting the criteria for reclassification. Because the number of LTELs is increasing in WAHS and the nation as a whole, these students are of particular concern, and addressing their needs is a clear priority. The needs of LTELs are different from those of

newcomers and normatively developing ELs. In fact, there is a diversity of need within the LTEL population. Some students need more accelerated literacy instruction while others would benefit from more oral and academic language development. Multiple assessments are therefore essential to accurately diagnose the specific language supports to provide LTELs with maximum benefit.

In determining the types of supports an LTEL requires, WAHS considers the student's educational history, the quality of ELD instruction the student has received, and the number of years in U.S. schools, to determine the extent to which the student's performance is related to their level of ELD and/or literacy development.

LTELs have hit certain barriers that have prevented them from successfully progressing through language acquisition programs. Therefore, LTELs often need more individualized, targeted support. The administrative team at WAHS will take the necessary time to carefully assess and strategically meet the unique needs of each LTEL student in the following ways:

- Use ELPAC results to provide LTELs with the appropriate designated supports for their English listening, reading, writing, and speaking needs
- Provide the following differentiated instruction for LTELs based on specific areas of need:
    - ELD 1/2: Use of California Language! Live, focus on vocabulary acquisition and development
    - ELD 3: Use of California Language! Live, focus on active engagement, oral language, vocabulary acquisition, reading comprehension, and writing strategies
- Provide LTELs with ample opportunities to use English in academic settings and to communicate with peers. In doing this, we will monitor their progress and individually check in with LTELs to ensure that they are effectively developing the language skills to fully engage in the content.
- Meet, engage, and train parents of LTELs in supporting their students' acquisition of literacy and language. With LTELs, we cannot assume that they are getting the necessary wraparound literacy support inside and outside of school.
- Provide language objectives. Each teacher is responsible for including ELD standards with their lessons to align with their core curriculum.
- Use local assessments (i.e. NWEA assessments) to identify specific literacy gaps that have accrued over years of language instruction, and engage in targeted development to close these gaps.
- Placement in Native Speakers classes (and AP classes) for Spanish to build confidence. LTELs often need to build proficiency in their home language before making progress in English acquisition.
- Analyze effectiveness of student data and programs through the ELAC. Implement refinements to EL support programs to ensure LTELs are steadily making progress towards their academic and literacy goals.

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

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

Upon enrollment at WAHS, any student identified from another school or district as Gifted, will be identified in PowerSchool so that teachers and staff are aware of the student on their roster. A Gifted Facilitator (Administrator or WAHS teacher) will help to support teachers with ongoing professional development and ensure that students are referred, identified, and assessed. Through training and ongoing support, teachers will be able to recognize GATE students and provide appropriate instruction. Parents of Gifted students will be provided with workshops and meetings (1 per semester) as well as special events, as interest and opportunities are presented. A yearly survey will be given to parents to ensure they are informed of gifted services and any other needed supports. Participation in GATE conferences as well as membership with organizations such as California Association for Gifted (CAG) is important to support staff and develop GATE students to their fullest potential.

Any parents and/or guardians that have questions regarding Gifted and Talented may contact WAHS leadership.

Students Achieving Below Grade Level

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

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

- Five-week progress reports are sent home to inform parents of a student's grades in each class.
- Every week a phone call is made for all students receiving three or more failing grades in their classes. The phone call also provides tips on how family members can help the student improve their grade.
- Parents are trained on how to use PowerSchool to access student's grades electronically for the most updated information on their performance in school.

These trainings occur at after-school parent meetings.

- Parent conferences are held every semester. All parents can sign up to meet with their student's teachers to receive feedback on their student's strengths and areas of growth. Grade-level teams also collaborate during parent meetings for the students achieving below grade level to create a plan for students' success.

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

Socioeconomically Disadvantaged / Low Income Students

Wallis Annenberg High is deeply committed to equity and opportunity, and we understand that socioeconomically disadvantaged students–while not necessarily low-achieving–face systemic barriers that impact access, engagement, and long-term success. Our school identifies and supports students in this group with a holistic, asset-based approach grounded in dignity, belonging, and educational justice.

WAHS identifies students in the SED group using CALPADS and CDE definitions, which include students who are eligible for free or reduced-price meals, students whose parents did not graduate high school, foster youth, and students experiencing homelessness. Data is collected during the enrollment process and verified annually through CALPADS by the Office Manager annually. The Assistant Principal will monitor the progress of this student group.

We address the unique needs of students that are SED by ensuring consistent access to core necessities, enrichment, and navigational support. Services are designed to remove financial barriers, build social capital, and increase students' access to postsecondary success.

Our supports include universal access to free breakfast and lunch, a Chromebook to access digital school materials. We have free after-school tutoring services, and one-on-one guidance for college and the financial aid process. There are no fees associated with dual enrollment and AP exams, as well as extracurricular opportunities so that cost is never a

deterrent to participation. When we host events in the evening, we provide dinner and interpretation.

Students with Disabilities

Please refer to the FSDRL at the beginning of Element 1 which contains the provisions necessary to address matters related to students with disabilities including special education and other federal requirements.

Students in Other Groups

Foster Youth

WAHS will comply with applicable California law which provides that California schools need to include foster youth in the school accountability and funding systems to focus on the educational outcomes of foster youth. Foster youth will have access to the educational and other services they need to ensure that they are able to meet the same high expectations for all students.

Enrollment

Wallis Annenberg High is committed to providing immediate and equitable access to all students, including those in foster care, in accordance with Education Code Sections 48850–48859 and all applicable laws governing the educational rights of foster youth.

When a student in foster care seeks to enroll, Wallis Annenberg High will:

1. **Enroll Immediately:**
   Foster youth shall be enrolled immediately, even if they are unable to produce records normally required for enrollment, such as proof of residency, immunization records, school transcripts, or IEP/504 documentation. The Charter School will work in coordination with the foster family, social worker, educational rights holder, and the previous school to obtain necessary records.
2. **Assign a Foster Youth Liaison:**
   A designated Foster Youth Liaison will support the enrollment process and ensure that the student's educational rights are upheld. The liaison will serve as the primary point of contact for the student, caregivers, and relevant agencies.
3. **Ensure Least Disruption:**
   If the student is transferring from another school, every effort will be made to ensure a smooth transition with minimal disruption to the student's education. WAHS will make best interest determinations in collaboration with the student's education rights holder and involved agencies when necessary.
4. **Provide Access to Services and Supports:**
   Foster youth will be provided full access to all academic programs, extracurricular activities, and educational services available to other students, including mental health support, special education services (if applicable), and transportation assistance when required by law or best interest determinations.

5. **Monitor and Support Progress:**
   WAHS will regularly monitor the academic progress of foster youth and provide appropriate supports and interventions to promote educational success and stability.

FOSTER YOUTH LIAISON
Current Foster Youth Liaison: Pedro Carranza
(323) 235 - 6343
4000 S. Main Street, Los Angeles, CA 90037

Homeless Youth

The McKinney-Vento Homeless Assistance Act for Homeless Children and Youth (42 United States Code § 11431-11435) entitles all homeless school-aged children to the same free and appropriate public education that is provided to non-homeless students.

A homeless student is defined as a person between the ages of six to eighteen who lacks a fixed, regular, and adequate nighttime residence and may:

- Live in an emergency or transitional shelter; abandoned building, parked car, or other facility not designed as a regular sleeping accommodation for human beings.
- Live "doubled-up" with another family, due to loss of housing stemming from financial problems (e.g., loss of job, eviction or natural disaster);
- Live in a hotel or motel.
- Live in a trailer park or campsite with their family.
- Have been abandoned at a hospital.
- Be awaiting foster placement in limited circumstances; Reside in a home for school-aged, unwed mothers or mothers-to-be if there are no other available living accommodations.
- Be a migratory or abandoned, runaway, or pushed out youth that qualifies as homeless because they are living in circumstances described above.

The Charter School requires the immediate enrollment of homeless students if they are selected through the lottery. Schools cannot delay or prevent the enrollment of a student due to the lack of school or immunization records. It is the responsibility of the Charter School to request all necessary documents from the previous school and refer parents to all programs and services for which the student is eligible. Referrals may include, but are not limited to: free nutrition, special education services, tutoring, preschool, before and after school services and any other services needed. Unaccompanied youth have these same rights.

WAHS will monitor the progress of homeless youth WAHS will monitor the progress of homeless youth through bi-weekly reviews of academic performance, attendance, and behavior to identify and respond to signs of academic difficulty or disengagement. Targeted supports such as tutoring, counseling, and referrals to community-based services will be provided in collaboration with caregivers, social workers, and other stakeholders to ensure coordinated, wraparound support.

Wallis Annenberg High is committed to supporting the academic achievement and well-being of foster youth through consistent progress monitoring and individualized supports. In alignment with California Education Code and best practices for vulnerable student populations, the Charter School will implement a comprehensive system to monitor the educational progress of all enrolled foster youth.

WAHS will, upon enrollment, identify Foster Youth in the Charter School's student information system (PowerSchool) to ensure appropriate services and supports. The Charter School's Foster Youth Liaison ensures that each student's academic history, special needs, and support services are reviewed promptly. Foster youth academic performance is monitored on a bi-weekly basis, using formative assessments, report cards, attendance, and behavioral data. Any signs of academic difficulty or disengagement will trigger a review and coordinated intervention.

Based on ongoing monitoring, foster youth may receive targeted supports such as tutoring, counseling, case management, mentoring, or referral to community-based services. These supports are designed to address academic, social-emotional, and behavioral needs. The charter school also works in collaboration with caregivers, social workers, educational rights holders, and county child welfare agencies to ensure that foster youth receive coordinated, wraparound support. Educational progress is shared during data meetings, when appropriate.

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

"The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school." **(Ed. Code § 47605(c)(5)(B).)**

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

Measurable Goals of the Educational Program

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

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

Standardized Testing

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

Please see Element 1, *The Requirements Of California Education Code § 47605(c)(5)(A)(ii)* and the completed LCFF State Priorities Table.

For all performance targets, please refer to the completed "LCFF State Priorities" table provided in Element 1.

MEASURABLE PUPIL OUTCOMES: SUMMATIVE ASSESSMENT PERFORMANCE TARGETS

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

In addition to the SBAC proficiency targets outlined in the LCFF table, WAHS implements an internal assessment system designed to monitor and support student progress toward mastery of the Common Core State Standards in ELA and Math for 9th and 10th grade students. WAHS uses the NWEA MAP Growth assessments in both reading and mathematics to generate nationally normed growth data and instructional insights. These assessments are administered at multiple points throughout the year and allow staff to evaluate individual student growth, track subgroup trends, and inform responsive instructional planning. In addition, WAHS administers the CAASPP Interim Comprehensive Assessments (ICAs) in both 9th and 10th grade to further monitor student progress toward mastery and to ensure alignment to SBAC expectations. This multi-measure approach ensures students are on track well before the 11th-grade SBAC benchmark and supports equitable outcomes across all student groups.

Performance Targets Aligned to State Priorities

Please see Element 1, *The Requirements Of California Education Code § 47605(c)(5)(A)(ii)* and the completed LCFF State Priorities Table.

Other Performance Targets

Please see Element 1, *The Requirements Of California Education Code § 47605(c)(5)(A)(ii)* and the completed LCFF State Priorities Table.

METHOD FOR MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT

Wallis Annenberg High also utilizes the NWEA MAP and CAASPP ICA assessment tools to administer formative assessments, to students, that are designed to monitor and measure student progress towards mastery of state standards. Our internal assessment system involves the following components:

- Baseline Data and Goal Setting:
    - Analysis of academic data from previous year with all staff (i.e. NWEA MAP, SBAC/ICA)
    - Creation of data-informed goals by each teacher regarding student achievement for their classes

    - Administration of exams in all courses to assess student readiness level. These exams are aligned with State Standards, and assess readiness for core course content
    - Analyze results from exams with department teams using data analysis protocol. The protocol includes highlighting areas of strength and gaps in learning. Using these findings to adjust plans and instruction in each class. Also, assess progress towards end-of-year goals
- Benchmark Assessments in Core Subject Areas:
    - WAHS utilizes the NWEA MAP and CAASPP ICA assessment tools to administer benchmarks
    - NWEA MAP and CAASPP allow us to administer assessments in state assessed content areas that are aligned with State Standards.
    - We administer assessments using online systems that allow our students to practice being assessed in an online interface, in preparation for the CAASPP and other online tests students will take for college and career.
    - All staff were trained on the assessment platforms before any assessments are administered.

Schedule of Assessments

WAHS utilizes a range of assessments to monitor and measure student progress toward mastery of state standards and the other goals as outlined previously. WAHS works diligently to ensure consistency of assessments (frequency and type) so that there is an accurate portrayal of student progress over time. However, WAHS may need to remove or add to the list of current assessments below as deemed necessary by leadership.

WAHS Schedule of Assessments			
Assessment	**Purpose**	**Grade**	**Administration Timeline**
NWEA MAP BOY	Provide a baseline for internal growth tracking	all	Week 2-3 of the SY
NWEA MAP MOY	Provides EL students with an opportunity to meet reclassification metrics	All ELs	Mid Year
NWEA MAP EOY	Provides a measure to student growth for the year.	all	Last 2 weeks of school
CAASPP ICA 9/10	Provides a status update on Ss progress towards ELA/math SBAC performance	9th/10th	Mid Year
CAASPP ICA 11	Provides Ts with a mid-year check of student progress towards Standards	11th	Mid Year

DATA ANALYSIS AND REPORTING

WAHS implements a coherent internal assessment system to monitor student progress toward mastery of the Common Core State Standards in ELA and Mathematics, support

data-informed instruction, and prepare students for success on state summative assessments and postsecondary pathways.

All students in grades 9–12 take the NWEA MAP Growth assessments in Reading and Math twice per year, in the fall and spring. These nationally normed, computer-adaptive assessments provide reliable insight into student growth over time and are aligned to grade-level standards. WAHS uses the results to measure annual student growth, identify strengths and needs by standard and domain, and inform instructional decisions and grouping.

In addition to NWEA, students in grades 9–11 take the CAASPP ICAs. These are designed to mirror the format, rigor, and standards of the SBAC summative assessments. By administering the ICAs during the school year, WAHS is able to provide students with authentic practice experiences while also giving teachers granular feedback on student performance and readiness.

