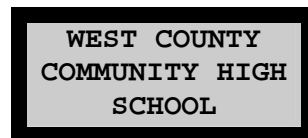


**Charter Petition for
West County Community High School
to the
West Contra Costa Unified School
District**

April 16, 2007



Created in partnership between Peacekey and the WCCHS Governing Board

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1. FOUNDING GROUP

1.1. Introduction

“Imagine... a world where every child feels safe, loved, and celebrated.”

“Realize...you can be the change you wish to see in the world.”

-Challenge Day

Like a river with many feeder streams, the strong current that is West County Community High School has been fed by many different sources. The vision, curricula, structure and techniques come from many sources: successful charter schools like Manzanita Charter in Richmond and Alameda Community Learning Center in Alameda, innovative private schools such as Holden in Orinda, the desire of West County parents who want a different kind of high school for their children, the experiences of many devoted teachers, and the practices of violence-prevention programs such as Challenge Day.

But, perhaps most notably, the vision of the school began with a Manzanita Middle School Math teacher named Gary Einhorn. A teacher with over 15 years’ teaching experience and two Masters degrees, one in Secondary Education and one in Administrative Education, Mr. Einhorn was captivated by the community-driven nature of Manzanita. Manzanita is a school without a Principal, without a Vice Principal, in fact without any formal Administration at all. There is an Administrative Manager who handles the finances and business operations of the school; the teachers and parents, working cooperatively, supervise all day-to-day operations. Mr. Einhorn joined Manzanita when there were only 75 students, and participated in its development as a school of 150 students, its rise in test scores and, in its fifth year, being honored as a California Distinguished School.

Mr. Einhorn saw that students at Manzanita thrived because the school could respond to their needs, and because the parents were active participants in their children’s education. Although Manzanita had created a successful and gratifying community-based model for a middle school, Mr. Einhorn noticed a lack of a similar high school model in Richmond. During high school years, teenagers struggle to find their own identity, often rebelling against parents and authorities and being drawn towards easy sources of peer approval. A small successful high school, Mr. Einhorn believed, would need to systematically address the social and emotional needs of teenagers, while providing a challenging academic environment. But how to do that?

The answer came in two stages. First, Mr. Einhorn participated in a three-day-long training workshop for educators by the bullying-prevention organization Challenge Day, an international program recently acclaimed on “Oprah”. During his workshop, Mr. Einhorn experienced first-hand the power of connection in a school community, connection to peers, to teachers, and perhaps even more significantly to oneself. He realized that, in order to form real bonds with others and deeply engage in school coursework, it is imperative to cultivate an awareness of one’s own and others’ goals, strengths, and even fears. Inspired by his vision, Mr. Einhorn formed a group with

Rodrigo Torres and Melissa Einhorn, which continued to grow into a corporation called Peacekey. In its monthly meetings, Peacekey members began formulating a vision of a school where every child would be connected with their passions. During these meetings, Peacekey honed its philosophy and began to develop new structures for discipline, governance, and engaged learning. From these meetings, Peacekey created the Peacekey Blueprint (Appendix A).

The second stage came in the spring of 2006, when Peacekey members were invited to an Educational Summit in Humboldt, California. There, they met Paul Bentz and Michael DeSousa from Alameda Community Learning Center, who were presenting a workshop entitled “Breaking the Prison Model of Education”. Mr. Bentz and Mr. DeSousa described the successes they have had in Alameda with an educational structure of student governance that results in few discipline problems, high test scores, and high college acceptance rates. Mr. Einhorn realized that this educational plan was completely consistent with the Peacekey vision, and so Peacekey decided to incorporate Challenge Day principles into the models set forth by the Alameda Community Learning Center and Manzanita Middle School.

With a solid philosophy and a successful high school as the basis of an educational plan, Mr. Einhorn and his Peacekey colleagues presented their vision to parents in the Richmond community. In the spring of 2006, Peacekey organized a series of community meetings where they presented their high school vision to parents and began to plan the development of a high school. The first order of business was to recruit parent volunteers to help complete a California PCSGP Startup Grant.

Within a few months of submitting the grant, a parent, social worker, and special education advocate, Barbara Large, organized the parents into a working Board. Linda Asher agreed to be Secretary and Jill Perry, a CPA with the City of Richmond, became Treasurer and CFO (see sections 1.3 and 1.4 regarding expertise of Founding Group). The new WCCHS Board worked cooperatively with Mr. Einhorn and the rest of Peacekey to develop this Charter document, raise funds, and enlist additional community support for the school.

Best of all, they produced this petition, a true reflection of community effort where all participants shared fully in the process.

1.1.1. State Law and Intent

California Education Code 47601 states that, “It is the intent of the Legislature, in enacting this part, to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:

- ◆ Improve pupil learning.
- ◆ Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.
- ◆ Encourage the use of different and innovative teaching methods.
- ◆ Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.
- ◆ Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.
- ◆ Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.
- ◆ Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.”

1.1.2. District Intent

The stated mission of West Contra Costa Unified School District (hereafter referred to as the “District”) includes the statement, “We develop and maintain productive community partnerships, and individual and collective accountability.”

1.1.3. Our Intent

In keeping with the intention of State Law and the District’s mission, we establish West County Community High School (hereafter referred to as “WCCHS”) as an independent charter school within West Contra Costa County. We seek to develop and maintain a productive community partnership with the District for the benefit of all students in the Richmond area.

1.1.4. Benefits of Partnership with the District

It is our belief that different students require different learning environments, and that charter schools, through their flexibility and autonomy, can provide learning environments not better, but different, than those provided by the District. With a partnership between WCCHS and the District, we can help improve the District’s test scores and keep money within this District. An investment in WCCHS will prove to be a beneficial decision for the District. By working in partnership with the District, we intend to provide information and services to the District, accept information and support from the District, and, above all else, work together to provide successful learning environments for all our students.

1.2. Relationship with Peacekey

WCCHS maintains a partnership with Peacekey, a corporation dedicated to supporting community-based schools that are built upon the principles of authenticity, connection, and engaged learning. Peacekey provides financial and advisory support as per a

tentative agreement with WCCHS (Appendix B). A summary of responsibilities is as follows:

Peacekey is responsible for:

- ◆ Providing a philosophical blueprint (see Appendix A) that establishes the school's core values, intentions and methodologies. The evolution, development and decision-making are guided by these principles as well as ideals of authenticity, engaged learning, and connection.
- ◆ Assisting to secure funding via grants and fundraising.
- ◆ Assisting to write the Charter (support through the charter writing/approval process).
- ◆ Providing research materials to support the vision and mission of Peacekey.
- ◆ Developing and overseeing school orientation.
- ◆ Establishing and maintaining an Advisory Board-- a group of individuals who provide ongoing support, consultation, and expertise.
- ◆ Providing representation on the Board of Directors of WCCHS.
- ◆ Conducting regular reviews of the school to ensure that it continues to meet the blueprint.
- ◆ Collecting data from WCCHS about student academic, social and emotional achievement and growth.
- ◆ Sharing Board meeting minutes with WCCHS.

WCCHS is responsible for:

- ◆ Establishing the WCCHS Board of Directors.
- ◆ Hiring staff/teachers committed to the principles aligned with Peacekey's Blueprint and WCCHS's school philosophies.
- ◆ Maintaining daily operations of the school.
- ◆ Enrolling students.
- ◆ Fundraising and grant writing.
- ◆ Reporting school data to Peacekey.
- ◆ Sharing Board meeting minutes with Peacekey.
- ◆ Striving to improve student performance in the areas of academic, social and emotional achievement.
- ◆ Publicizing school events and achievements.

1.3. Expertise and Resources of Founding Group

While the initial vision, educational program and organization for WCCHS was accomplished by Peacekey members, the planning and development of WCCHS (including grant writing, fundraising, facilities development, and the writing of this Charter) was completed by parents of the District in partnership with Peacekey members. It is the intent that WCCHS be a self-sufficient entity responsible for its own success. WCCHS is in the process of applying for Recognition of Exemption under Section

501(c)(3) of the Internal Revenue Code. WCCHS started the process by obtaining an Employer Identification Number from the IRS, and has filed Articles of Incorporation. Expertise comes from four sources: Paid consultants, Peacekey, the non-profit corporation described above; Peacekey Advisors, education and organizational experts who have agreed to provide free consulting services to Peacekey and WCCHS, and the WCCHS board.

The chart below shows where WCCHS Board experience has experience and expertise as required by the State and where it brings in expertise through Peacekey, the Peacekey Advisory Board, and paid consultants.

TABLE 1.1. EXPERTISE FROM WCCHS BOARD AND CONSULTANTS

Area of Expertise	WCCHS Board	Peacekey	Peacekey Advisors	Paid Consultants
Curriculum, instruction and assessment		Gary Einhorn Melissa Einhorn Gretchen Wegner	Paul Bentz Sally Clapper Linda Delgado Ron Veronda Amra Stafford Kym Kuzmic	Charter Association
Finance, facilities, and business management	Linda Asher Carolyn Bartley Barbara Luna Jill Perry Michael Curran Maria Torres	Luis Frigo	Eduardo Cabrera Tisa Mendoza Greg Ruiz Kristin Kirkman	Charter Association
Organization, governance, and administration	Wendy Kerr Barbara Large	Gary Einhorn Kristin Kirkman Colleen Thomas	Linda Delgado Andrew Dubin Anita Long Mackfarland	Charter Association Jerry Simmons, SMYM Law Firm
Additional relevant expertise	Katie Hoekstra Roberto Torres	Melissa Einhorn Luis Frigo Jim Holley Mandy Mauerman	Yvonne Dutra-St. John Rich St. John-Dutra	

Complete biographies of all board members and consultants can be found in Appendix C.

1.4. The Founders' Group

Since WCCHS is a community-based school, and many parents of potential students are helping to develop the school, the WCCHS Board decided that parents of students involved in the founding of the school would automatically be eligible to attend the school (see section 6.1). Children of Founders will consist of fewer than 10% of the

student body. To be considered a Founder of WCCHS, an individual must meet at least three of the following criteria (before approval of the charter):

- ◆ Attend the WCCHS Board meeting each month.
- ◆ Contribute to the writing of the charter.
- ◆ Chair a committee, such as the “Site Committee” or “Fundraising Committee”.
- ◆ Regularly help out at the fundraisers, including collecting donations, working a booth, etc.
- ◆ Communicate regularly with the other Founders, through emails and small group meetings. Contribute ideas for the development of the school, organizational support, time-lines and other valuable contributions.

The Founders are:

Barbara Large
Linda Asher
Katie Hoekstra
Wendy Kerr
Carolyn Bartley
Barbara Luna
Jill Perry
Maria Torres
Michael Curran
Jeanette Cazarez

2. EDUCATIONAL PHILOSOPHY AND PROGRAM

2.1. Mission

WCCHS is a community-driven school that emphasizes student-directed learning, social and emotional well-being, and a rigorous and diverse curriculum serving the students of West Contra Costa County. Our goal is to empower students to be motivated, competent, life-long autonomous students who are honest and engaged community members prepared to pursue all of their life’s goals.

To this end we create courses and a school structure that promote self-knowledge, teach to the California Standards, develop effective work habits, and require every student to be an active member of the school community.

2.2. Educational Philosophy

The WCCHS educational philosophy is based on Peacekey’s Blueprint (see Appendix A), which includes the following ideals: authenticity, connection and engaged learning. We believe that learning can be authentic, that students are entitled to a school environment

that welcomes full expression, truth telling, honest feedback, and true accountability for all. We also believe in the power of connections to self and to others, and assert that feeling our feelings and knowing our passions supports us in reaching out to each other with openness and kindness. Finally, we believe that what is important to the individual is important to the school; every day, every lesson and every activity is engaging because it is meaningful and connected to students' lives. WCCHS also upholds the following Peacekey principles: we include the whole student, we include community, we are a small school, we are innovative, we plan well and we are socially and environmentally active.

To advance this educational philosophy, our instructional method weaves together mixed grades and project-based, cooperative learning taught with increasing degrees of individualization and student autonomy. In the section that follows, we will outline in more detail what how this educational philosophy translates into curriculum and instructional design.

We believe that curriculum content must be based solidly in the California Standards. Doing so ensures that all students have access to rigorous curriculum and are adequately prepared for college entrance examinations. Therefore, all courses are developed utilizing the California Standards as a framework, and teachers are assessed on how well they incorporate the standards into their lessons. The ultimate goal is to connect the required content of the California Standards with the specific and changing interests of each child.

2.2.1. *The Four WCCHS Goals*

- 1) Successfully learn an academically rigorous curriculum based on the CA Standards,
- 2) Develop strong habits of work,
- 3) Hone self-knowledge skills,
- 4) Become an active member of a compassionate community

(See Chapter Three for detailed description of our goals and our methods for assessment.)

2.2.2. *What It Means to Be an Educated Person in the 21st Century*

Educated people in the 21st Century must:

- ◆ Have academic proficiency in English, mathematics, science, and history,
- ◆ Be willing to continually learn new skills in order to adapt to a world that is rapidly changing technologically and socially,
- ◆ Know themselves well (their strengths, challenges and passions) and use that knowledge to be self-motivated and comfortable taking initiative,
- ◆ Know how to create effective teams in which each person provides a different and essential strength,
- ◆ Make choices that contribute to the greater good of self, community, nation, and world,

- ◆ Express themselves articulately and poetically, and
- ◆ Maintain a calm, mindful state that allows them to approach life's challenges with equanimity.

2.2.3. *How Learning Best Occurs*

At WCCHS we believe that learning occurs best when the learning environment is grounded in three key pillars: authenticity, connection, and engaged learning.

Authenticity:

- ◆ Human beings have an innate propensity to learn. Educational best practices support and nurture this authentic love of learning.
- ◆ All members of the learning community are accountable for expressing themselves fully and honestly.
- ◆ Effective learning relies on assessment practices grounded in “real-time” experience.
- ◆ Knowledge and skills are best processed within the context of real-life and hands-on experiences.

Connection:

- ◆ Students form meaningful connections with new skills and knowledge by first forming meaningful connections with their own talents and passions.
- ◆ Collaboration and teamwork are the essential components of a successful learning community. Learning is grounded in caring relationships.
- ◆ Collaboration and teamwork create an environment for a successful organizational culture.
- ◆ Multi-age grouping supports students' knowledge acquisition through natural scaffolding, allowing them to move quickly in areas of natural talent, and move slowly with increased individual support in areas that require development.