WAHS teachers participate in two schoolwide data reflection cycles per year focused on assessment outcomes. During these sessions, teachers analyze both class-level and student-level data, identify focus areas for instruction, and adjust unit plans, supports, and instructional strategies accordingly. Instructional leaders and coaches facilitate these sessions and provide targeted support to ensure that assessment results directly inform instruction.

Assessment data also plays a role in academic counseling and intervention planning. NWEA and ICA results are reviewed to guide recommendations for support services and to evaluate progress for specific student groups, including English Learners and Students with Disabilities. These data help ensure students are making adequate progress toward graduation and postsecondary readiness.

WAHS targets two years' worth of academic growth in a single year as a benchmark for strong student progress, especially in foundational reading and math skills. Results from both internal and state-aligned assessments are shared with families, students, and school leadership, reinforcing a schoolwide culture of academic transparency and growth.

GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION

Grading and Progress Reporting

Grades are entered and stored in our SIS. Grades are stored at the end of every semester. Student progress can be monitored by families from our SIS system, which provides current grades for all to be able to access at all times. We also send Progress Reports throughout the semester every 5-6 weeks. The grading scale follows a numerical system based on students' mastery of the content.

Teachers are required to keep grades updated on a weekly basis. Grades reflect work summative or formative assessments which can take the form of tests and/or quizzes,

assignments, projects, homework/participation and other activities assigned by the teacher.

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

Promotion / Retention Policy and Procedures

At WAHS, students are promoted annually to the next grade level regardless of credit accumulation. However, students must meet all graduation requirements in order to earn a high school diploma, as detailed in the "Graduation Requirements" section of this petition.

WAHS students are required to complete a minimum of 220 credits to graduate and have the opportunity to earn up to 80 credits each academic year. This structure provides flexibility for students to recover credits if they fall behind. Students may also participate in credit recovery programs, summer school, or approved concurrent enrollment opportunities (e.g., at community colleges) to remain on track toward graduation.

Academic progress and credit accumulation are regularly monitored by counselors, who provide guidance and intervention as needed. For students requiring additional support, WAHS activates its MTSS, the SSPT, and/or the student's Special Education Case Manager to ensure individualized plans are developed and implemented to address academic and non-academic barriers to success.

WAHS's approach reflects a commitment to equitable, student-centered pathways to graduation, ensuring that all students are supported in meeting high expectations for college, career, and life readiness.

Credit Recovery Opportunities/Procedures

In order to assure all WAHS students graduate from WAHS " A-G" eligible, WAHS offers credit recovery options for students as needed (including transfer students) to recover credits earned for NC and F's, and to improve D grades earned at previous high schools.

Students who need to recover class are encouraged to attend WAHS summer school recovery but sometimes students cannot attend. Other options include students recovering credits by retaking a class where they earned a "NC" the following school year or the next semester the course is offered. Students may also opt for online credit recovery options which include summer online programs. The CCR advisor works closely with the student and parent/guardian to guide and support this process. It is critical the program is free, that students attend only accredited campuses, and recover the credits needed to meet college entrance "a-g" eligibility. Opportunities for Learning, Options for Youth, Matrix for Success, and Mission Academy are all free local accredited campuses we utilize. Community college courses can be used to recover credits as well. WAHS students primarily take advancement courses instead of recovery courses at LATTC or other campuses

because the courses are college level classes. These are generally best to recover with a high school based curriculum instead of college.

Element 4 – Governance

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

General Provisions

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

Charter School shall not be operated as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization. (Ed. Code § 47604.)

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

Charter School shall comply with the Ralph M. Brown Act ("Brown Act"). All meetings of the Charter School's governing board shall be called, held and conducted in accordance with the terms and provisions of Education Code section 47604.1 and the Brown Act including, but not limited to, those related to meeting access and recording, notice, agenda preparation, posting and reporting.

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

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

Legal and Policy Compliance

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

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

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

The Charter School shall comply with Government Code Section 1090, et seq., as set forth in Education Code section 47604.1.

Charter School shall comply with the Political Reform Act of 1974. (Gov. Code § 81000 et seq.)

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

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

Title IX, Section 504, and Uniform Complaint Procedures

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

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

Charter School shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Charter School, that Charter School does not discriminate on the basis of sex or mental or physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.

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

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

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

Responding to Inquiries

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

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School's operations, or breach of the Charter, is received or discovered by the District, Charter School, including but not limited to its nonprofit corporation, employees, and representatives, shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

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

Notification of the District

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

Student Records

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

Parent Engagement

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

The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant students and currently enrolled students that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. (Ed. Code § 47605(n).)

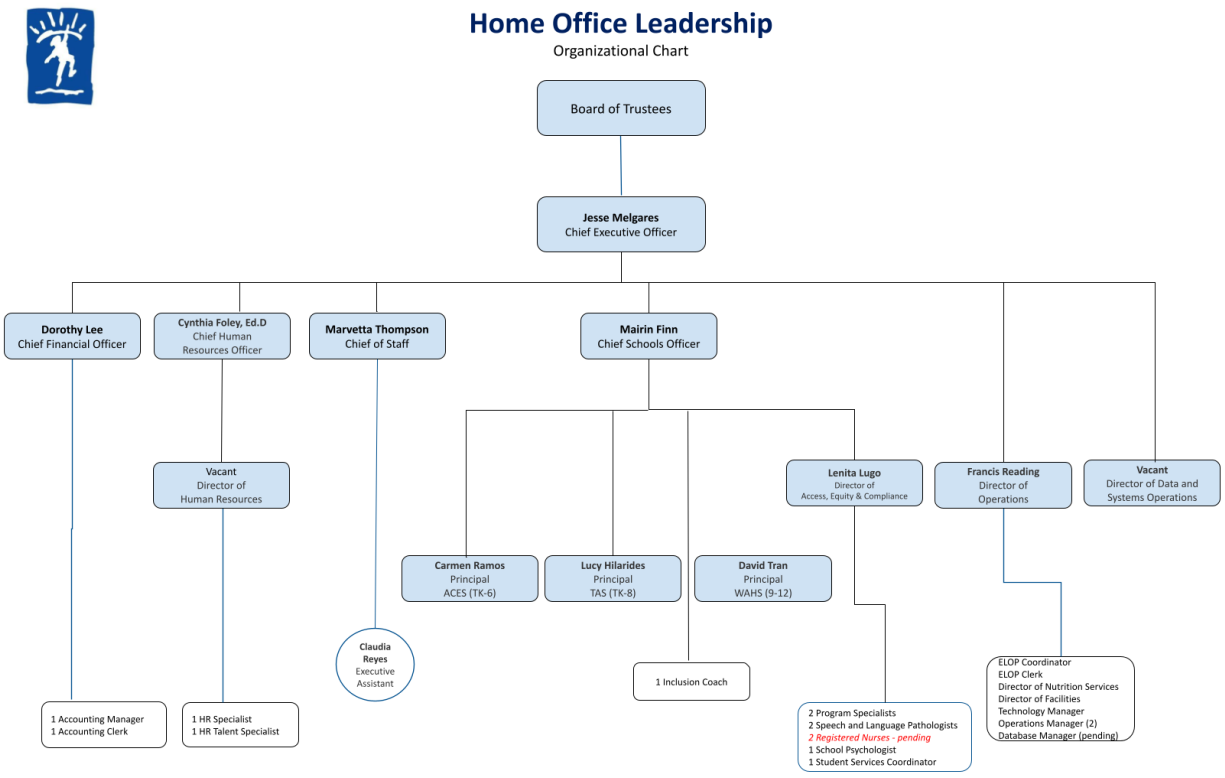
Federal Program Compliance

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

GOVERNANCE STRUCTURE

The Accelerated Schools Governance Structure

The Accelerated Schools' governance structure is depicted in the organizational chart below:



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

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

To accomplish this, The Accelerated Schools, the nonprofit corporation operating Wallis Annenberg High, implements a governance structure that has been successfully implemented at The Accelerated Schools since 1994.

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

One of the key roles of the Board of Trustees is to oversee and evaluate the Chief Executive Officer who is responsible for managing the day-to-day affairs of the organization. To effectively support and guide the CEO, the President of the Board will meet monthly with the CEO for review of the work plan and priorities in carrying out the objectives of the organization. Additionally, the evaluation process of the CEO will include survey results from

school staff and parents to help ensure that the needs of the Charter School are being met. This process of evaluation of the CEO has been in place at The Accelerated Schools and has helped to create a safe environment in which difficult issues can be discussed openly to the benefit of the organization's continuous growth and improvement. The Chief Executive Officer and Principal shall be responsible for day-to-day management of WAHS.

Description of Major Roles

Chief Executive Officer - The CEO serves as the strategic and operational leader for TAS (TK–8), ACES, and Wallis Annenberg High. Reporting to the Board of Trustees, the CEO is responsible for ensuring a high-quality educational environment, strong student performance, and the financial and legal viability of the schools. The CEO oversees and supports school principals and Central Services staff, implements policies and procedures that ensure compliance with state, federal, and charter authorizer requirements, and approves purchases and contractual agreements under $10,000. Additional responsibilities include supervising principals, leading fundraising efforts, overseeing facilities development, managing community partnerships, and serving as the primary spokesperson for The Accelerated Schools. The CEO also conducts weekly school visitations and observations, delivers monthly presentations to staff, parents, and students, and manages the hiring process for school principals. Through transparent, collaborative, and equity-driven leadership, the CEO advances The Accelerated School's mission that all students can excel when held to high expectations and supported in a caring, community-centered environment.

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

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

GOVERNING BOARD COMPOSITION AND MEMBER SELECTION

The Accelerated Schools Board of Trustees

The Accelerated Schools Board of Trustees makes all policy and business decisions regarding WAHS legal and fiscal viability. The Accelerated Schools Board of Trustees will serve as the Board of WAHS. The Accelerated School Board of Trustees is fully committed to the establishment and sustenance of WAHS and has the necessary charter school experience as well as the necessary business, educational, facilities, philanthropic and

managerial expertise to do so. The Board is comprised of a minimum of 5 members and no more than 21.

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

Board Duties

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

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

Criteria and Process for Selecting Board Members

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

Terms of Board Members

All trustees (and alternates) shall hold office for a term of one (1) to three (3) years, unless the trustee resigns or is otherwise removed from office, and until a qualified successor is appointed. All trustees (and alternates) may serve as many terms as they are appointed and qualified to serve. If the number of trustees is hereafter changed, such change will be accomplished so as to ensure that the initial staggered terms are maintained with approximately one-third (1/3) of the trustees nominated under Section 5.c. expiring each year.

Process and Potential Considerations for Determining a Need to Select/Add Board Member

Resignation and Removal

a. Subject to the provisions of Section 5226 of the California Nonprofit Public Benefit Corporation Law, any trustee may resign by giving written notice to the President of the Board, the Chief Executive Officer, the Secretary, or the Board. Such a written resignation will be effective on the later of (i) the date it is delivered or (ii) the time specified in the written notice that the resignation is to become effective. No trustee may resign if the Corporation would then be left without a duly appointed trustee or trustees in charge of its affairs, except upon notice to the California Attorney General (the "Attorney General"). If the resignation is effective at a future time, a successor may be nominated and appointed before such time, in accordance with the procedures set forth in Sections 5 and 6 of this Article, to take office when the resignation becomes effective.

b. Any trustee may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Trustees at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and such removal are given in compliance with the provisions of the Ralph M. Brown Act (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code) as said chapter may be modified by subsequent legislation ("Brown Act"). Any vacancy caused by the removal of a trustee shall be filled as provided in Section 9 ("Vacancies") of the current bylaws.

Vacancies

a. Board vacancy or vacancies shall be deemed to exist if any trustee dies, resigns, is removed, no longer meets the applicable requirements for serving, or if the authorized number of trustees is increased. A vacancy in the alternates shall be deemed to exist if an alternate dies, resigns, is removed, or if the alternate no longer meets the applicable requirements for serving.
b. Notwithstanding Section 8 of the current bylaws ("Resignation and Removal"), the Board may by resolution declare vacant the office of any trustee who has been declared of unsound mind by an order of court, or convicted of a felony, or found by final order or judgment of any court to have breached a duty under California Nonprofit Corporation Law.
c. A vacancy on the Board (or of the alternates) shall be filled using the applicable nominating and appointment process set forth in Sections 5 and 6 of the bylaws. Each trustee (or alternate) so appointed shall hold office for the remainder of the unexpired term, unless the trustee resigns or is otherwise removed from office, and until a qualified successor is appointed.
d. No reduction of the authorized number of trustees shall have the effect of removing any trustee prior to the expiration of the trustee's term of office.

Board Member Qualifications

The Board of Trustees will be composed of highly qualified individuals who have demonstrated a passion for advancing educational opportunities for children, particularly children that have historically been underserved. The Accelerated Schools considers "highly qualified" to be someone who is an expert in their field, one that relates to one of the core functions of a charter management organization.

Selection Criteria and Process

One (1) trustee may be nominated by WAHS parents, voting at a meeting of such parents that has been duly held and noticed (generally, in September of each year), and each nominee shall be a parent of one or more children who are actively enrolled in WAHS during such parent's entire term as a trustee, provided that each such parent shall not be an employee, or an immediate family member (as defined in Article IV, Section 25 of the bylaws) of an employee of the Corporation.

If there is no parent nominee(s) at one or more of the above schools, then the Nominating Committee may, but shall not be required to, nominate an individual of its choosing who meets the requirements for serving as a trustee that apply to such school.

LAUSD, at its option, may appoint a representative to serve as a voting member of the Board in accordance with Education Code Section 47064(c).

The remaining trustees shall be nominated by a Nominating Committee appointed by the Chair of the Board, with approval of the Board in accordance with the bylaws.

The Board shall conduct elections of trustees at its annual meeting and at the first regularly scheduled meeting after a vacancy occurs on the Board. Each nominee shall be elected to serve as a trustee upon a majority vote by the Board. If the Board does not elect a particular nominee, then the applicable nominating entity may select successive alternate nominees, until the Board elects an alternate nominee.