Engaged Learning:

- ◆ Students, by their very presence, influence their learning environment in ways that either contribute to, or detract from, their success at school.
- ◆ Effective learning emphasizes depth of thinking over breadth of coverage.
- ◆ Ownership of learning must reside with the student, not the teacher. Only when the student eagerly reaches forward for knowledge, insight, and wisdom does real learning occur.
- ◆ Active learning requires that students have the flexibility to move outside the “box” of the school facility (both physically and electronically), and engage in a balanced inquiry, one that is student-directed yet also subjected to critical evaluation by peers and adults who are highly proficient in their fields.

While not exhaustive, these tenets provide the philosophical basis for the learning program at WCCHS. Furthermore, studies have shown that among minority students in urban areas, small group learning in a supportive community is the most effective way to improve student performance.

2.3. Students to be Served

WCCHS educates those students who:

- ◆ Desire the small community found in schools with 200 or fewer students,
- ◆ Benefit from close connections with teachers and peers,
- ◆ Want to learn how to learn in semi-autonomous environments, and
- ◆ Are in the 9th through 12th grade.

WCCHS is open to all high school-aged youth willing to contribute to a learning community that emphasizes engaged learning, authenticity, and connection in the context of student-directed learning. Admission priority is given to residents of West Contra Costa County. Admitted students must have graduated from middle school and may already have high school credits from another school. WCCHS will serve up to 200 high school students.

2.3.1. *Demographics*

The Richmond area is an economically and ethnically diverse community in the truest sense of the word. There are large populations of groups of every ethnicity and economic base. This cultural mixing pot is one of the strengths of the Richmond community, as demonstrated by its many cuisines, arts, music tastes, talents and opportunities. Richmond is also a city in crisis where gang violence is common, and many of its students go home on dirty streets and go to sleep afraid.

It is in the shadow of this opportunity and strife that we create this new charter school. We enter this prospect with our eyes wide open, knowing exactly what our community has to offer and what it needs. On the basis of where we plan to locate, we can assume that the ethnicity and academic preparation of students at WCCHS will be similar to those at the elementary schools near our proposed sites, and not too dissimilar from the District of WCCUSD as a whole:

**TABLE 2.1. RACIAL BREAKDOWN BY SELECT SCHOOLS IN WCCUSD
AND FOR DISTRICT AS A WHOLE**

	El Sobrante Elem	Wilson Elem	DeAnza H.S.	Richmond H.S.	Kennedy H.S.	Vista H.S.	District
African American	34.6%	27.6%	31.7%	17%	45%	19%	29%
Latino	27.7%	45.9%	27. %	68%	42.5%	35.5%	36%
White	21.5%	10.1%	15.8%	2.5%	3.3%	33%	15%
Filipino	7%	2.9%	9.3%	1.6%	2.2%	3.7%	n/a
Asian	0%	9.7%	0%	9.6%	6%	5.3%	11%

Source: 2004-2005 West Contra Costa Unified School District Published SARCs

Based on the demographic information in the above chart, we can assume that WCCHS will be ethnically diverse, with sizable populations of African-American, Latino and White students. Depending upon the site, we may have a majority of Latino students or a majority of African-American students. We can also assume an English Student (EL) population of roughly 30-35%.

TABLE 2.2. PROJECTED DEMOGRAPHICS OF WCCHS

	WCCHS
African American	30-35%
Latino	30-50%
White	10-20%
Filipino	3-8%
Asian	0-10%

It is also a safe assumption that WCCHS will face the same academic and social challenges posed by the students in the District's other high schools. These challenges include underperformance by most students, and in particular, English Students and Non-White minority students. District high schools also have high suspension rates and high dropout rates indicating the deep social problems facing our district's young adults. Some of the challenges current students in West Contra Costa Unified School District face are explained below in Table 2.3.

TABLE 2.3. CHALLENGES CURRENTLY FACED BY WCCUSD HIGH SCHOOL STUDENTS

Underperformance by students in general	In the three high schools nearest our desired location, the percent of students scoring proficient or above on California Standards Tests range from 4% to 21%, meaning that 79%-96% of our students in a given subject are under-proficient.
Underperformance by English Students	Over 90% of the English Students in DeAnza, Richmond High, and Kennedy score below proficient in English and Math.
Underperformance by Non-White minority students	At DeAnza, 41% of White students are proficient in English versus 12% of African-American Students.
High Suspension rates	53% suspension rate at DeAnza, 62% suspension rate at Richmond, 112% rate at Kennedy are all evidence of a student body that may have serious discipline problems.
Low graduation rates in general, and especially low “a-g” graduation rates	73% of all 9th graders (63% African American; 74% Latino) who began high school in 2000 graduated four years later in 2004. * Only 12% of all students (and 6% of African Americans and Latinos) in the District complete the full “a-g” course sequence with a C or better. *
Social problems inherent in Urban setting	Richmond students are not staying in school until 12th grade. Combined, DeAnza, Richmond, and Kennedy lose 30% of their students from 9th to 12th grade. (Although not all can be attributed to dropout, many may be retained—still, considering the annual drop in District enrollment it is clear that many students are disillusioned with education.)

Source: 2004-2005 West Contra Costa Unified School District Published SARC

**Source: Education Trust-West Analysis of CDE data, using the Manhattan Institute methodology, 2005.*

2.4. Curriculum and Instructional Design

2.4.1. *Models from Other Programs*

One thing is certain: the problems currently experienced by WCCUSD will not be overcome by replicating the practices and conditions in the city’s main high schools. In order to find an effective environment in which to educate our students, we must try some new approaches. The approaches we use as a foundation for our learning program come from the Alameda Community Learning Center, Challenge Day, and Manzanita Charter School. A description of the attributes of each of these approaches is covered in the next few pages of this charter.

Self-Governance and Autonomous Learning: Alameda Community Learning Center (ACLC)

South of Richmond, on the island of Alameda, the Alameda Community Learning Center (ACLC) has an API score of 834 and a statewide rank of 10 out of 10. ACLC achieves these results because of its structure, governance, and methodology, specifically its small size, its student empowerment, and its use of student-directed learning. Table 2.4, with data from aclcenter.org, below outlines the elements of ACLC’s curricular design that we have found useful in envisioning WCCHS.

TABLE 2.4. ACLC ATTRIBUTES AND HOW IT SERVES THEIR STUDENTS

Small School (200 or less)	ACLC has approximately 200 students in grades 6 to 12. The small learning community allows every student to know each other fully. It also allows every teacher to know every student so that fewer kids “slip through the cracks”.
Autonomous Learning and The Community Space	ACLC’s educational plan utilizes fewer lectures and more “doing”. Classroom time is replaced with work time in a large, self-governed Community Space where students can peer-tutor, complete assignments, and meet course objectives. By holding responsibility for their learning, students achieve more.
Student Governance	ACLC trains its students to create a fully functioning student government with student legislative and judicial branches that create and enforce rules for the Community Space. ACLC students are invested in their school because they have a real voice. Students learn about civics every day at school.
Sense of Community	With its small size, non-hierarchical feel, empowered students, and weekly school-wide meetings, ACLC fosters and nurtures a cohesive, accepting community. A close, supportive environment benefits every student academically.