GOVERNANCE PROCEDURES AND OPERATIONS

Meeting Requirements and Procedures

The Board of Trustees will meet a minimum of six times a year. Meetings generally begin in August, right after school starts, with the last in June, right after school ends. Subcommittees (which include Finance, Nominations, and Operations committees) will meet regularly and report to the entire Board at each Board meeting. Meetings of the Board shall be held at the principals office of the Charter School or at any other place within the physical boundaries of the County of Los Angeles which has been designated in the notice of the meeting. A two-way teleconference location shall be established at each schoolsite. All Board meetings and meetings of advisory and standing committees will be conducted in accordance with the Brown Act and Education Code Section 47604.1.

Annually the Board shall meet for the purpose of organization, election of trustees,

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

All Board members shall also comply with the requirements of AB 2158 (2022) by receiving two-hours of specified ethics training (inclusive of conflicts of interest and Brown Act training) by January 1, 2026 and two-years of every two-years thereafter. The Board shall maintain appropriate records of compliance with the same.

Process and timeline for setting annual calendar

At the beginning of each fiscal year, the Board will create a schedule of the annual and regular Board meetings for that year that contains the date, time and place of each meeting. The regular Board meeting schedule may be revised as necessary by the Board of Trustees. The President shall have the authority to reschedule a regular meeting as necessary to establish a quorum of trustees.

Special meetings of the Board for any purpose may be called at any time by the President of the Board or a majority of the Board of Trustees. The party calling such a special meeting shall determine the place, date and time thereof. In accordance with the Brown Act, special meetings of the Board of Trustees may be held only after twenty-four (24) hours-notice is given to the public through the posting of an agenda. Notice of the meeting will be provided in compliance with the Brown Act.

Public Notification of Meetings

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

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

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

Governing Board's Decision-Making Procedures

<u>Quorum and Board Action Requirements</u>

A majority of the trustees in office (but no fewer than two trustees or one-fifth of the authorized number in Article IV, Section 15 of bylaws, whichever is greater) shall constitute a quorum for the transaction of business, except to adjourn as provided in Section 18 of bylaws. Every act taken or decision made by a majority vote of the trustees present at a meeting duly held at which a quorum is present is an act of the Board, unless a greater number is expressly required by California Nonprofit Corporation Law, the Articles of Incorporation or Bylaws. A meeting at which a quorum is initially present may continue to transact business notwithstanding the withdrawal of trustees from the meeting, if any action taken is approved by at least a majority of the required quorum for such meeting. Trustees may not vote by proxy. The vote or abstention of each Board member present for each action taken shall be publicly reported. Any action required or permitted to be taken by the Board must be taken during a meeting held in compliance with the Brown Act.

Teleconference Participation

Members of the Board may participate in a meeting through the use of conference telephone, electronic video screen communication, or other communications equipment, to the extent permitted by law. Participation in a meeting through use of conference telephone constitutes presence in person at that meeting as long as all members participating in the meeting are able to hear one another. Participation in a meeting through use of electronic video screen communication or other communications equipment (other than conference telephone) constitutes presence in person at that meeting if (i) each member participating can communicate with all other members concurrently, (ii) each member is provided the means of participating in all matters before the Board including, without limitation, the capacity to propose, or to interpose an objection to, specific action to be taken, and (iii) the Corporation has adopted and implemented some means of verifying both that the person participating in the meeting is a trustee or other person entitled to participate in the meeting and that all actions of, or votes by, the Board are taken or cast only by the trustees and not by persons who are not trustees. Meeting agendas shall identify all location(s) from which members of the Board are participating in the meeting. The agenda shall provide an opportunity for members of the public to address the legislative body directly pursuant to Government Code Section 54954.3 at each teleconference location.

According to Brown Act (Gov't Code § 54953(b)(2)) requirements for teleconference participation:

- At a minimum, a quorum of the members of the Board of Trustees, whether participating in person or by teleconference, shall participate in the teleconference meeting from locations within the jurisdictional boundaries of the County of Los Angeles;

- All votes taken during a teleconference meeting shall be by roll call;

- If the Board of Trustees elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the

notice and agenda of the meeting;

- All locations where a member of the Board of Trustees participates in a meeting via teleconference must be fully accessible to members of the public, shall be listed on the agenda, and members of the public shall be provided with an opportunity to address the Board of Trustees directly at each teleconference location ;
- Members of the public must be able to hear what is said during the meeting; and
- Members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.

Compliance with Education Code Section 47604.1

Meetings of the Board shall be held at the principal office of the Corporation or at any other place within the physical boundaries of the County of Los Angeles which has been designated in the notice of the meeting. A two-way teleconference location shall be established at each school site.

STAKEHOLDER INVOLVEMENT

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

The Parents as Equal Partners in the Education of their Children (PAEP) policy created a taskforce to further explore and define a framework for parent engagement tools and programs. The PAEP Taskforce, with the participation of over 100 stakeholders, including parents from Title I schools, developed a common definition of parent engagement:

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

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

A. Parent Involvement in the Policy Development Process

The Accelerated Schools Title I Parent and Family Engagement Policy was developed jointly

with and approved by parents of Title I students at all three schools and adopted by the The Accelerated Schools Governing Board. It is annually reviewed by Title I parents and distributed.

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

The following overarching recommendations were expressed by parents:

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

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

B. Title I Parent Involvement Policy Requirements

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

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

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

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

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

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

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

support and provide necessary information to parents of students with documented achievement gaps, ELs and students with special needs.

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

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

- Parent Workshops: A collection of workshops/trainings that comprise the essential knowledge and skills all parents must have to support their child's learning in high school. Possible training areas include: Preparing for school
    - Master Plan for ELs
    - Literacy/math home-based support
    - State Standards
    - A-G college preparatory requirements
    - Student Academic Performance Data
    - Transition to middle and high school
    - Parents as advocates and leaders
    - Special Education programs
    - Creating learning environments at home
    - Supporting good attendance habits (includes promoting literacy, regulating TV time, supporting homework completion)

- Training that provides school staff, including but not limited to principals, teachers, front office staff, parent center staff and others, with knowledge and understanding that fosters meaningful and sustainable parent involvement. Key areas include:
    - Parent involvement research and best practices
    - Creating welcoming environments
    - Engaging and expanding meaningful school volunteer programs
    - Informing parents of their rights and responsibilities and categorical/special programs such as Title I, EL and Special Education
    - Establishing effective advisory committees and councils at schools
    - Addressing parent concerns
    - Engaging parents to support homework completion, good attendance habits, and creating learning environments at home that reinforce classroom learning
    - Engaging and effectively communicating with parents, including working parents, disabled parents, newly arrived parents and non-English speaking parents

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

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

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

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

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

To address this mandate, WAHS will:

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

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

To address this mandate, The Accelerated Schools will:

- Ensure effective parent involvement at schools by growing schools' capacity to do the following:
    - Communicate effectively with parents
    - Create welcoming, respectful environments for all parents
    - Provide learning opportunities for parents that grow their ability to support classroom learning, particularly in math and reading, homework completion and attendance
- Ensure parents are knowledgeable about the following:
    - Parents' Bill of Rights and Responsibilities
    - Student and school performance data
    - School policies including the visitation policy, attendance policy and homework policy

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

Role of parents and staff in the governance of the Charter School

One parent from WAHS has a seat on the Accelerated Schools Board of Trustees, three WAHS parents have voting positions on the WAHS PAC, at least two parents have voting positions on the WAHS ELAC, and at least one WAHS parent is a member of the School Safety Committee.

Note that the WAHS PAC serves akin to the School Site Council for WAHS.

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

Consultation of Stakeholders in developing LCAP and Mid-Year and Annual Update

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

Charter School shall present a report on the annual update to the LCAP and the local control funding formula budget overview for parents on or before February 28 of each year as part of a nonconsent item at a regularly scheduled Board meeting. Parents will also have the opportunity to review and discuss the LCAP during Coffee with the Principal every other month.

Consultation of parents and teachers regarding the Charter School's educational program

LCAP documents are reviewed and discussed through the PAC committee with parents, students, teachers, and administration. Surveys are provided to parents, students, teachers, and other staff to gain input regarding the educational programs at the school site.

School Website

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

Composition of Committees

PAC: Principal, 1 Classified Staff member, 4 teachers, 3 parents, 3 students

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

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

Element 5 – Employee Qualifications

***"The qualifications to be met by individuals to be employed by the charter school."* (Ed. Code § 47605(c)(5)(E).)**

Equal Employment Opportunity

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

ESEA/ESSA and Credentialing Requirements

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

EMPLOYEE POSITIONS AND QUALIFICATIONS

Major Executive Positions: Chief Executive Officer (CEO), Chief Financial Officer (CFO), Chief of Human Resource Officer (CHRO) , Chief Schools Officer (CSO), Chief of Staff (CoS)
Administrative/Managerial Staff: Principal, Assistant Principal, Dean of Culture, Office Manager, Program Director, Operations Manager
Certificated Staff: Teacher, Substitute Teacher, Dean of Culture, Social Worker
Instructional Support Staff: Instructional Aide, Academic Tutor
Classified Staff: Office Clerk, Campus Aide, Custodian, Family Engagement Coordinator, Attendance Clerk, Office Manager
Certificated Staff: Teacher, RSP Teacher, Substitute Teacher, Math Coach

The Accelerated Schools CEO

Qualifications

Education:

- Bachelor's degree required
- MBA or other advanced degree(s) strongly preferred
- Doctorate preferred

Leadership & Management Experience:

- Demonstrated success as a CEO or in a top leadership position within a school system or organization focused on innovative teaching and learning
  Proven ability to lead, motivate, and inspire high-performing teams
- Skilled in organizational management, strategic planning, and cross-departmental leadership
- Ability to effectively prioritize, delegate, and oversee multiple departments

Fundraising & Strategic Partnerships:

- Develop and lead The Accelerated School's overall fundraising strategy.
- Cultivate and maintain relationships with donors, foundations, and partners. Secure new funding streams, including grants and philanthropic support.
- Engage the Board in fundraising and donor outreach.

Government & Community Relations:

- Ability to manage relationships and navigate processes with the City of Los Angeles, School District, and California Department of Education
- Experience working with community organizations, advocacy groups, and bargaining units/unions

Education Sector Knowledge:

- Deep understanding of public education, particularly in urban school systems
- Knowledgeable in education policy, practice, and issues of diversity, equity, and access
- Demonstrated success improving academic outcomes and supporting educational excellence
- Previous teaching and administrative experience preferred
- Technology literate with an understanding of instructional technology integration

Communication & Public Presence:

- Strong verbal and written communication skills
- Comfortable with public speaking and representing the organization externally
- Highly articulate in discussing educational initiatives, policy, and strategic vision

Personal Attributes:

- Visionary and forward-thinking leader
- Results-driven, decisive, and able to solve problems quickly and effectively
- Committed to educational excellence and equity
- Skilled in managing time and resolving both internal and external conflicts
- Superior interpersonal skills with the ability to collaborate with a board of trustees and diverse stakeholders

Job Description

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

1. Primary Activities

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

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

2. Responsibilities

A. Keep the Board informed of the condition of The Accelerated School's educational program(s), assure effective communication between the Board and the staff of the school system. Relay all communications by the Board regarding personnel to WAHS employees and receive from all school personnel any communications directed to the Board.
B. Prepare the agenda for Board meetings, in consultation with the Board President. Prepare and submit recommendations to the Board relative to all matters requiring board action, placing before the Board such necessary and helpful facts, information, and reports as are needed to insure the making of informed decisions.
C. Submit to the Board a clear and detailed explanation of any proposed procedure that would involve either departure from established policy or the expenditure of substantial sums.
D. Develop and recommend to the Board objectives of the WAHS' educational program(s) and see to the development of internal objectives which support those of the Board.
E. Develop and recommend to the Board long-range plans consistent with population trends, cultural needs, and the appropriate use of WAHS facilities, and see to the development of long-range plans which are consistent with Board objectives.
F. See to the development of specific administrative procedures and programs to implement the intent established by Board policies, directives and formal actions.
G. Oversee the execution of all decisions of the Board.
H. Ensure that sound plans of organization, educational programs and services are developed and maintained for the Board.
I. Maintain adequate records for the schools, including a system of financial accounts, business and property records, personnel records, school population and scholastic records. Act as custodian of such records and all contracts, securities, documents, title papers, books of records, and other papers belonging to the Board.

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

3. Primary Relationships

The CEO observes and conducts the following relationships:

A. The Accelerated Schools Board
    i. As chief executive officer, be accountable to the Board for the administration of the educational system and for the interpretation and fulfillment of the aforesaid functions, primary activities and responsibilities.
    ii. Attend, or have a representative attend, all meetings of the Board.

iii. Represent WAHS as the chief executive officer in dealings with other school systems, professional organizations, business firms, agencies of government and the general public.
iv. The CEO reports directly to The Accelerated Schools Board of Trustees who has the ultimate responsibility for developing strategies for financial balance in making policy level decisions. The CFO in conjunction with the CEO drive this process on a daily basis and must constantly focus on financial sustainability, balance and maintaining a long-term perspective.

B. Administrators

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

C. Others

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

Chief Financial Officer

The CFO is a key member of the Executive Management team and reports directly to the CEO. The CFO plays a strategic leadership role in supporting the development, sustainability, and success of our high-performing charter schools. This position is responsible for managing and overseeing all business and financial operations, including

budgeting, accounting, payroll, purchasing, facilities, nutrition services, information technology (IT), risk management, compliance, and financial reporting.

The CFO is a hands-on, experienced, and detail-oriented professional who brings a strong commitment to educational excellence, a collaborative spirit, and a systems-oriented mindset. The CFO is a strategic thinker and problem solver, capable of leading complex financial operations while ensuring transparency, efficiency, and alignment with the organization's mission. The CFO will also lead financial compliance efforts, oversee data reporting, and participate in labor and vendor negotiations as needed.

Qualifications

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

Job Description

- Leadership and Advisory Role
    - Board Reporting & Presentations: Translates financial data into clear, actionable insights for educational partners; oversees the Board's Audit and Finance Committees.
    - Legal & Regulatory Knowledge: Stays current on Education Code amendments and new laws, charter renewal finance criteria, and financial policies.
    - Strategic Financial Decision-Making: Aligns fiscal operations with the schools' mission and long-term sustainability.
    - Oversight of Operations Departments: Provides strategic leadership for Business, Facilities, Technology, and Nutritional Services.
- Financial Management and Reporting
    - Charter School Funding Models: Manages revenue streams, including LCFF, in-lieu property taxes, categorical funding, local funding, and state/federal grants.
    - Multi-Year Budget Planning: Develops 3-5 year financial projections to ensure long-term financial stability.
    - Restricted vs. Unrestricted Funds: Ensures proper allocation and tracking of funds such as Title I, II, III, IV, and Special Education.

    - Cost Analysis & Financial Forecasting: Conducts financial data analysis to project future revenues, expenses, and cash flow.
    - General Ledger & Fund Accounting: Maintains accurate financial records with proper expenditure coding in compliance with state and federal regulations.
    - Internal Controls Development and Maintenance: Implements and evaluates internal controls.
    - Relationship Management with Banks and Financial Institutions:
    - Oversight of investment activities and results by the Foundation
- Audit and Compliance
    - State & Federal Reporting Requirements: Oversees compliance with financial reporting, including SACS, and other grant reporting.
    - Local Oversight Agency Compliance: Ensures compliance with fiscal and operational reporting requirements from LAUSD and CDE.
    - California School Accounting Manual (CSAM): Applies state accounting principles to financial operations.
- Other related duties as assigned

Chief Schools Officer

Qualifications

- Bachelor's degree required. Master's degree in Education, Educational Leadership, or a related field preferred.
- Valid Clear Administrative Credential issued by the CTC
- Minimum of ten years in K-12 educational leadership roles, including as a principal, principal manager, or similar, including experience managing and mentoring school leaders and administrative teams.
- Proven track record of improving academic outcomes in a K-12 setting.
- Experience with the development and implementation of curriculum and instructional programs.
- Demonstrated success in strategic planning and change management in an educational environment.
- Deep understanding of K-12 educational standards, including state and federal regulations.
- Expertise in data-driven decision-making and performance analytics.
- Knowledge of best practices in instructional leadership, curriculum development, and teacher evaluation.

Job Description

Academic Program

- Develop and implement a comprehensive academic strategy aligned with the charter network's mission, vision, and goals.
- Oversee curriculum, instruction, assessment, professional development, and pedagogy, ensuring a comprehensive and coherent academic model that supports student success.
- Analyze student achievement data to inform instructional practices and drive

continuous academic improvement.

School Management

- Oversee, coach and evaluate school principals to drive strong academic, whole child and school culture results.
- Conduct regular site visits to schools to assess leadership effectiveness, school culture, and instructional quality.
- Facilitate professional development opportunities for school leaders, promoting a culture of continuous learning and growth.
- Ensure all schools within the network adhere to state and federal education laws, regulations, and charter authorizer requirements.

Executive Team

- Work collaboratively with the entire executive team to develop and implement a comprehensive strategic plan and budget, with academic excellence and equity at the center of the plan.
- Represent the charter network at public events, meetings, and in the broader educational community.
- Collaborate with the Chief Business Officer and school leaders to develop and manage school budgets, ensuring financial sustainability.
- Collaborate with the Chief HR Officer and school leaders to determine annual hiring goals aligned to each school's instructional program.

Description of a WAHS Staff

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

Key Job Descriptions

Teacher Qualifications

All teachers must hold a valid California teaching credential authorizing instruction in the assigned grade level and subject area, including authorization to provide instruction for ELs. This may include a Multiple Subject Teaching Credential with an English Learner Authorization (such as CLAD or equivalent).

- Out-of-State Prepared Teachers: Teachers prepared outside of California who do not hold a CTC-approved English Learner authorization must either:
    - Obtain a CLAD authorization through examination or approved coursework prior to employment, or
    - Apply for an Emergency CLAD Permit (issued under specific CTC guidelines and with employer support).
- California Single Subject credential with in content area w/ English Learners Authorization

In addition to English Learner authorization, teachers assigned to a Spanish dual immersion classroom must hold one of the following credentials or authorizations to provide primary language instruction in Spanish:

- BCLAD (Bilingual Crosscultural, Language and Academic Development) Authorization in Spanish,
- BASP (Bilingual Authorization in Spanish), or
- BCC (Bilingual Certificate of Competence) – although this is no longer issued, it may still be valid if previously earned.

The Charter School will meet all requirements for teacher employment as set forth in applicable provisions of California law and the Education Code. For the avoidance of doubt, teachers at the Charter School shall hold the CTC certificate, permit, or other document required for the teacher's certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in accordance with all of the requirements of the applicable statutes or regulations in the same manner as a governing board of a school district.

Teacher Job Description

- Participates in a collaborative curriculum development process
- Implements curricula and activities to meet academic standards
- Collaboratively designs and implements assessments that measure progress towards academic standards
- Uses assessment data to refine curricula and inform instructional practices
- Reinforces school-wide rules and expectations in and outside of the classroom
- Accountable for students' mastery of academic standards
- Uses a variety of instructional strategies and resources to respond to students' diverse needs and interests, including prescribed educational software and intervention curriculum
- Facilitates learning experiences that promote autonomy, interaction, and choice; engages students in problem solving, critical thinking, and other activities that make subject matter meaningful
- Establishes and maintains standards for student behavior to ensure a safe, secure, and effective learning environment by providing structure, clear expectations, and consistency; implements expectations and consequences in alignment with the behavior management plan
- Implements the established school-wide and classroom Positive Behavior Intervention Support (PBIS) program, including reinforcement systems, behavioral expectations, consequence guidelines, and prescribed level system program; supporting data collection and record-keeping systems
- Establishes a classroom climate that promotes a firm, fair, and respectful environment with a focus on social development and group responsibility by modeling and reinforcing positive behaviors
- Maintains student safety through close observation and "line of sight" supervision; using physical proximity, remaining alert, and anticipating potentially volatile or unsafe situations to intervene proactively

- Ensures the rights of all students are protected through appropriate and respectful communication, proper de-escalation techniques, and the use of nonviolent crisis intervention strategies when necessary
- Produces weekly lesson plans to share with administrators and parents
- Communicates regularly with parents, including through 9-week progress reports, parent-teacher conferences, and student-led conferences
- Participates actively in grade-level meetings, faculty meetings, PLC meetings, and other school meetings
- Engages in staff development, including participation in a one-week Curriculum Institute held prior to the start of the school year
- Meets with co-teachers daily or weekly to reflect on instruction, share best practices, analyze data, and improve teaching strategies

Principal Qualifications

- Knowledge of research findings and recent trends in education.
- Demonstrated success in improving student academic data.
- Proven results using restorative practices with students.
- Ability to lead and develop teams as well as work across teams.
- Excellent communication skills, bi-literate in Spanish and English.
- Commitment to collaborate as a systems player across the organization with all leaders.
- A track record as a successful educator and administrator.
- Interest/background in Charter School Education and School Reform.
- Master's degree in education administration or education leadership.
- Valid California administrative services credential.
- Valid California teaching credential.
- Three to five (3-5) years of proven successful leadership experience in urban education is preferred.
- Three to five (3-5) years of successful teaching or pupil personnel services experiences.

Principal Job Description

Systems Leadership & Vision

- Facilitate the development of an organizational-wide vision with measurable goals and a positive school culture.
- Align the school vision with the organizational vision for school improvement with staff, including direct planning activities and programs to ensure the attainment of the Charter School's mission.
- Create a culture of high expectations with a relentless focus on student achievement, college and career readiness, operational efficiency, and self-improvement.
- Demonstrate a commitment to achieving consistently outstanding results for students and staff through goal-setting.

- Manage daily school operations effectively, including crisis management, maintaining discipline, and ensuring overall school safety and security in accordance with organizational policy.
- Oversee and support compliance-related reporting for categorical programs, Civil Rights Compliance, Federal Meal Program, and other requirements.
- Serve as a steward of the Accelerated Home Office to secure and allocate the resources and support necessary to maintain the Charter School's organizational health.

Instructional Leadership and People Development

- Promote innovative teaching methods and continuous improvement practices within the school community.
- Ensure students develop into confident, courageous citizens ready to succeed in the university of their choice upon high school graduation.
- Train and evaluate high-quality talent.
- Create a positive work environment where teachers feel enthusiastic about the Charter School and their roles.
- Create and implement a professional development plan for faculty that is aligned with organizational priorities based on the Standards of English-Language Arts, Literacy, Mathematical Practices, and Next Generation Science Standards (NGSS).
- Provide targeted coaching and professional development opportunities to help teachers meet instructional goals.
- Establish clear performance expectations and provide regular feedback to staff. ○ Recognize and value the individuality and experiences of all students, responding to their unique academic, emotional, psychological, and social needs.

Community Engagement

- Engage parents and community members to participate and contribute to the Charter School's vision.
- Build strong relationships with local businesses, organizations, and community leaders to support the Charter School's mission and goals.
- Promote a safe, respectful, and inclusive school culture where all students feel valued and supported.

Assistant Principal Qualifications:

- Minimum 3-5 years teaching experience
- Minimum of 1-2 years site administrator or equivalent experience preferred
- Administrative Services Credential: Must possess, be currently enrolled in, or have a demonstrated plan to obtain a valid California Administrative Services Credential.
- Master's in Education preferred
- Excellent communication skills, bi-literate in Spanish and English preferred
- Proven success in moving student academic data
- Strong computers skills
- Commitment to collaborate with organization's leaders, teachers, and parents to facilitate student's academic, social, and emotional success
- A track record as a successful educator and interest/background in Charter School Education and School Reform

Assistant Principal Job Description

The Assistant Principal serves as a key instructional leader, focusing on coaching teachers in their daily practice to enhance classroom pedagogy and improve student outcomes. They are responsible for delivering professional development to support teacher growth and instructional effectiveness. In partnership with the Principal, the Assistant Principal plays a critical role in staff evaluations, supervision and support, data analysis and reporting, as well as curriculum and instructional leadership. They foster a positive and inclusive culture for students, staff, and families, ensuring a supportive and collaborative environment throughout the school community.

Instructional Leadership

- Lead teachers and teacher leaders in dramatically improving scholar outcomes through the implementation of a rigorous data-driven instructional cycle, high-quality professional development aligned to identified gaps, and ongoing observation and feedback.
- Coach, manage, evaluate, support, and inspire a set of teachers and staff via observations with feedback that accurately captures strengths and growth areas and supports measurable progress.
- Set high standards for achievement so that students are on track to be college-ready.
- Ensure that school-wide curriculum, assessments, differentiated instruction, and detailed instructional strategies are aligned to the Common Core State Standards.
- Lead in collaboration with the Leadership Team, including curriculum, instruction, and assessment in all core subjects and other broad courses of study.
- Plans, develops, and provides leadership to school instructional programs toward 21st century student outcomes for graduates to succeed in college and career.
- Provides timely, meaningful, growth-oriented, just-in-time feedback for pedagogy in all content/discipline areas.
- Regularly collect, analyze, and share data to drive student achievement and inform school programs, including master scheduling, cross-curricular articulation, student access to a broad course of study, socio-emotional counseling, etc.
- Supports the development of a master schedule that provides access, rigor, and a broad course of study toward acceleration, intervention, and English Language Development.
- Creates, implements, and measures the alignment and effectiveness of school plans such as the LCAP and EL Master Plan.
- Oversees school's specialized programs such as English Language Development, Special Education, and others.
- Supervises the coordination and ongoing implementation of Academic and Behavioral Interventions for students.

Vision and Cultural Leadership

- Project and encourage a positive, cooperative atmosphere within the Charter School.

- Oversee systems and supports that ensure a positive school climate in which students can develop a love for learning and a sense of responsibility, self-worth, and good citizenship.
- Build and maintain strong relationships with families, students, and colleagues at the school site and the Home Office.
- Build a productive, positive staff culture in which staff members grow, learn, collaborate, thrive, and feel supported in achieving high expectations.
- Lead non-instructional school functions that vary by school site, but potentially include testing coordination, compliance reporting, student activities/enrollment, etc.

Dean of Culture

Qualifications

- Bachelor's Degree
- California Teaching Credential or Counseling Credential (Pupil Personnel Services credential)

Job Description

The individual in this role is responsible for leading the development and implementation of the Charter School's Positive Behavior Support Plan and system of Restorative Practices. Serving as the primary point of contact for student behavior, they guide the Charter School's efforts to foster a safe, respectful, and inclusive learning environment through proactive supports, data-informed decision-making, and collaborative problem-solving. This position works closely with teachers, staff, students, families, and administrators to build school-wide capacity in implementing positive behavior systems, reinforcing consistent expectations, and strengthening school culture. The individual also supports staff through coaching and professional learning, contributes to student and family engagement, and provides leadership in creating a strong sense of community and belonging across the Charter School.

- Lead the development and implementation of the Charter School's Positive Behavior Support Plan and Restorative Practices.
- Serve as the school's lead contact for responding to student behavior, applying incentives and consequences aligned with school policies.
- Monitor student behavior data and implement appropriate interventions based on trends and patterns.
- Provide professional learning for teachers and staff through workshops, modeling, and 1:1 coaching.
  Facilitate workshops and learning opportunities for students and parents related to behavior support and Restorative Practices.
- Lead the implementation of Talking Circles as a school-wide community-building practice.
- Support the development and implementation of a school-wide advisory program focused on mentoring and community-building.
- Provide classroom instruction, as needed, to model best practices aligned with behavior support initiatives.

- Collaborate with students, families, and staff to create and monitor individualized student behavior support plans.
- Reinforce school-wide expectations inside and outside of classrooms, ensuring consistent and respectful communication.
- Utilize appropriate de-escalation strategies and nonviolent crisis intervention techniques when necessary.
- Communicate proactively and frequently with students' families to support behavior and academic success.
- Advise school and district leadership on issues related to positive behavior supports and school culture.
- Promote and reinforce the Charter School's mission and values with all stakeholders.
- Provide campus supervision as needed, including before and after school and during special events.
- Perform additional duties as assigned by school administrators.

Social Worker

Qualifications

- A pupil personnel services credential authorizing service in social work OR Services credential with specialization in health designating social work service
- An earned master's degree in social work from an accredited college or university accredited by the Council on Social Work Education (CSWE).
- A valid license as a clinical social worker issued by the California Board of Behavioral Sciences OR immediate registration as an Associate Clinical Social Worker upon date of hire.
- Must remain in good standing with the California Board of Behavioral Sciences for the duration of the waivers permitted by law, not to exceed six years.
- At least one year of employment in the field of psychiatric social work while under supervision and working with school-age children, or a one-year field placement in a mental health setting working with school-age children

Job Description

- Designs and implements a comprehensive Tier I, II, and III PBIS system that includes restorative practices.
- Works closely with all faculty and staff to implement a Tiered system of support.
- Provides individual, group and family treatment targeting students who are at risk of school failure due to social, behavioral, and emotional problems utilizing evidence based and/or evidence informed practices.
- Provides student and parent psycho-education on topics that include mental health, trauma awareness, social skills, conflict mediation, grief, drug prevention, and other social emotional issues that impact learning.
- Promotes parent engagement in the educational process.
- Provides parent education programs.