ACLC’s API scores are an indication that the educational plan at ACLC is very effective for its students. Yet it is important to note that ACLC’s demographics differ significantly from the projected demographics of WCCHS (See table 2.5 below).

TABLE 2.5. RACIAL DEMOGRAPHICS COMPARISON

	ACLC*	WCCHS
African American	15.4%	30-35%
Latino	5.9%	30-50%
White	58.6%	10-20%
Filipino	4.1%	3-8%
Asian	11.2%	0-10%

**2004-2005 ACLC Published SARCs.*

It is entirely possible that these racial differences will have no negative effect on the efficacy of the educational plan. After all, ACLC has approximately the same percentage of African Americans as Richmond High, yet 56% of its African-American students are proficient in English and 17% in Math as opposed to 10% and 6%, respectively, for Richmond High (Source: 2004-2005 ACLC Published SARCs). Nevertheless, we formulate a plan to serve all students from a diverse community.

Additionally, there are two demographic differences that will require us to adjust ACLC's plan to benefit our unique situation: 1) A higher percentage of our students will be EL Students and, 2) Youth in the Richmond community are, on average, exposed to greater levels of violence, economic strife, teen pregnancy, gangs, and drugs than Alameda students. While much of our educational plan is borrowed from ACLC's plan, it is important to plan accordingly for any challenges that may be presented by these demographic differences.

We address the problems faced by EL Students in detail in this petition (refer to Section 2.3), and we believe that WCCHS will be an ideal setting for our EL students. Our intervention strategies consist of four elements:

- 1) Utilizing SDAIE strategies to make all presentations, including class lectures, more accessible to all non-English speakers,
- 2) Providing additional support when students encounter any difficulties as a result of language,
- 3) Tracking all EL students to identify and quickly address the difficulties,
- 4) Utilizing homeroom classes for English Language development.

These policies and programs complement an educational plan that we assert will already be far superior for the EL student than are traditional classes. In traditional courses, EL students sit through lectures in silence with little opportunity to ask for help or resolve confusion. In our program, borrowed from ACLC, teacher lecture time is reduced and peer tutoring, discussion, and work-time are increased. This means a consistent, greater level of support for the EL students, which also assists the EL student in language development, thereby not just addressing the problems but reducing them.

Addressing Violence in the Community: Challenge Day

As the high suspension rates shown in Table 2.3 indicate, the problems of social divisiveness and urban hardships are common to students in Richmond Area schools. The learning environment at WCCHS is highly influenced by the philosophies of Challenge Day, an internationally recognized anti-bullying program recently featured on the television show, "Oprah". Challenge Day promotes a specific model for interpersonal relationships designed to maximize the possibility that all students feels safe, loved, and celebrated in their school environment. (See Section 2.10 for more information about Challenge Day influences across the curriculum). Challenge Day provides day-long assemblies for high school students where they teach students how to recognize the barriers to real connection and "be the change" in actively turning their schools into

positive communities. For example, after inviting Challenge Day to Bangor High School in Michigan, disciplinary incidents decreased by 24.1%; at a school in Hawaii, suspensions fell from 701 to 587 during the 2001-2002 school year (Source: www.challengeday.org). Clearly, Challenge Day’s presence at schools makes a profound difference in the number and severity of disciplinary incidents, even after one daylong workshop. Just imagine what a difference it could make to have Challenge Day principles infused into every aspect of school structure and curriculum.

Challenge Day is a supporter of WCCHS and was, in fact, the initial inspiration for the school. Challenge Day principles and techniques are used extensively at WCCHS, specifically in teacher training, student orientation, homeroom periods, “Be The Change” projects, Learning-to-Learn classes, and Leadership classes.

TABLE 2.6. CHALLENGE DAY ATTRIBUTES BROUGHT TO WCCHS

Teacher Training	Challenge Day has agreed to provide training to all our teachers.
Student Orientation	Challenge Day will provide a free daylong workshop for all new and returning students at the beginning of the school year.
Homeroom Period	Every day at WCCHS begins with a 40-minute homeroom period. Students remain with the same homeroom teacher for their entire tenure at WCCHS. Homeroom is a time for students to actively connect to themselves and each other through “check-ins” where students take time to share how they are feeling, what they are working on, and anything else they want to share.
“Be The Change” Projects	Students are required to complete one semester-long, self-designed project each year that is based on an interest or passion, integrates with their current academic curriculum, and serves their community.
“Notice, Choose, Act”	Challenge Day teaches a three-step process for effecting positive change in relationships and in the community: “Notice, Choose, Act.” We have structured the three Divisions of our school around these three steps. (Refer to Section 2.4.6). In addition, these steps are woven into the organization and content of “Learning to Learn” and “Leadership” courses.

Addressing Community Ownership: Manzanita Middle School

While the educational plan described here is new to Richmond, the people implementing it are not. The proposed Educational Director for WCCHS, Gary Einhorn, has been a teacher and administrator at the very successful Manzanita Charter School, where many of the founders of WCCHS sent their children. Experience at Manzanita has taught us about the value of community involvement in a successful school. The current Manzanita leadership, Kristin Kirkman and Linda Delgado, both sit on the Peacekey Advisory Board and were helpful in developing this petition. A knowledge of the Richmond area community and a track record of success in Richmond are key evidence in proving that WCCHS will be successful. In fact, the attributes of Manzanita that help it be successful

are directly utilized at WCCHS, namely, its governance, its use of parent volunteer hours, its commitment to student-centered activities, and its flexibility and size. (See Section 4 for a more detailed description of governance structure) The chart below summarizes attributes of Manzanita that we are bringing to WCCHS.

TABLE 2.7. ATTRIBUTES OF MANZANITA BROUGHT TO WCCHS

Governance	An Administrative Manager oversees school financial and physical operations, and teachers and parents assume Administrative functions instead of having a principal, thus giving every teacher and parent a voice and vested interest in the success of the school.
Use of Parent Volunteer Hours	Parents are required to volunteer a number of hours (specified in the bylaws, Appendix D) every month at WCCHS, thereby ensuring that every family is involved in their child's school.
Student-Centered Activities	Manzanita's highly successful Academy Program is a semester-long class, the topic of which is proposed by students who are guided by teachers to create their own projects and meet their own goals. WCCHS' "Be The Change" class is partially inspired by this model.
Flexibility and Size	The fact that Manzanita is small means that rather than needing to meet the needs of 1000 students, administration only addresses the needs of 150 students. When the needs of the community and the student body change, Manzanita can adapt. For example, when the number of ELL students increased, Manzanita added new programs tailored specifically for them.
Accountability Reports	Manzanita families stay informed about their children's performance at school with regular "accountability reports". Every two weeks, parents receive a report informing them of the number of tardies, missed homeworks, and behavioral incidents at the school. These reports allow parents to work with the school in holding students responsible for their work habits.

Summary

By combining the strategies of two successful educational institutions, Manzanita Charter and ACLC, and one anti-violence program, Challenge Day, with our own innovations, West County Community High School is well suited to meet the educational needs of our diverse district. Our district faces real educational and social challenges, and we do not believe that the only option for struggling or troubled students should be large, prison-like schools. Nor do we believe that students should wait until they are expelled to receive more attention and a more innovative educational environment. WCCHS offers an academically rich alternative for all students in our district. The chart below outlines how WCCHS addresses the aforementioned problems.