- Utilizes electronic health records for documentation pertaining to programmatic requirements, and to comply with federal, state and Department of Mental Health regulations.
- Conducts staff development to address barriers to learning and restore and maintain a safe and healthy learning environment for students, staff, and parents, including: Impact of Trauma and Learning, Psychological First Aid, Crisis Intervention, Threat Assessment and Management, and Suicide Prevention Services.
- Collaborates with teachers and school staff providing mental health consultation to develop strategies for classroom management, designing and monitoring behavior contracts, and positive behavior support planning and implementation.
- Implements evidence-based interventions for individuals, groups and families to address clinical symptoms of trauma, depression, anxiety and other clinical issues with fidelity and measurable outcomes.
- Provides community referrals, linkages, and collaborations with school and community resources to address student and family needs.
- Plans, coordinates, and participates in multidisciplinary teams, including: Student Success Teams (SST), School Wide Positive Behavior Support (PBS), and other activities.
- Participates in school Crisis Teams and Threat Assessment Teams.
- Provides support recovery programs for students and staff in the event of a natural disaster or act of violence/terrorism.

Office Manager

Qualifications

- High School Diploma or equivalent and two (2) years of school office experience (required)
- Bachelor's Degree preferred
- Ability to read, write and speak in both English and Spanish in a professional setting
- Knowledge of grammar, spelling, punctuation and idioms used in both English and Spanish
- Computer literate
- Basic clerical skills such as answering phones and operating office machines
- Excellent customer service skills; must have a courteous and positive attitude
- Ability to work with others as a team
- Great multitasking and organizational skills

Job Description

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

- Communicate and manage staff attendance (attendance cards, time sheets, leaving early form, daily attendance email).
- Coordinate school events and activities (need specifics from principals).
- Schedule school facilities usage.
- Maintain the master calendar.
- Clerical services (answering phones, copying, distributing communications, typing and computer use).
- Provide accurate and timely communication to all school stakeholders. Dispense pertinent information and direction to students, parents, staff, and visitors.
- Plan, organize, and review the work of clerical staff engaged in the preparation of a variety of communications.
- Manage and oversee lottery/enrollment waiting list.
- Oversee processing of supply requests.
- Translate various forms of communication.
- Arrange substitute coverage.
- Collaborate with administrators regarding forms that will be useful to streamline office procedures.
- Welcome and direct visitors to the appropriate department/person.
- Supervise and support the office staff who help support these functions.
- Serve as the Charter School's administrative assistant.
- Perform other related duties as assigned

Office Clerk

Performs a variety of staff duties to support the Office Manager relative to clerical procedures of the organization.

Qualifications

High School Diploma or equivalent. Must have the ability to read/write/speak in Spanish. Must maintain good verbal/written communication amongst staff and customers.

Job Description

- Data entry into various databases including PowerSchool; print reports from various databases
- Creates, maintains, reviews, and organizes files, forms, reports, etc. for various school functions including student records and attendance.
- Assists with translation/interpretation (English/Spanish).
- Participates in training/workshops and professional development.
- Prepares and mails form letters to parents notifying them of their child's excessive absences and/or lateness.
- Distributes letters regarding absences to appropriate departments or teachers and maintains copies in office.
- Retrieves data and compiles information from manual and automated files for the preparation of routine reports and correspondence regarding attendance.
- Prepares daily, weekly and/or monthly attendance reports and submits to

designated administrators or school district personnel.
- Calls parents to notify about and determine reason for student's absence; Uses telephone to request and give routine information to parents and school district personnel.
- Issues and processes all requests for early dismissal and ensures parental consent. Maintains files of school district attendance records.
- Uses computer applications or other automated systems such as spreadsheets, word processing, calendar, e-mail, and database software in performing work assignments.
- May perform other incidental tasks, as needed.

Instructional Aide

Instructional Aides provide in classroom support to teachers. All instructional aides will meet any requirements as made necessary by state or federal legislation. All Instructional Aide positions are reflected in the budget.

Qualifications

- Instructional Aides must have a high school diploma or GED and have the following requirements:
- An associate of arts degree, Bachelor's degree; or two years of college; or demonstrated, through a state or local academic assessment, knowledge of, and the ability to assist in the instruction of reading and writing.
- Correct oral and written usage of English; reading and composition skills
- Ability to learn, understand, and apply knowledge of the reading process and how it is developed; implement the provided curriculum and instructional techniques; realize when curriculum modifications are necessary for meeting the students' needs and provide appropriate modifications
- Bilingual-Spanish/English Preferred

Job Description

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

- Participate in regularly scheduled collaborative planning sessions and continuously review assessment data.
- Correct student papers and/or advise students regarding improvement of work products.
- Provide interpretation services for parent meetings
- Incorporate behavior modification methods and school's Positive Behavior Support plan when needed.
- Provide an educationally motivating environment.
- Organize and maintain instructional materials and files.
- Provide detailed feedback about student progress to the Assistant Principal and teacher.
- Attend meetings and trainings as required.
- Perform other related duties as assigned.

Campus Aide

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

Qualifications

- Experience in working in early childhood and racially diverse communities.
- Inspire, counsel and instruct students to facilitate academic, social and emotional success.
- Ability to supervise campus areas.
- Knowledge of health and safety aspects of playground supervision.
- Establish and maintain cooperative and positive working relations with students, teachers, administrators and parents.
- Understand and follow oral and written instructions.
- Be consistent in application of school policies.
- Must be First Aid and CPR certified.
- Employment contingent upon clearance of background check and TB.
- Bi-literate in Spanish and English preferred.

Job Description

- Provide a caring and constructivist learning environment for inner city students that enables students to master the California Common Core Standards and develop as confident, courageous citizens prepared to succeed at the university of their choice upon high school graduation.
- Supervise hallways, walkways, restrooms and all playground areas.
- Supervise students during recess, lunch and free play times.
- Supervise main entrance during student pick up and monitor sign in and out area.
- Distribute newsletter and weekly school information during student pick-up times.
- Assist in the supervision of students in the classroom as needed.
- Assist in the distribution of snacks and direct students during snack time.
- Responsible for all equipment, supplies, and cleanliness of program areas including special projects and lunch/snack areas.

- Check and re-stock bathroom supplies throughout the day as needed.
- Involve children in all program activities.
- Exhibit respectful, positive, and helpful behavior to children, staff, parents/guardians, and community members.
- Report to the Assistant Principal any behavioral concerns and/or incidents involving children in the program.

Custodian

Qualifications

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

Job Description

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

Day-to-Day Substitute Teachers

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

Element 6 – Health and Safety Procedures

"The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:
(i) That each employee of the charter school furnish it with a criminal record summary as described in Section 44237
(ii) For all schools, the development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (K), inclusive, of paragraph (2) of subdivision (a) of Section 32282. For schools serving pupils in any of grades 7 to 12, inclusive, the development of a school safety plan shall also include the safety topic listed in subparagraph (L) of paragraph (2) of subdivision (a) of Section 32282 (iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school." **(Ed. Code § 47605(c)(5)(F).)**

Health, Safety and Emergency Preparedness Plan

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

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

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

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

Comprehensive School Safety Plan

The Charter School shall adopt a Comprehensive School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include, but not be limited to: (1) an assessment

of the current status of school crime committed on Charter School facilities and at Charter School-related functions; and (2) identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, which shall include the development of all of the following pursuant to Education Code section 32282(a)(2)(A)-(J):

- Child abuse reporting procedures
- Routine and emergency disaster procedures
- Policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers of dangerous students pursuant to Education Code section 49079
- A discrimination and harassment policy consistent with Education Code section 200
- Provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel" if applicable
- Procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- A safe and orderly environment conducive to learning at the Charter School
- The rules and procedures on Charter School discipline
- Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on Charter School campus(es) and at school-related functions.

Child Abuse and Neglect Mandated Reporter Training

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of Education Code section 44691.

Medication in School

The Charter School will adhere to Education Code section 49423 regarding administration of medication in school. Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

Athletic Programs

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

If the Charter School offers an interscholastic athletic program, it shall develop and post a written emergency action plan that describes procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, acquire and regularly test and maintain at least one automated external defibrillator (AED) for the Charter School, and make the AED available at on-campus athletic activities or events according to the requirements of Education Code sections 35179.4 and 35179.6.

Family Educational Rights and Privacy Act (FERPA)

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

Criminal Background Clearances and Fingerprinting

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

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

All teachers in Charter School shall obtain a certificate of clearance and satisfy the requirements for professional fitness pursuant to Education Code sections 44339, 44340, and 44341.

Transportation Services

Effective July 1, 2025, Charter School shall comply with the requirements of Education Code Section 39875(c), if applicable, relating to background checks and testing for individuals providing transportation services for students.

Workplace Violence Prevention Plan

Effective July 1, 2024, Charter School shall establish, implement, and maintain, at all times in all work areas, an effective workplace violence prevention plan, consistent with the requirements of Labor Code Section 6401.9.

Homicide Threats

Charter School shall comply with all requirements under Education Code sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All Charter School employees and governing board members who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

Immunization and Health Screening Requirements

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

Charter School shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis pursuant to Education Code section 49450 et seq, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

Mental Health Education

If Charter School offers one or more courses in health education to students in middle or high school, Charter School shall include in those courses instruction in mental health that meets the requirements of Education Code section 51925, *et seq*.

Mental Health Information

Charter School shall create and post a poster at the schoolsite identifying approaches and resources addressing student mental health in compliance with Education Code section 49428.5. The poster shall be displayed in English and any primary language spoken by 15 percent or more of students enrolled at the schoolsite as determined pursuant to Education Code section 48985. The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at

the schoolsite. The poster shall also be digitized and distributed online to students through social media, internet websites, portals, and learning platforms at the beginning of each school year.

Safe Place to Learn Act

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

Gun Safety Notice

Pursuant to Education Code section 49392, at the beginning of the first semester of each school year, Charter School shall distribute a notice to the parents/guardians of each student addressing California's child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the California Department of Education.

Suicide Prevention Policy

If Charter School serves students in any grades Transitional Kindergarten/Kindergarten through 12, Charter School shall comply with the requirements of AB 2246 (2016) and AB 1767, codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts and adopted at a regular public hearing. The Charter School shall review, at a minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

Human Trafficking Prevention Resources

If the Charter School serves students in any grades 6-12, it shall identify and implement the most appropriate methods of informing parents/guardians of human trafficking prevention resources as required by Education Code section 49381.

Feminine Hygiene Products

If the Chater School maintains any combination of classes in grades 6-12 that meets the 40% pupil poverty threshold required to operate a schoolwide program pursuant to Section 6314(a)(1)(A) of Title 20 of the United States Code, then it shall stock at least 50% of its restrooms with feminine hygiene products at all times, and shall not charge students for these products, as required by Education Code section 35292.6.

All Gender Restrooms

Pursuant to Education Code section 35292.5, on or before July 1, 2026, Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of

its schoolsites that has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

Nutritionally Adequate Free or Reduced-Price Meal

The Charter School shall provide each needy student, as defined in Education Code section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code section 49553(a), during each school day.

Recess

Except where a field trip or other educational program is taking place, if the Charter School provides recess, to the extent required by Education Code section 49056, Charter School shall provide supervised and unstructured recess, distinct from physical education courses and mealtimes, for at least 30 minutes on regular instructional days and at least 15 minutes on early release days. Charter School shall not restrict a student's recess unless there is an immediate threat to the physical safety of the student or one or more of their peers.

California Healthy Youth Act

The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act. (Ed. Code § 51930, et seq.)

Bullying Prevention

Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying, and shall annually make available the online training module developed by the California Department of Education pursuant to Education Code section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with pupils.

LGBTQ Resources Training

Charter School recognizes that it is encouraged to use schoolsite and community resources developed by the State Department of Education for the support of lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ) pupils to provide training at least once every 2 years to teachers and other certificated employees at each Charter School schoolsite that serves pupils in grades 7 to 12, to increase support for LGBTQ pupils and thereby improve overall school climate. (Ed. Code § 218.)

Transportation Safety Plan

The Charter School shall develop and maintain a transportation safety plan that includes procedures to ensure that a student is not left unattended on a school bus, student activity bus, youth bus, or child care motor vehicle and procedures and standards for designating an adult chaperone, other than the driver, to accompany students on a school activity bus. In addition, the Charter School shall ensure that each school bus, student activity bus, youth bus, or child care motor vehicle is equipped with a child safety alert system that requires the driver to either manually contact or scan the device, thereby prompting the driver to inspect the entirety of the interior of the vehicle before exiting, unless the student activity bus is exempted by law. (Ed. Code § 39831.3; Veh. Code § 28160.)

SAFETY Act

Pursuant to AB 1955 (2024), employees of the Charter School shall not be required to disclose any information related to a pupil's LGBTQ+ identity to any other person without the pupil's consent unless otherwise required by state or federal law. This provision shall not limit a parent's ability to request school records on behalf of their child.

Extreme Weather Policy

On or before July 1, 2026, the Charter School will develop, adopt, and implement a weather policy that includes protocols for extreme weather conditions, and incorporate the standardized guidelines developed by the CDE.

Element 7 – Means to Achieve Racial and Ethnic, Special Education, and English Learner, including Redesignated Fluent English Proficient Pupils Balance

"The means by which the school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted." (Ed. Code § 47605(c)(5)(G).)

COURT-ORDERED INTEGRATION

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

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

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

COURT-ORDERED INTEGRATION

Outreach Efforts and Student Recruitment

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

WAHS will work with local organizations, such as neighborhood churches, youth programs, community groups, park and recreation departments, playgrounds, and small businesses,

each of which will be approached to gain informal feedback and interest in the Charter School's mission. Recruitment includes publicizing our instructional program, providing tours of the Charter School, and speaking to interested parents.

The Charter School will develop promotional and informational materials (i.e. a school brochure, flyers, a website, and advertisements for local media) in English and Spanish that are easily transmittable to all of the various racial and ethnic groups represented in the District. Promotional and informational materials will be distributed in a variety of community settings to a broad range of community groups, agencies, neighborhood youth organizations, social service providers, churches, grocery stores, public libraries, and legislators that serve the various racial, ethnic and interest groups represented in the district. Materials in Spanish and English will be distributed in order to reach the various populations that exist in the area. WAHS will translate materials into other languages as needed. The Charter School will maintain a web site that allows parents and students to learn about the Charter School. WAHS will also maintain a presence on various lists of charter schools that prospective parents utilize, including those provided by the California Charter Schools Association and the Los Angeles Unified School District.

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

Outreach Timeline

Outreach Initiative	Month Range
Publicizing instructional program and developing promotional and informational materials (brochures, flyers, ads)	June - July
Hosting Open House and Orientation	July
Providing school tours	January and July
Speaking to interested families	All year as needed
Outreach meeting with local organizations, (churches, youth programs, community groups, parks, playgrounds, small businesses)	November - March
Conducting Open Houses (during school year)	September and May
Conducting Back to School Nights (during school year)	September
Distributing promotional/informational materials in community setting (churches, libraries, grocery stores, legislators, etc.)	December - March
Maintain school website with updated information	Monthly and on daily bases as needed
Maintaining presence on charter school list (California Charter School Association, LAUSD)	October - September
Documenting outreach efforts to achieve racial/ethnic balance	October - September

Outreach Languages

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

WAHS is committed to serving a student population that reflects the diversity of the community and the general population residing within LAUSD, including students with disabilities, English Learners, and Redesignated Fluent English Proficient (RFEP) students. The Charter School will achieve this by implementing inclusive outreach and enrollment practices that ensure equitable access for all families. Recruitment efforts will include community-based information sessions, bilingual materials, and targeted outreach in neighborhoods that mirror the demographics of LAUSD. The school's non-discriminatory lottery and admissions process ensures all students have an equal opportunity to enroll. Once enrolled, students receive appropriate supports, services, and programs aligned to their individual needs, with the goal of promoting access, equity, and academic success. The Charter School will monitor enrollment patterns annually and adjust outreach strategies as needed to maintain ratios of Special Education, English Learners, and RFEP students that are reflective of the broader LAUSD student population.

Element 8 – Admission Policies and Procedures

"Admission policies and procedures, consistent with subdivision (e)." (Ed. Code § 47605(c)(5)(H).)

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

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

HOMELESS AND FOSTER YOUTH

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

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

NON-DISCRIMINATION

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

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

Charter School shall not discourage a student from enrolling or seeking to enroll in the Charter School, nor encourage a current student from disenrolling, for any reason, including, but not limited to, the student's academic performance, nationality, race, ethnicity, or sexual orientation or because the student is a student with disabilities, academically low achieving, an English learner, neglected or delinquent, homeless, economically disadvantaged, or a foster youth. The Charter School shall not request or require a student's records to be submitted before enrollment. The Charter School shall post on its web site the California Department of Education notice of these requirements and shall provide the notice to parents/guardians or students age 18 and older when the parent/guardian or student inquiries about enrollment, before conducting an enrollment lottery, and before disenrollment of a student. (Ed. Code §§ 47605, 47605.6)

Charter School shall adopt policy that is consistent with the model policy developed by the California Attorney General addressing the Charter School's response to immigration enforcement, notify parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, prohibit the collection of information or documents regarding the immigration status of students or their family members, and fulfill other requirements of Education Code section 234.7.

PREGNANT AND PARENTING STUDENT ACCOMMODATIONS

Charter School shall provide specified accommodations to pregnant and parenting students, including, but not limited to, the provision of parental leave and reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. The Charter School shall notify pregnant and parenting students and parents/guardians of the rights and options available to pregnant and parenting students. (Ed. Code §§ 222, 222.5, 46015.)

SEXUAL HARASSMENT POLICY NOTICE

The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at each schoolsite and in public areas at each schoolsite.

If the charter school offers competitive athletics, annually post on the school's web site or on the web site of the charter operator the total enrollment of the school classified by gender, the number of students who participate in competitive athletics classified by gender, and the number of boys' and girls' teams classified by sport and by competition level. If Charter School operates multiple school sites, this information shall be disaggregated by school site. (Ed. Code § 221.9.)

ADMISSION REQUIREMENTS

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

The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition or discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

The Charter School shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or their parent or legal guardian within the state, unless required by Education Code Section 51747.3. In accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

In accordance with Education Code Section 47605(e)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(e)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents.

Admission and Enrollment Procedures

The Charter School is a free public school open to all residents of the State of California who are of age qualifying them for admission. The Charter School is nonsectarian in programs and admission policies. The Accelerated Schools do not discriminate against any student based on ethnicity, national origin, gender, or disability, or any other protected category.

Preference for Admission

Parents interested in enrolling their child in the Charter School must complete a Pre-Enrollment Lottery Form and submit it to the appropriate main office if they wish to place their child on our lottery list. Preference for admissions is given to applicants with siblings currently enrolled at Wallis Annenberg High. Parents will need to indicate this information on the boxed portion of the Pre-Enrollment Form to place their child on the sibling waiting list.

STUDENT RECRUITMENT

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

LOTTERY PREFERENCES AND PROCEDURES

Admission Priorities

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

Lottery Exemptions

Students currently enrolled at WAHS are exempt from the lottery.

Lottery Preferences

1. Students living within LAUSD boundaries are given first preference in the lottery as required by Ed. Code §47605(e)(2)(B).
2. Second preference is given to siblings of children currently enrolled at WAHS.
    a. Rationale: The California Department of Education recognizes sibling preference as an equitable and family-centered policy, designed to keep families together and reduce barriers for families with multiple children. Courts and authorizers have long accepted sibling preference as consistent with equal access because it does not exclude outside applicants—it only provides continuity for existing families. This preference fosters family engagement, retention, and community.
3. Third preference is given to children of WAHS staff or of members of the TAS Board of Trustees (not to exceed 10% of enrollment).
    a. Rationale: State and federal guidance permit staff/board member preference so long as it is reasonable and does not constitute a significant portion of total enrollment. The cap at 10% of enrollment ensures the preference is narrowly tailored and compliant with federal non-regulatory guidance on charter admissions (U.S. Department of Education Charter Schools Program, 2014),

which allows such preferences when they promote recruitment and retention of high-quality staff and governance stability. Extending preference to children of staff supports recruitment and retention of qualified educators by reducing barriers for their families. Extending preference to children of governing board members ensures stability of volunteer leadership and commitment to the school's mission. Importantly, limiting the combined staff/board preference to 10% preserves broad access for the general applicant pool and prevents any perception of exclusivity or nepotism.

Public Random Lottery

If the number of applicants exceeds the number of openings available in the Charter School, students are selected for admission by a public random drawing in accordance with Education Code Section 47605(e)(2). The process for notifying potential students about The Charter School's admission process will approximately begin in March, based on the predicted number of openings for the upcoming school year. If there is a need to conduct a Random Public Lottery, we will do the following:

- Pre-Enrollment applications to be included in the lottery have a submission deadline at the end of February every year.
- The Board of Trustees will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of grade level by the designated lottery official (Principal or the principal's designee who is a non-interested party). Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category, and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.
- All students and families on the waitlist for the Charter School are notified by mail to attend an optional open house and informational meeting. The meeting will focus on the lottery process, school expectations of students and families, and the general make-up of student life at the Charter School. Two separate meetings are scheduled so that families have ample opportunity to attend the informational sessions.
- A letter will be sent to the address provided on the students' Pre-Enrollment Form advising them of our lottery date, time and location.

- All families will be notified by phone or mail of their child's lottery outcome. During the lottery process, two lists will be created: a selected list of students who have secured a seat and a waitlist of students pending a seat in the order of their drawn number. If a student on the selected list declines their seat or does not respond by the predetermined deadline, the next student on the waitlist will be moved up to the selected list, ensuring that every available seat is filled in the order determined by the lottery.
- Public Lotteries will be announced on our school website, in site parent newsletters, and throughout the community in places such as local libraries and clinics.

After the openings are filled, the Charter School continues to randomly select names from the pool of applicants, assigning a wait list number to each student. In the event that a selected student declines their seat at the Charter School, another student will be selected from the wait list.

Admission Process

1. Parents who are seeking to enroll a new student in the Charter School submit a lottery application. Lottery applications for the upcoming year are available throughout the year in the Main Office and on the Charter School's website. Enrollment is open all year until the last Friday of March.
2. The lottery application asks for the student name, parent contact information, the grade level for which admission is sought, the birth date of the student and information that would indicate whether the student is eligible for preference in the lottery.
3. At least fifteen days before the lottery draw, parents of students who are currently enrolled are asked if they plan to have their children return in the following year. If they say "yes," or fail to return the form, those students are counted as returning for purposes of calculating the number of available seats.
4. The lottery draw is held in March of each school year. The specific date, time and location are noted on the lottery application. The lottery is held at WAHS in its Multipurpose Room (MPR). Attendance at the lottery is not required for admission to the Charter School.
5. The lottery draw is conducted by the principal or the principal's designee who is a non-interested party.
6. WAHS shall ensure that the lottery process is transparent and accessible to the public: because the lottery itself is open to the public; by the use of technology (including projection of names as they are pulled and seats are filled/waitlist established); and by the availability of staff to verify applicant information prior to the start of the public drawing (ensuring name, grade and preferences are correct to ensure an accurate lottery), answer questions during and after the lottery and provide information.

7. Interpretation services (Spanish or English) will be available and the date/time of the lottery will be set to accommodate the greatest portion of lottery applicants as possible.
8. If the number of applicants exceeds the available seats on the lottery date, a lottery is conducted by the principal or principal's designee by randomly drawing names of applicants with preferences, in the order of priority listed above. The names drawn first are accepted for admission until all seats are filled. The remainder of the names are drawn to create the waiting list.
9. Once the waiting list of students with lottery preferences is established, the principal or principal's designee randomly draws names from the remaining applicant pool and places them on the waiting list in the order the names are drawn.
10. Once all seats are filled and a waiting list established, the Charter School shall fill open seats through the waitlist.

Admission Calendar

1. Early February – Identify possible openings for next school year.
2. Mid-February – Send out notices for admissions informational meetings to all wait-listed students. Post public notices with admissions information.
3. March & April – Lottery drawing.
4. End of March – Hold enrollment orientations and informational meetings on two separate nights.
5. All Year – open enrollment for students to add their name to the Charter School's waitlist.

Admission Timeline

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

Public notice of admission process

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

3. The lottery draw occurs 1 week after the open enrollment period closes. Notification of the lottery date, time, and location is provided to all lottery applicants two (2) weeks prior as a reminder.
4. Within twenty-four hours after the lottery, names of those selected by lottery are available in the Main Office to the public.
5. As noted above under "Admission Process", attendance at the lottery is not required for admission to WAHS. Parents may contact WAHS main office to learn the outcome of their child's lottery application, i.e., admission or place on a waiting list.

Enrollment

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

Waiting List

1. The waiting list governs the order in which openings are filled.
2. If a seat becomes available at a later date, the office staff will contact parents according to the order on the waiting list. Parents are directed to contact the Charter School within three business days by telephone or in person to accept the available position.
3. Lottery forms are kept for the duration of the school year. These are kept as backup to the electronic waiting list. The electronic waiting list is kept and managed by Charter School staff for the duration of the school year. The wait list is cleared at the end of the academic year for which the lottery was drawn. Therefore, the wait list does not carry over from one year to the next.
4. Applications submitted after the lottery deadline are still accepted; however, they will not be part of the initial lottery. Instead, these applications are added to the

original waitlist in the order they are received and organized by the student's grade level. If a seat becomes available, students on the original waitlist are offered placement in sequence, ensuring that all late applications are considered fairly and in alignment with grade-level openings.

Lottery records

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

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

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

Parent induction program

After the student has been admitted, parents are offered the opportunity to meet with WAHS School's principal or designee or attend a Parent Orientation Meeting. In the conference or Parent Orientation meeting WAHS expectations for both the student and parent are outlined. Information about our school program and supports are provided to incoming families.

Parents are encouraged to identify their children's current strengths, interests, needs, and potential challenges. They are also asked to identify the challenges they may face in their role as partners in their child's success at Wallis Annenberg High. The principal or designee guides the parent through possible solutions to these challenges and describes the parent supports provided by Wallis Annenberg High. The conference includes an invitation to parents to make a commitment to support the core values and to cooperate with Wallis Annenberg High in the formation of the student in these values. Students are invited to join their parents at the end of the conference and to commit to the core values.

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

Element 9 – Annual Financial Audits

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

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

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

a. Provisional Budget – Spring prior to operating fiscal year
b. Final Budget – July of the budget fiscal year
c. First Interim Projections – November of operating fiscal year
d. Second Interim Projections – February of operating fiscal year
e. Unaudited Actuals – July following the end of the fiscal year
f. Audited Actuals – December 15 following the end of the fiscal year
g. Classification Report – monthly according to Charter School's Calendar
h. Statistical Report – monthly according to Charter School's Calendar of Reports
   In addition:
   - P1, first week of January
   - P2, first week of April
i. Instructional Calendar – annually five weeks prior to first day of instruction
j. Other reports as requested by the District

ANNUAL AUDIT PROCEDURES

Selecting the Auditor Approved by the State Controller

The CFO meets every three years with the Audit Committee to determine whether the auditor engaged for the past three years should be contracted for another three year term. If the auditor previously engaged is determined to be satisfactory and eligible, the Audit Committee reports that determination to the Board of Trustees for its approval. If a new auditor is to be engaged, the CFO proposes two or more auditors with experience in education finance from the California State Controller's list of Certified Public Accountants Directory Service for K-12 Local Education Agency Audits as posted at https://cpads.sco.ca.gov/ or otherwise promulgated by the controller. The Audit Committee reviews the qualifications of the auditors, verifies that they are on the state controller's list of approved auditors, interviews prospective auditors and reviews

references as needed. The Audit Committee submits its recommendation to the Board for approval.

Conducting the Annual Audit
With the assistance of a back-office service provider, the CFO prepares a draft financial statement for the auditor's review, prepares all schedules requested by the auditor and provides all documents and records requested by the auditor. WAHS staff provides information to the CFO or to the auditor as requested. The CEO is available to meet with the auditor to ensure that all necessary information is provided. The Audit Committee has the opportunity to meet with the auditor to review the draft audit before it is finalized.