TABLE 2.8. HOW WE ADDRESS THE NEEDS OF OUR COMMUNITY

Underperformance by Students in General	<ul style="list-style-type: none"> • Empowered teachers • Increased accountability • Reduced school size • Reduced class size
Underperformance by English Students	<ul style="list-style-type: none"> • Peer-to-peer tutoring • Parent and greater community volunteers to create support programs when needed • “Social” learning over “lecture” learning favors English Language students • Integrate EL students into classroom • Small class size • Peer and teacher tutoring in the Community Space • SDAE training for all teachers
Underperformance by Non-White Minority Students	<ul style="list-style-type: none"> • Inclusive curriculum with multi-cultural perspective • Self-designed curriculum • Unified school community—less cliques, bullying, racial divides
High Suspension Rates	<ul style="list-style-type: none"> • A more unified student body, daily homeroom, student ownership and governance, parent involvement, small school environment

2.4.2. *Plan for School Calendar, Daily Schedule, and Instructional Minutes*

WCCHS will operate a 185-day instructional calendar plus a 5-day orientation. All dates are subject to change but total number of days will remain constant.

TABLE 2.9. PROPOSED WCCHS ACADEMIC CALENDAR 2007-08

Staff Training	Late July
Student Orientation Week	Aug. 20-24
First Day of School (Minimum Day)	Aug. 27
Labor Day (District holiday)	Sep. 3
Back To School Night - High Schools (Minimum Day)	Oct. 11
Classified Training Day* (School holiday)	Oct. 12
End of 1st Quarter	Oct. 26
Minimum Day, middle and high schools (mark report cards)	Oct. 30
Veterans' Day Holiday (District holiday)	Nov. 9
Minimum Day	Nov. 21
Thanksgiving Holidays (District holidays)	Nov. 22-23
Minimum Day	Dec. 21
Winter Recess (No school)	Dec. 24- Jan. 4

TABLE 2.9. PROPOSED WCCHS ACADEMIC CALENDAR 2007-08 (continued)

Classes reconvene after recess	Jan. 7
Martin Luther King, Jr. Day (District holiday)	Jan. 14
End of First Semester	Jan. 18
Teacher Work Day	Jan. 21
Presidents' Week Recess (District holidays)	Feb. 18-22
Spring Recess (No school)	Mar. 24-28
End of 3rd Quarter	Apr. 4
Minimum Day	Apr. 7
Open House - High schools (Minimum Day)	May 22
Memorial Day Observed (District holiday)	May 26
Last Day of School (Noon dismissal)	Jun. 11

The trend in High School bell schedules is to start later and to have more hours per day. At DeAnza High School, the bell schedule is an 8-hour day with an optional ninth hour, running from 8:20 to 4:20 (the additional morning class begins at 7:16). Oakland School of the Arts operates from 8 am to 5:25 pm. In response to numerous studies that indicate that high school students perform better later in the day and concurrent with the theory that one role of high school is to prepare students for the demands of the job market, the proposed school day at WCCHS is set as starting at 9:00am with mandatory homeroom and classes running from 9:45am to 4:45pm, with clean-up and closure ending at 5:00pm. On minimum days, the day would run from 9:00am to 1:00pm. Following this 8-hour schedule, WCCHS has approximately 66,000 instructional minutes per year, exceeding the required 64,800. This schedule allows time for additional early-morning help sessions as well as participation in evening sports programs and “dinner” study groups. We reserve the right to alter this bell schedule from year to year to maximize school efficacy. In Appendix E, we describe a typical day at WCCHS.

TABLE 2.10. PROPOSED BELL SCHEDULE

9:00	-	9:40	Homeroom
9:45	-	10:40	First Period
10:45	-	11:40	Second Period
11:45	-	12:40	Third Period/ Lunch
12:45	-	1:40	Third Period/Lunch
1:45	-	2:40	Fourth Period
2:45	-	3:40	Fifth Period
3:45	-	4:40	Sixth Period
4:45	-	5:00	Closure

2.4.3. Learning Environment

Following our philosophy of connection, engaged learning, and authenticity, WCCHS creates a learning environment that gives students an opportunity to connect with peers

and teachers in a structured way every day, to engage with their curriculum with assignments and projects, and to receive authentic feedback so that they are always accountable for their choices.

The distinguishing features of the WCCHS curriculum are:

- ◆ A mandatory homeroom period where students take time to prepare for their academic day and develop healthy relationships with their peers,
- ◆ A required Learning to Learn class and Leadership class to teach students the essentials of being an engaged student and an active participant in a community (See Appendix F).
- ◆ Three divisions of courses guide students from traditional teacher-centered classes found in most high schools, to more student-centered classes. (See Appendix G)
- ◆ A yearly “Be The Change” project teaches students to create their own projects that incorporate their studies and serve their community.
- ◆ A student-governed Community Space enables students to work together on assignments and projects (Description of student government and how students earn course credit by participating in governance is located in Chapter 4).
- ◆ A unique course description template (see Appendix H) requires teachers and course designers to articulate how it will meet the California Standards as well as WCCHS goals of self-knowledge, developing work habits, and community participation

The combination of these methods, which are described in full in this document, satisfy our mission of empowering students to be motivated, competent, and life-long students. These methods, as shown in Chapter 3, also support our four school-wide goals:

- ◆ Provide an academically rigorous curriculum based on the CA Standards,
- ◆ Develop strong habits of work,
- ◆ Hone self-knowledge skills,
- ◆ Build a compassionate community.

2.4.4. *Orientation*

All new teachers, staff, and parents (at least one parent or legal guardian of each student) must attend the daylong orientation, which will be held one week prior to the first day of classes. Since the culture and day-to-day running of the school incorporate principles based on Challenge Day, educational methods from ACLC, and community governance and participation from Manzanita, the orientation will include explanation of the principles of each of these components, and participation in daily activities. It is important for all teachers, staff, and parents/guardians to attend this orientation so that all adults involved in the student’s schooling and functioning of WCCHS have a working understanding of the foundational principles and philosophies of the school. The last part of the Orientation Day will include: form submission (immunization, proof of residence,

etc.), policy overview (including discipline, attendance, truancy, and participation), teacher introduction, fundraising information, and volunteering information.

This is followed by a four-day-long orientation week, developed by Peacekey, during which students will play cooperative games with each other and with teachers, take self-assessment activities, and enroll in courses.

For parents (at least one parent or legal guardian) of students who enroll at WCCHS mid-year, or for teachers or staff hired after the beginning of the year, a Mid-Year Orientation Day (comprised of the same information) will be held prior to the second semester of the year.

2.4.5. *The Community Space*

The cornerstone of this educational plan is the Community Space. The specifics of the space are dependent upon the site. The Community Space is large enough to fit the entire student population with tables, computers, books, chairs, and desks. The Community Space serves four main purposes:

- ◆ Study hall,
- ◆ Community meeting place,
- ◆ Locations for small-seminar classes and homeroom meetings, and
- ◆ Desk space for all teachers.