Correcting Issues Identified in the Audit
Upon completion of the annual audit the final audit report is submitted to the Audit Committee. The Audit Committee reviews the report for any deficiencies, findings, material weaknesses, or audit exceptions. The Audit Committee reports such issues to the entire Board of Trustees. The Audit Committee supervises the CFO in the correction of such issues and provides such support as may be needed. All recommended changes are to be implemented within thirty days of the Audit Committee's review of the final audit report or within a reasonable time period in light of the complexity of the recommended changes. All deficiencies, findings, material weaknesses, or audit exceptions are to be resolved to the satisfaction of LAUSD.

Submitting the Audit to Required Agencies
The CFO is responsible for ensuring the submission of the completed annual audit to the Los Angeles Unified School District, the California State Controller, the California Department of Education, and the Los Angeles County Office of Education. The submission of the annual audit is to be on the timeline required by state law or regulation.

Element 10 – Suspension and Expulsion Procedures

"The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform the pupil, the pupil's parent or guardian, or the pupil's educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

***(iv) A foster child's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information."* (Ed. Code § 47605(c)(5)(J).)**

GENERAL PROVISIONS

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

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

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

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

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

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated in this section.

HOMEWORK TO SUSPENDED STUDENTS

For any student who has been suspended from school for two or more schooldays, Charter School shall provide student with the homework the student would otherwise have been assigned if requested by the student or student's parent/guardian. If a homework assignment is requested and turned in to the student's teacher either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, but it is not graded before the end of the academic term, then that assignment shall not be included in the calculation of the pupil's overall grade in the class. (Ed. Code § 48913.5)

STUDENTS WITH DISABILITIES

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

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

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

NOTIFICATION OF THE DISTRICT

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

- Completed "Notification of Charter School Expulsion" [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School's policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
  A. Was the misconduct caused by, or directly and substantially related to the student's disability?

B. Was the misconduct a direct result of Charter School's failure to implement Section 504 Plan?

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

OUTCOME DATA

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

REHABILITATION PLANS

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

READMISSION

Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil, unless Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

REINSTATEMENT

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

GUN-FREE SCHOOLS ACT

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

SCHOOL CLIMATE AND STUDENT DISCIPLINE SYSTEM

Student Discipline Philosophy and Overview

At The Accelerated Schools, and at WAHS specifically, we believe that positive behavior support is rooted in helping students develop personal responsibility, self-awareness, and social-emotional skills. Discipline is not about punishment; it is about guiding behavior and fostering a supportive learning environment. We recognize that students are growing through various developmental stages, and it is our responsibility as a learning community to understand and respond to age-appropriate behaviors with empathy and consistency.

To promote personal responsibility and positive social interactions, The Accelerated Schools have established a proactive, schoolwide plan for behavior support. Together, students, staff, and families build the foundation needed to create a safe, respectful, and inclusive learning environment where everyone can thrive. The success of this plan requires active participation and collaboration from all members of our school community, including support and consistency at home.

In the case of a student who has an IEP, or a student who has a 504 Plan, The Accelerated Schools will ensure that it follows the correct disciplinary procedures to comply with the mandates of state and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973.

Prior to recommending expulsion for a student with an IEP or 504 Plan, The Accelerated Schools administrator will convene a Manifestation Determination IEP/504 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 Accelerated Schools' failure to implement the 504 Plan?

Students with identified physical, emotional, learning, or developmental disabilities have the right to placement in the least restrictive environment and may receive special education services according to a written Individualized Education Program (IEP). Questions regarding special education services may be directed to the Special Education Administrator or to the site Principals.

Students may be referred for assessment by a parent, teacher, friend, or by self-referral, however, the referral must be screened, and the recommendation must be made by school certificated personnel supported by school records. No single test, score or measure may be the determining factor. Students referred for identification will be provided with a multi-dimensional assessment that reflects a broad range of abilities as well as the significance of cultural, linguistic, and socioeconomic background. Evidence may include, but is not limited to, test results (such as standardized, norm-referenced and criterion-referenced), subjective indicators (such as teacher checklist, parent inventories, and anecdotal

records), and professional judgment by an expert in the given field (such as talented assessment, product review, and evaluation of student experience).

A 45-Day Interim Placement**,** also referred to as an Interim Alternative Educational Setting (IAES), may be used as a temporary educational placement that allows a student to continue participating in the general curriculum, work toward their IEP goals, and receive support to address inappropriate behavior. This placement can last for up to 45 school days and is typically used when a student with a disability has engaged in specific severe misconduct, such as carrying a weapon, knowingly possessing illegal drugs, or inflicting serious bodily injury. Within 10 school days of initiating the removal, the school must conduct a Manifestation Determination Review (MDR) to determine whether the student's conduct was a manifestation of their disability or if the IEP was not properly implemented. Based on these findings, the IEP team decides on the most appropriate placement for the student, which may include returning to their prior placement or moving to another interim setting. Parents also have the right to request a due process hearing to challenge the decision to place their child in an IAES.

Statement Of Purpose

"We at The Accelerated Schools commit to create a safe school where behavioral expectations are understood and followed. We foster a community of trust and mutual respect for self and others so that powerful learning will take place."

School-wide Plan for Proactive Behavior Intervention and Support (SWPBIS)

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

Statement of Purpose

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

Components of School-Wide Plan for Proactive Behavior Support

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

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

To put this philosophy into practice, Charter School implements a School-wide PBIS model that provides tiered systems of proactive support and intervention. These systems ensure that expectations are clear, students are recognized for positive contributions, and interventions are applied fairly and consistently when challenges arise.

Tier 1: Universal Supports (All Students)

- Explicit teaching and modeling of schoolwide expectations and routines.
- Schoolwide incentives and recognition systems (e.g., Panther Points, shout-outs, recognition events).
- Social-emotional learning and state-adopted violence-prevention curriculum.
- Consistent classroom management strategies reinforced through professional development.
- Daily positive reinforcement from teachers and staff.

Tier 2: Targeted Supports (Some Students)

- Restorative practices such as circles, mediation, and structured reflection assignments.
- Targeted interventions including loss of privileges, community service, or parent shadowing.
- Counselor and support staff check-ins with students who show recurring challenges.
- Behavior contracts and interventions developed in collaboration with families.
- Small-group SEL or academic interventions embedded within MTSS.

Tier 3: Intensive Supports (Few Students)

- Student Success and Progress Team (SSPT) meetings with administrators, parents, teachers, and sometimes the student to develop individualized intervention plans.

- Individualized Behavior Support Plans, including accommodations for students with disabilities as needed.
- Restorative conferences to address major incidents and repair harm.
- Wraparound support services, including external referrals for counseling or mental health needs.
- Suspension or expulsion as a last resort, in compliance with California Education Code and LAUSD's Discipline Foundation Policy.

Monitoring and Equity Systems

- Daily tracking of positive and negative behavior incidents.
- Weekly administrative review of data to ensure consistency and fairness across classrooms.
- Analysis of trends by subgroup (EL, SWD, SED, etc.) to prevent disproportionality and ensure equity.
- Continuous refinement of interventions and supports based on data and student outcomes.

School-Wide Expectations for Behavior

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

Overarching Theme: "Do the right thing!"

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

Tiered Behavioral Interventions

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

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

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

- Warnings
- Loss of privileges such as time-outs, detentions, restrictions from field trips and student activities, being released from student government positions
- Community Service (cleaning up campus)
- Notices to parents/guardians by telephone or letter
- Request for parent conference
- Parent shadowing
- Suspension
- Expulsion

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

Student Success & Progress Team

Students are referred to the SSPT to develop an intervention plan for specific identified needs related to academics or behavior. The team is composed of the classroom teacher, an administrator, the SSPT coordinator, and the parent. The purpose of this team is to

develop and implement an action plan that will target the specific academic or behavior needs of the student.

Restorative Justice Practices

WAHS implements restorative justice practices as a proactive and responsive approach to building community and addressing conflict. Circles, facilitated by trained staff, provide opportunities for students to share experiences, build relationships, and address harm in a constructive manner. In situations where harm has occurred, conferences and mediation sessions allow students to take responsibility for their actions, understand the impact on others and collaboratively develop solutions to repair relationships. These practices focus on accountability, empathy, and reintegration rather than exclusion, aligning with our commitment to equity and belonging.

Alternatives to Suspension

Teachers will be trained during professional development meetings to use effective classroom management strategies to maximize instruction and minimize student misbehavior, including all elements of the Charter School discipline policy, and there will be school-wide systems for assigning both positive and negative consequences.

At The Accelerated Schools, we believe that positive behavior support is rooted in helping students develop personal responsibility, self-awareness, and social-emotional skills. Discipline is not about punishment; it is about guiding behavior and fostering a supportive learning environment. We recognize that students are growing through various developmental stages, and it is our responsibility as a learning community to understand and respond to age-appropriate behaviors with empathy and consistency.

To promote personal responsibility and positive social interactions, The Accelerated Schools have established a proactive, schoolwide plan for behavior support. Together, students, staff, and families build the foundation needed to create a safe, respectful, and inclusive learning environment where everyone can thrive. The success of this plan requires active participation and collaboration from all members of our school community, including support and consistency at home.

Statement Of Purpose

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Components of School-Wide Plan for Proactive Behavior Support

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

- Guiding Principles and Clear Expectations for student behavior
- Effective Classroom Management and teaching of social skills
- Interventions with partnerships between of faculty, students, and families
- Reasonable and Appropriate consequences for negative behaviors
- Consistent Acknowledgement of appropriate Behavior

School-Wide Expectations for Behavior

The Accelerated Schools embrace the guiding theme: **"Do the Right Thing!"** This theme reflects our belief that each person contributes to a safe, responsible, and respectful community.

Safety: Move safely through all areas of campus; engage in safe and respectful play; avoid bringing prohibited items such as drugs or weapons.

Ready to Learn/Be Prepared: Arrive at school on time and prepared; bring necessary materials; use learning time productively.

Responsible: Eat only in designated areas; refrain from using personal electronic devices during instructional time; cell phone use is allowed before and after school only.

Good Citizenship: Follow staff directions and activity guidelines; help keep our environment clean; demonstrate fairness, academic integrity, and responsible decision-making.

Respect: Use appropriate voice levels in shared spaces; keep hands, feet, and personal belongings to yourself; show kindness and respect toward others; avoid harassment, bullying, or intimidating behavior.

Students who need additional support to meet behavior expectations will be provided with interventions that help restore positive behavior and maintain a safe learning environment for all.

Progressive Responses to Behavior

To maintain a productive and supportive environment, clear policies and responses to behavior are necessary. Interventions are designed to guide positive behavior and include:

- Verbal Redirection or Warnings
- Loss of Privileges (e.g., time-outs, restricted participation in activities)
- Community Contribution (e.g., helping to clean shared spaces)
- Parent/Guardian Notifications
- Parent/Guardian Conferences
- Development of Behavior Support Plans through the Student Success and Progress Team (SSPT)

- In cases of ongoing or severe behavior, Suspension or Expulsion as outlined by school policy.

Professional development at Charter will include ongoing classroom management sessions and training provided by the Principal and/or Dean of Culture to help classroom staff meet the challenge of fully educating students, while teaching and modeling appropriate behavior.

Professional development topics may include:

- Support the different responsibilities of staff members, including the provision of mandatory training for all staff involved in discipline.
- Address preventive plans including strategies for ensuring that social-emotional skills are taught consistently and with fidelity through state-adopted violence prevention curriculum, as well as strategies for classroom management, behavioral expectations and individual and group support.
- Provide sufficient training and resources for school staff to understand the function of behavior and how to best support appropriate behavior.
- Address how to develop and implement effective, individual, tailored behavior support plans for all students, with or without disabilities.
- Embed policy information and create alignment with all other professional development and training offered to administrators, teachers, support staff and parents.

The Charter's Discipline Policy ("the 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 the 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. Any modification is submitted to the District for review through the Charter Amendment or Material Revision process.

Using Data

By using data to guide decision-making, the Student Success & Progress Team fosters a proactive and collaborative environment among educators, families, and support staff, ensuring that every student receives the appropriate level of help to thrive in their learning journey. WAHS strategically monitors student behavior data. Data is tracked daily by teachers using the referral process and all of the information is reviewed weekly by administration. Rewards and restorative practices are assigned based on trends identified by each grade level in coordination with data each month and whenever there may be an uptake in non-positive referrals.

Student Discipline Incentive Program

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

Grounds for Suspension and Expulsion

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

Except where suspension and recommended expulsion are mandatory, as described by law, the Principal or their designee (Dean of Culture or Assistant Principal) may authorize an in-school or out-of-school suspension following the process described. Regarding recommendations for expulsion, only the Principal is authorized to expel students in accordance with the provisions below. Because the goal of the discipline policy is to address infractions with as little disruption to the learning process as possible. WAHS prefers in-school to out-of-school suspensions when safety permits. Students assigned to in-school suspension are removed from their regular class and placed in another learning environment such as with the Dean of Culture or Administrator. In addition to the regular classwork, they are provided an opportunity to reflect on the actions leading to their suspension and how those actions contravene the core values. They are given an opportunity and assistance to develop a plan to make amends and restore the good order of the community. Procedures for suspension as well as expulsion are described below.

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

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

The Accelerated Schools will follow all applicable California laws in regards to the administration of our suspension and expulsion policies using Section 48900, which applies to traditional public schools and not charter schools, as a guide and for purposes of designating the offenses subject to suspension and expulsion.

1. Grounds for Suspension and Expulsion (Mandated)

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

a) Possessed, sold, or otherwise furnished any firearm explosive, or other destructive device unless, in the case of possession of any device 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..

b) Brandished a knife at another person.
c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code or committing a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Disciplinary Action Committee (see description below) 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 destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

- The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.
- 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 any explosive, incendiary, or poison gas, including but not limited to: (A) bomb; (B) grenade; (C) rocket having a propellant charge of more than four ounces; (D) missile having an explosive or incendiary charge of more than one-quarter ounce; (E) mine; or (F) device similar to any of the devices described in the preceding clauses.

2. Grounds for Suspension and Expulsion (Limited Discretion)

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

a) Caused, attempted to cause, or threatened to cause serious physical injury to another person.
b) Willfully used force or violence upon the person of another, except self-defense.
c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Committed or attempted to commit robbery or extortion.
e) Assault or battery upon any school employee.

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

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

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

3. Grounds for Suspension or Expulsion (Broad discretion)

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

a) Caused, attempted to cause, or threatened to cause physical injury to another person.
b) Willfully used force or violence upon the person of another, except in self-defense.

c) Unlawfully possessed, used, 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. Students who voluntarily disclose their use of a controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended solely for that disclosure.
d) Offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material represented as a controlled substance, alcoholic beverage, or intoxicant.
e) Caused or attempted to cause damage to school or private property or private property, which includes but is not limited to, electronic files and databases.

f) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
g) 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 a student's own prescription products by a student. Students who

voluntarily disclose their use of a tobacco product in order to seek help through services or supports shall not be suspended solely for that disclosure.

h) Committed an obscene act or engaged in habitual profanity or vulgarity.
i) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
j) Knowingly received stolen school or private property, which includes but is not limited to, electronic files and databases.
k) 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.
l) 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. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, 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. (applicable to grades 9 through 12 only).
m) Caused, attempted to cause, threatened to cause, or participated in an act of hate violence, as defined in Education Code Section 233(e). (applicable to grades 9 through 12 only).
n) Intentionally harassed, threatened, or intimidated school personnel or volunteers and/or 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 the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. (applicable to grades 9 through 12 only).
o) Made terroristic threats against school officials or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "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 their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
p) 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 policy, "hazing" means a method of initiation or preinitiation into a student 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 student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.

r) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

    i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

    ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.

    iii. Causing a reasonable student to experience substantial interference with their academic performance.

    iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2. "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

    i. A message, text, sound, video, or image.

    ii. A post on a social network Internet Web site including, but not limited to:

        a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

b. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

c. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

iii. An act of cyber sexual bullying.

a. For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

b. For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

s) A student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student 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 (a)–(b).

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

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

Suspension Procedures

General

The Accelerated Schools will follow all applicable California laws in regard to the administration of our suspension and expulsion policies. Any time a student is referred to the office for alleged student actions that can merit a suspension or expulsion, an impartial process is implemented to investigate the action, all students are given due process during this investigation. Only the principal or their designee can implement the investigation, which may include the questioning of staff and students, as well as reviewing all specifics of the allegation. Collection of statements or evidence is a pertinent part of the investigation. Upon review and investigation of the alleged student action, authorized staff (principal, assistant principal, principals' designee) will determine if the course of administrative action includes suspension or possible expulsion of the student. The Principal or Designee (Dean of Culture or Assistant Principal) has the authority to suspend and the Principal has the authority to recommend expulsion subject to the due process rights of students and parents/guardians.

The maximum consecutive number of school days for a suspension for a single incident is five (5). For suspensions exceeding five days, a second conference will be scheduled with the parent/guardian upon completion of the fifth day of suspension to discuss the progress of the suspension. The total number of days for which a student may be suspended shall not exceed 20 school days in any school year unless the student transfers in from another school and already has a suspension record for the year. In that case, the total number of school days may be increased by 10 days for a total of 30 suspension days in that school year. The maximum number of suspension days for a student with disabilities in a school year is ten (10) per school year.

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

Suspension in Emergency Situations

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

In the case of an emergency suspension without a conference, both the parent/guardian and the student are notified of the student's right to return to school, no later than the next school day, for purposes of a conference with the Principal or designee (Assistant Principal). The notice includes the anticipated length and conditions of the emergency suspension, the specific reasons for it, and an invitation to attend the conference with or without counsel or other advisor. Parents/guardians are assured that reasonable accommodations and language support will be available. They are also informed that a conference with the student is required for the student to return to school, but that they are not required to attend the conference and that no penalty will be imposed on the student if they do not attend. If information presented at the conference proves the suspension was in error, the suspension shall be removed from the student's record.

Suspension in Non-Emergency Situations

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

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

Activities During Suspension

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

are assigned during the days of suspensions. The Principal or Designee meet with the suspended student upon return to ensure that assignments have been completed.

Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

Appeal of Suspension

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

Parents may first appeal the suspension by meeting with the designated site Assistant Principal/Principal within 24 hours of the suspension. The appeal will be made to an administrator (i.e. Principal or Designee (Assistant Principal)) different from the administrator who suspended the student. The Assistant Principal/Principal will hear the appeal and the parent may also recommend an alternative fair punishment for the infraction. The appeal can also be delivered in writing, in which case an Assistant Principal/Principal will review the document and make a determination within two-hours upon receipt, between the times of 7:45 am to 4:30 pm. With the approval of the assistant principal/principal, the suspension can be removed from the student's record and the student can return to the classroom.

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

In-School Suspension

WAHS may utilize in-school suspension as an alternative to out-of-school suspension, as described in this section. This alternative to out-of-school suspension allows the student to continue receiving educational services at the Charter School site, in addition to any

behavioral or counseling support that may be needed to restore the student back to class. As mentioned previously, an attempt to contact the student's parent, guardian or educational rights holder will be made to explain the situation, and whether or not the suspension will be in-school or out-of-school. Written notice will also be sent.

A student may be assigned to in-school suspension, at the discretion of the Principal or his/her designee, for actions that violate the Charter School's code of conduct or the enumerated offenses for suspension and expulsion set forth below, if the student poses no danger or threat to the Charter School campus, students and/or staff. Students assigned to in-school suspension will be supervised by a member of the administrative and/or operations team/or designee and will serve their in-school suspension at a supervised suspension classroom.

Students will receive written assignments and/or tests from their teachers during the duration of their in-school suspension to ensure they receive continued instruction. Students will serve their in-school suspension in a designated room not being used for instruction, with supervision provided by a member of the administrative and operations team. Students with disabilities will continue to be provided with all supports and services by a SPED-credentialed teacher or other appropriate staff as described in their IEP.

Parents/guardians of students assigned to in-school suspension will be notified by a Charter School staff member by phone and written notice, outlining the reason for and duration of the in-school suspension.

In-school suspensions will be no more than five (5) consecutive school days per incident, and no more than twenty (20) school days in one school year for general education students. The Charter School will follow all applicable laws governing discipline for special education students.

To ensure the safety of all students, staff, and visitors to WAHS, students who violate the following enumerated offenses: caused, attempted to cause, threatened to cause, or participated in an act of hate violence (as defined herein and under Ed. Code Section 48900.3), engaged in harassment, threats, or intimidation against a student or group of students or school district personnel (as defined herein and under Ed. Code Section 48900.4), and/or made terrorist threats against school officials or school property, or both (as defined herein and under Ed. Code Section 48900.7) are precluded from in-school suspensions.

Suspension Pending Expulsion Hearing

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

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

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

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

Expulsion Procedures

Expulsion Hearing

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

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

- The date and place of the hearing.

- A statement of the specific fact(s), charge(s) and offense(s) upon which the proposed expulsion is based.
- A copy of WAHS disciplinary rules, which relate to the alleged violation.
- Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment.
- An explanation of the opportunity for the student or the student's parent/guardian to appear in person at the hearing.
- Notice that the student will be permitted to bring witnesses and present evidence on his or her behalf.
- Notice that the student will be permitted to be represented by legal counsel or by a non-attorney advisor, to inspect and obtain copies of all documents to be used at the hearing, to confront and question all witnesses who testify at the hearing, to question all other evidence presented, and to present oral and documentary evidence on the pupil's behalf.

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

The Accelerated Schools have a fair and impartial process for investigating and confirming the appropriateness of the expulsion of any student. This process will preserve due process rights of students and parents. As set forth above, the student/parent(s)/guardian shall be granted appropriate time to prepare a response and to participate in the hearing with the Disciplinary Action Committee or the Board of Trustees prior to any final decision regarding the expulsion being made.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The DAC 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 that shall be examined only by the DAC. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

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 their right to (a) receive five (5) days notice of their scheduled testimony; (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness 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 DAC,the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.

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

5. The DAC may also limit time for taking the testimony of the complaining witness to the hours the complaining witness 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 DAC presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The DAC may permit any one of the support persons for the complaining witness to accompany the complaining witness 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 DAC 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 of DAC shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the DAC from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.

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

9. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining

witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Notice of Decision

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

After the DAC delivers its decision, as well as findings of fact and conclusions to the Principal or Designee (Assistant Principal) will attempt to notify the parents/guardians by telephone or in person of the decision. Whether or not such oral notice is accomplished, if a decision to expel is made, WAHS principal will send the parents/guardians written notice of the decision, including the findings and conclusions within 48 hours of the decision. This notice also includes the following: notice of the specific offense committed by the student; notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with WAHS; notice of any appeal information and process; and information about alternative placement options, such as Community Day Schools, Opportunity Schools or Independent Study School, other charter schools, and placements suggested by the District so that families can make an informed decision.

Appeal of Expulsion

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

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

Rehabilitation Plans

Pupils who are expelled from WAHS shall be given a rehabilitation plan upon expulsion as developed by the charter school's Board of Trustees at the time of the expulsion order. While tailored to the individual situation, the rehabilitation plan typically will include evidence of improved behavior, attendance and academic performance in the alternative placement setting.

The plan may also set out a schedule for periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

Readmission

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

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

Suspension and Expulsion Periodic Review

The Accelerated Schools Board of Trustees will hold a review of the Suspension and Expulsion Procedures to make sure that the policies and procedures are in the best interest of the Charter School and the Individuals with Disabilities Education Act (IDEA). During the review, the Board of Trustees will make any necessary modifications to the list of offenses for which students are subject to suspension or expulsion. The Accelerated Schools agree to collect suspension and expulsion data which would be made available for review. Outcome data maintained includes:

- Suspensions
- Expulsions & Expulsion Placements
- Reinstatements
- Out of The Accelerated Schools Expellees

Element 11 – Employee Retirement Systems

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

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

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

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

CERTIFICATED STAFF MEMBERS

California State Teachers Requirement Systems (CalSTRS)

All certificated employees participate in CalSTRS. All certificated employees shall participate in CalSTRS throughout the duration of the Charter School's existence under the same CDS code. The Human Resources Department is responsible for ensuring that appropriate arrangements for CalSTRS have been made.

CLASSIFIED STAFF MEMBERS

Social Security

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

Element 12 – Public School Attendance Alternatives

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

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

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

Parent Notification

As a public charter school authorized to operate within the boundaries of the Los Angeles Unified School District, Wallis Annenberg High provides a quality alternative to attending District schools. Students may choose to attend other public schools in the district of residence or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of LAUSD.

Wallis Annenberg High is a school of choice; no student is required to attend. This information is communicated to families through informational meetings.

Element 13 – Rights of District Employees

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

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

Element 14 – Mandatory Dispute Resolution

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

GENERAL PROVISIONS

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

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

PROPOSITION 39 DISPUTES

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

1) Any Dispute shall be communicated in writing ("Written Notification"). The Written Notification must identify the nature of the Dispute and all supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

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

Director

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

To Charter School: Wallis Annenberg High
℅ Director of Access, Equity, and Compliance
4000 S. Main Street
Los Angeles, CA 90037

2) A written response ("Written Response") shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

NON-PROPOSITION 39 DISPUTES

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

1) Any Dispute shall be communicated in writing ("Written Notification"). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

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

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

   To Charter School: Wallis Annenberg High
   % Director of Access, Equity, and Compliance
   3914 S. Main Street
   Los Angeles, CA 90037

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

3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection

of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

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

Element 15 – Charter School Closure Procedures

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

REVOCATION OF THE CHARTER

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

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

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

Pursuant to Education Code section 47607.3, a charter school identified for needing assistance and provided advice and assistance from the California Collaborative for Educational Excellence based on failure to satisfy state evaluation rubrics may be subject to revocation.

CLOSURE ACTION

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

CLOSURE PROCEDURES

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

Designation of Responsible Person(s) and Funding of Closure

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

Notification of Closure Action

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

The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.

1. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
2. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
3. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.

5. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
6. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
7. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

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

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

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

1. A description of the circumstances of the closure

2. The location of student and personnel records

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

1. Information on how to enroll or transfer the student to an appropriate school

2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results

3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School

2. The name(s) and contact information for the person(s) handling inquiries regarding the closure

3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

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

Records Retention and Transfer

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

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must

include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.

8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

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

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

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

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

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

or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

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

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

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

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

Disposition of Liabilities and Assets

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

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

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

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

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

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.

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

c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

The CEO will serve as the Charter School's closure agent in the event the Charter School closes.

Additional Provisions

FACILITIES

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

District-Owned Facilities

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other

District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.
- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors:
    - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term "instructional program" is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on "average daily attendance" and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
    - (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.
- Minimum Payments or Charges to be Paid to District Arising from the Facilities:
    - (i) Pro Rata Share: The District shall collect, and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992

and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

(ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.

- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
  - (i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
  - (ii) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.
- Real Property Insurance: Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such

additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

INSURANCE

Insurance Requirements

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

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements. The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of $5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District

which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above $15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.

2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of $1,000,000/$1,000,000/$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of $1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be $1,000,000 per occurrence/$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
5. Cyber Liability insurance coverage with minimum limits of $500,000 per occurrence and $500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of $5,000,000 per occurrence and $5,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of $5,000,000 per occurrence and $5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy. Whether this coverage is separately issued or included by endorsement to another policy, such coverage shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.
8. Employment Practices Legal Liability coverage with limits of $5,000,000 per occurrence and $5,000,000 general aggregate.
9. Excess/Umbrella Liability insurance with limits of not less than $10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of

coverage as approved by the District. Where specifically required above, and with respect to any other coverage for which such endorsements and/or provisions are available, each policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

Evidence of Insurance

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 at the outset of the Charter agreement and within 30 calendar days of the inception or effective date of any new policies, renewals, or changes, certificatesof insurance evidencing such coverage and signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

> "Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed."

With respect to the coverages for which additional insured status is required as set forth above, the certificate(s) of insurance shall reflect Los Angeles Unified School District's and Its Board of Education's status as named additional insureds thereunder, and shall attach a copy of the endorsement(s) extending such coverage.

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including

but not limited to attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

FISCAL MATTERS

District Oversight Costs

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

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

Audit and Inspection of Records

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

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

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School's financial information,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days' notice to Charter School. When 30 days' notice may defeat the purpose of the audit, the District may conduct the audit upon 24-hours' notice.

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). (Ed. Code § 47606.5(b).)