The experiences and successes of ACLC (see Section 2.4.1) show that utilizing the Community Space allows for flexible scheduling, independent study, student-self reliance, and community-building activities.

Safety and order in the Community Space are supported by the presence of a teacher, additional available staff, and, most importantly, the students via the Student Judicial process. This system is explained below, and in full detail, in Section 4.3.

The Community Space is supervised at all times by at least one teacher who is assigned to the space, as well as the numerous teachers whose desks reside in the space so that they are available to students while they work. However, true order is maintained in the space not by the teachers, but by the students themselves. Two student organizations (the Legislative Consortium and the Judicial Consortium) create and enforce the rules governing the Community Space. These two consortia are modeled after the student governance structures at ACLC (which, in turn, modeled their governance after the Sudbury Schools). A faculty member facilitates both consortia (see Section 5.1.2), meeting regularly and teaching students the methods and practices of effective leadership and governance. As explained in Chapter 4 of this document, all students are welcome to participate in the consortia and enroll as they would in any other class. In the event that more students enroll than there is space, preferences are given to those students who have previously demonstrated leadership or are recommended by staff. WCCHS develops curriculum and assignments for the leadership and judicial consortia and seek “a-g” approval for these courses.

2.4.6. *Incremental Approach to Self-Directed Learning*

Students attending WCCHS move through three Divisions between their entrance year and graduation with each Division increasing the level of student autonomy. Each Division is named for one of the three phases of “Be The Change” as used in Challenge Day. In addition to being classed as a freshman, sophomore, junior, or senior, students at WCCHS qualify for one of the three Divisions of courses. The Divisions are designed to ease students into self-directed learning by focusing on three incremental skills necessary to accomplish any goal: the abilities to Notice, to Choose, and to Act.

- ◆ **Division I, “Notice”**, is centered on helping students transition into WCCHS from different schools. During this Division, there is a strong emphasis on instilling and strengthening the skills, habits, and behaviors required to achieve success within our school community. Course work in Division I consists of 5 hours a day of teacher-facilitated classes on campus, as well as an hour of student-directed learning in the Community Space. In addition to meeting State and UC academic requirements, each “Notice” class will also work to answer the essential question, “Who am I and how do I fit into a diverse society?”
- ◆ **Division II, “Choose”**, builds on integrating the strong sense of self developed in the Notice Division by focusing on being a productive and caring community member. Balancing teacher-facilitated and student-directed course work, students in “Choose” spend approximately 4 hours a day in teacher-facilitated classes and two hours a day in the Community Space. In addition to meeting State and UC academic requirements, each “Choose” class will also work to answer the essential question, “What is the nature of a just and compassionate society and what role does human choice play in sustaining or undermining justice and compassion?”
- ◆ **Division III, “Act”**, serves as an intentional bridge between students’ experience in K-12 schooling and the post-secondary-education world. Students in this division direct their own course work by choosing Community College courses, internships, mentoring their classmates from lower Divisions, and by creating their own graduation Project. “Act” students spend two to three hours a day in teacher-facilitated classes and up to four hours in the Community Space. In addition to meeting State and UC academic requirements, each “Act” class will also work to answer the essential question, “How is social change accomplished to produce a just and compassionate society?”

It is important to note that the division structure is flexible and better describes a collection of classes rather than a grade level. Decisions about which classes are offered in which division are greatly influenced by the needs of the students, and courses may even be altered to serve the needs of the students. For example, an Algebra II class may be offered as a Division II class with an additional help session so that Division I and II

students would be eligible to take it. In Section 2.4.10, we describe how students will move from one Division of courses to another.

**TABLE 2.11. TABLE SHOWING FULL COURSE OFFERINGS BY DIVISION
(SUBJECT TO CHANGE BASED ON ANNUAL ASSESSMENTS)**

Division 1		Division 2		Division 3	Other Courses
<i>Meets 3 days a week 25 students per section</i>		<i>Meets 2 days/week 15-25 students per section</i>		<i>Meets 1 day/ week 10-15 students per section</i>	<i>Meets as indicated</i>
Algebra 1 (1Alg1) 2 sections	US History or World History in alternating years (1USH or 1WdH) 2 sections	“Be The Change” Projects (2BTC) 7 sections	Gym (2Gym) 4 sections	Ind. Study (3 Ind) 4 Sections	Homeroom (HMR) 4 days a week 10 sections
Geometry (1Geo) 1 section	Spanish 1 (1Spa) 2 section	WCCHS Elective (2Elect) 8 sections	English 11/12 (2EngB) 4 sections	Spanish 3 (3Sp3) 2 Sections	Learning to Learn (L2L) 5 days a week 2 sections
Mixed Level Algebra (1Algm) 1 section	Chemistry or Biology in alternating years(1Chem or 1Bio) 4 sections	Art (2Art) 4 sections	Government / Economics (2Gov) 2 sections	Internship Mentoring (3Int) 3 Sections	Leadership (LdP) 5 days a week 2 sections
English 9/10(1EngA) 4 sections		Algebra 2 (2Alg2) 3 sections	Spanish 2 (2Spa) 1 section		Legislative Consortium 3 days a week 1 section
		Functions and Coordinate Geometry (2FCG) 2 sections	Ind. Study (2Ind) 2 section		Judicial Consortium 3 days a week 1 section

2.4.7. *Learning to Learn (9th or 10th Grade)*

One of the key goals of WCCHS is to teach students to learn autonomously. Integral to this plan is the Learning to Learn course (based on a similar course of the same name offered at ACLC). Every student in the Notice Division (Division I) takes the Learning to Learn class, acquiring skills crucial to becoming a successful, self-directed student such as organization, time management, and planning. True to current research and the values of WCCHS, the Learning to Learn class also teaches the tools of mindfulness and self-awareness as the foundations for all learning. Below is a partial list of these embedded skills:

- ◆ Mindfulness
- ◆ Time and Task Management
- ◆ Reading to Learn
- ◆ Inquiry and Research
- ◆ Effective Presentations
- ◆ Individual and Team Project Planning
- ◆ Teaching Others
- ◆ Technology Skills

See Appendix F for sample syllabus of Learning to Learn class.

2.4.8. *Leadership Class (10th or 11th Grade)*

In order for students to learn how to fully realize their potential as leaders and community members, all students are required to take a Leadership class. The curriculum includes conflict resolution techniques and emotional intelligence. Like the Learning to Learn class, the Leadership class also teaches the techniques and importance of mindfulness. Overall, the philosophy of the Leadership class is that when students are focused on ways to improve the school, and empowered to make those changes, they don't have the time or the desire to work against the school.

Each semester, a Leadership class will research, plan, implement, and critique at least one school-improvement project. This can range from raising money to purchase a microwave oven for the school to developing new school curricula. The teacher of each Leadership class will have the responsibility to challenge students to dream big and to teach the steps necessary to achieve their goals.

Academically, students will read biographies of individuals who have created change in the world, learn about business and project management, and practice public speaking.

In addition to the curriculum, the students and instructor in the Leadership class utilize class time to discuss the community relationships on campus. They strive to improve and maintain relationships between members of the community in order to create an atmosphere on the campus of respect, mutual support and friendship. Students from the class are expected to mediate disputes and assist parties who are engaged in some type of

conflict to find common ground so that they can move forward in a cooperative manner. This role is particularly important since, generally, after some form of dispute, the parties remain in the same learning community and interact regularly in some way. Students from this class, additionally, facilitate part of the school community meetings in order to address the well-being of the community relationships.

A sample syllabus for the Leadership class can be found in Appendix F.

2.4.9. *“Be The Change” Leadership Projects*

Every year, students are required to take at least one project-based class called the “Be The Change” class, named for the quotation by Mahatma Gandhi, “Be The Change you want to see in the world”. These courses last one semester and allow students to pursue their own interests in a hands-on capacity. Students are grouped (in classes no bigger than 15 students) according to interest and guided by a facilitator who helps them with the planning, execution, and presentation of their projects. Appendix G details the way in which, in each of the three years, WCCHS ensures that there are enough teachers to supervise these projects. “Be The Change” project courses meet twice a week and constitute an additional academic prep for teachers. When possible, WCCHS makes use of existing project-tracking software, like Project Foundry, to assist in this endeavor.

Students choose their own projects, meeting the following criteria:

- ◆ Connects students to their passions,
- ◆ Serves the community, and
- ◆ Has components related to every academic subject.

WCCHS develops a “Be The Change Guidebook” that includes project templates, a planning guide, community service resources, and samples of excellent “Be The Change” Projects. Prior to the development of the guidebook (and to assist in the development of the program), WCCHS follows the Service Learning model successfully used in many high schools and universities. WCCHS works with a local representative of the National Service Learning Clearinghouse to establish partnerships with local agencies to phase in our “Be The Change” program as shown in table 2.12 below:

**TABLE 2.12. PLANNED PHASES OF “BE THE CHANGE” DEVELOPMENT
(SUBJECT TO CHANGE)**

<p align="center">Phase 1 Year 1 and 2</p>	<p>WCCHS forms a partnership with one local agency that can sponsor 50-75 students in grades 9, 10, and 11 with diverse volunteer opportunities in the evenings or weekends. During this phase, students and faculty will develop better ways to integrate the curriculum and student interest into the volunteer work, streamline parent volunteer assistance, work out issues around insurance and supervision, and develop rubrics and guidelines for final student reports.</p>
<p align="center">Phase 2 Year 3 and 4</p>	<p>Two to three partnerships are developed to accommodate a total of 100 students. During this phase, we will experiment with allowing individual students to develop their own projects more closely aligned with their interests, continue to perfect methods for integrating the curriculum, and continue to improve quality of final student reports. The “Be The Change” guidebook is completed.</p>
<p align="center">Phase 3 Year 5 and 6</p>	<p>We begin to structure the “Be The Change” projects so that through a student’s tenure at WCCHS, he or she gains greater and greater autonomy and choice with regard to the project. Entering students would participate in pre-existing Service Learning projects, while older students would plan, organize, and carry out their own projects. During this phase, we would develop assessment used to determine when students are ready for more autonomy in their projects.</p>
<p align="center">Phase 4 Year 7 and beyond</p>	<p>At this point, the “Be The Change” program is complete. Regular reflection and assessment of the program occurs every semester and changes are made to the guidebook, rubrics, and partnerships as needed to meet the program goals of: Connecting students to their interests; Connecting curriculum to the projects; Serving the community.</p>

The “Be The Change” projects are supported by a class that meets twice a week. Through activities, lessons, and assessments, students are taught to:

- ◆ Develop meaningful, interesting projects,
- ◆ Reflect upon, and critically analyze their project,
- ◆ Plan and implement improvements to their project,
- ◆ Integrate their curriculum into their project,
- ◆ Research background information about their project,
- ◆ Write an extensive report about their experience.

For example, suppose WCCHS partners with the Parks and Recreation department. WCCHS negotiates 5 different service learning projects for the school’s first year: Weekend soccer league assistant, parks improvement, creation of a community garden,

trail maintenance, and office assistance. A student whose passion is sports may choose to assist in the soccer league. He would be required to develop a plan to become a better soccer assistant as well as integrate his current curriculum into his work (for example, a discussion of geometry in soccer strategy). Every week, he would spend time reflecting on his assignment, critically analyzing his experience and finding ways to make improvements. In the end, he would produce a comprehensive report describing his experiences and integrating it with his schoolwork and interests.

2.4.10. Moving Through the Divisions

It is the goal of WCCHS that students be guided into autonomous learning and not be placed into learning environments until they are ready. Students demonstrate their readiness to take higher Division courses by completing the Divisional benchmarks as outlined in Section 3.1 for the WCCHS goals of California Standards, self-knowledge, work habits, and community-building. These goals are incorporated into the objectives of every class (see Section 2.9) and similarly assessed.

In the event that a student has not met all the benchmarks for a particular Division, the faculty will meet to determine what plan of action the student needs to take. Options include retaking courses in his or her Division to gain mastery of benchmarks, only retaking the Learning to Learn course or Leadership course depending on the Division, or completing one or more independent study courses over the summer that meet all necessary WCCHS benchmarks.

Some courses, such as Art, Gym, and electives, are offered as Division II classes and do not require that students meet the Divisional benchmarks for enrollment. These courses are important, as they give Division I students an opportunity to become accustomed to Division II schedules and demands.

Other courses, such as Government/Economics, are offered as Division II classes, despite the fact that they are traditionally taken in a student's senior year. Certain classes lend themselves better to one Division or another (for example, there are no Math classes in Division III), and so even though a student has met the demands for a higher Division, they still take classes in "lower" Divisions.

As long as a student meets the prerequisites for any course of any Division and his or her schedule accommodates the class, the student is eligible to take the course. Therefore, Division readiness is an important prerequisite for many classes.

The WCCHS Counselor and Educational Director will be responsible for enrolling students in their courses before classes begin each semester and ensuring that students and parents are properly notified of their Division standing.

2.4.11. *Proposed Program of Studies*

In Appendix G, we present the WCCHS proposed Program of Studies for the first three years as WCCHS grows from 100 students to the full size of 200 students. After each chart describing the course offerings, broken down by Division, we present a sample of what a student's schedule might look like and corresponding teacher assignments.

WCCHS prefers to hire teachers with multiple credentials, for example, in History and English, or Math and Science, so that the same teacher can teach both topics. However, aware of the difficulties of finding such teachers, we have developed a teacher assignment plan that allows for all courses to be taught by teachers with single subject credentials.

Typical District schools require their teachers to teach 20 hours a week. At WCCHS, our teachers have 24 hours of commitments per week, but that includes supervising homeroom and attending weekly community meetings. Different teachers are assigned different amounts of time supervising Community Space and leading electives, and there is some flexibility around as to which teacher teaches which electives. WCCHS teachers will have, on average, three hours a day of prep time and fewer courses to prepare to teach than typical teachers.

Since the school operates without a principal or administration, all teachers assume Administrative Duties (see Section 5.1.2 for a full description) that typically would be done by school administrative personnel (for example, coordinating state testing, developing staff training, coordinating emergency drills, etc.) Teachers with less than 24 hours of commitments do so because they are either Lead Teachers or the Educational Director (who is a full-time teacher in addition to being a school leader).

2.5. Transferability of Courses

WCCHS seeks accreditation by the Western Association of Schools and Colleges (WASC). WCCHS seeks "a-g" approval for all courses for the purposes of eligibility for admissions to the University of California and the California State University systems. Through the student handbook, WCCHS notifies parents regarding the eligibility of specific courses to meet the college entrance requirements, and WCCHS communicates with parents and, at parents' request, other high schools about the transferability of WCCHS courses.

"A-G" APPROVAL PROCESS

WCCHS will pursue "a-g" approval for all of its courses. The full University of California Office of the President (UCOP) approval process begins with the approval of the charter and allows for course approval starting the second year of any school's existence. We will proceed in the following manner:

- 1) WCCHS has already, prior to this petition, developed course-curriculum guidelines consistent with “a-g” requirements. Therefore, all WCCHS courses are designed to meet “a-g” standards. Many of our courses have been developed using ACLC courses as guidelines. We include, in this petition, a template used to develop courses consistent with the “a-g” course application (See Appendix H).
- 2) Upon receipt of Charter approval, WCCHS will schedule a WASC visit (at a cost of \$150) for the 2007-2008 school year.
- 3) Upon receipt of verification of the WASC visit, WCCHS will apply for a College Board Level I Code using the school request form from ETS.
- 4) WASC will conduct an initial visit within WCCHS’ first school year. This process will further secure WCCHS practices.
- 5) Upon receipt of notice of candidacy of WASC accreditation, WCCHS will submit the New School Survey to UCOP along with all its course descriptions.

WCCHS will follow the UCOP suggested timeline (subject to change as circumstances evolve):

Research course materials, topics & resources	June – July 2007
Write course description for new course	August 2007
Feedback from school staff and District personnel	September 2007
Submit draft description to Cadre of Experts member	September 2007
If requested, Cadre member(s) offer informal feedback	October 2007
Revise course description based on feedback	November – January 2008
Submit UC course list updates, along with new course descriptions, to UC	February 2008
UC review of new course(s)	March – May, 2008
Receive updated list with UC approvals/ denials	May 2008
If new course not approved, revise based on UC feedback	June – July 2008
Re-submit revised course description to UC for approval	August 2008
If re-submitted, review revised course description	August – September, 2008
Reply to school	September 2008

2.6. Academic Requirements

WCCHS meets graduation requirements of CA Ed Code 51225.3, and offers the UC “a-g” minimum course requirements for Freshmen admission.

The curriculum at WCCHS is aligned with UC admission standards. Every semester course is worth 5 credits. Graduating students must earn a minimum of 240 credits in subject matter, consistent with CA Ed Code 51225.3, in the following manner:

TABLE 2.13. WCCHS GRADUATION REQUIREMENTS

Three years of English at 9 th -grade level or above	30 credits
Three years of Math (with 10 credits at Algebra I or higher)	30 credits
Three years of History/Social Science, including one year of U.S. History & Geography; one year of World History, Culture, and Geography; and one semester each of American Government and Economics	30 credits
Two years of Laboratory Science, including one year of Biology and one year of Physical Science	20 credits
Two years of a Foreign Language	20 credits
One year of a Performing or Visual Art	10 credits
Two years of Physical Education	20 credits
One year of the Learning to Learn course (completed by end of 10th grade)	10 credits
One year of the Leadership course (completed by end of 11th grade)	10 credits
Four “Be The Change” semester-long projects, one completed each grade culminating in a senior graduation project	20 credits
Two years (or four semesters of) academic electives (additional English, Math, Social Science, or Science)	20 credits
Two years of free electives, taken from any class and may include internships, projects, and independent study courses	20 credits

WCCHS reserves the option to modify graduation requirements for students with Special Needs where prescribed by their IEP; however, such modifications and accommodations will still be consistent with State Graduation Requirements.

2.7. Homeroom

The homeroom is a vital part of every day—meeting daily except for Wednesdays when there is a Community Meeting. Every homeroom class is run exactly the same way. The ritual and equality is essential for building a community:

- ◆ Check-ins
- ◆ Announcement
- ◆ Moment of Silence

Challenge Day has proven that providing students a safe place to simply talk and be heard—without feedback or judgment-- can drastically reduce violence and depression. Every homeroom begins with students sitting in a circle and simply saying how they feel. Each student gets one minute to talk and no one else may interrupt. After the check-ins, the teacher can make announcements, check roll, and meet with students who he or she knows need extra attention. Every homeroom ends with a moment of silence. This has been taught in the Learning to Learn classes and shown to be effective for this age level. Students can focus and prepare for the coming, busy, day.

As described earlier (in Section 2.4.1) EL students will be grouped in the same Homeroom classes. This will allow Faculty Advisors to better assess how the students are adjusting to classes. Faculty Advisors are also free to adjust the Homeroom structure to meet the needs of their students. For example, an EL Homeroom advisor may offer English Development classes two to three times a week.

2.8. Arts, PE, and Electives

2.8.1. *The Arts*

Visual and performing arts are an important component of the curriculum at WCCHS. Whenever possible, Arts electives are offered for all students during the latter part of the school day schedule in order to facilitate partnerships with Arts Educators and performers in the East Bay. WCCHS prefers to hire Art teachers with expertise in visual and performing arts and encourage development of art exhibitions, theatrical performances, and video making. WCCHS employs a full-time art teacher and offers a variety of art classes based upon the teacher's expertise and capabilities of the facility.

2.8.2. *Fitness*

WCCHS requires two years of Physical Education and offers gym classes every year. In the first few years, Academic teachers teach PE classes. WCCHS believes in alternatives to the traditional gym class environment and develops non-traditional gym classes such as Yoga, boxing, weight training, and karate. The specifics of which gym courses are offered depend upon the talents of the teachers and the capabilities of the site; however, all courses are developed so that they meet the "course 1" and "course 2" outlines from the California PE standards. This includes having students develop their own fitness goals and plans (something very much in line with WCCHS' philosophy.) Appendix G describes one possible configuration where PE is taught by the science teacher in year one and by the science, English, and math teachers in year two. However, depending on the experience and credentials of the hired teachers, other configurations may be preferable. After year two, WCCHS will seek to hire either a part-time PE teacher, or a PE teacher who can also teach electives, to teach the majority of Gym classes. Students who are already engaged in extracurricular sports outside of school have the option to be excused from one class period (replaced with an additional period in the Community Space), with parent permission, and can apply to receive school credit for those outside sports experiences. WCCHS pursues a partnership with nearby sports programs to allow our students to participate in team sports programs.

2.8.3. *Electives*

In line with our philosophy of providing engaging curriculum, WCCHS plans for engaging, interesting, and non-traditional electives such as web design, film study, computer programming, and business management. WCCHS seeks "a-g" approval for all course work and offers subject-matter credit when the course is taught by a credentialed

teacher. WCCHS plans teachers' workloads so that some may teach, in addition to their core classes, electives fitting their expertise and credentials. In the first year of WCCHS when enrollment is 100, electives are taught by the history teacher. By year three, WCCHS budgets for one full-time teacher who will be qualified to teach electives with additional electives taught by a math, English and social science teacher. WCCHS may, instead, contract with qualified individuals to teach supplementary elective courses which inspire and engage our students. These individuals are screened according to Section 5.4.2 and classes are supervised according to law. Each elective, like all other courses, are developed according to WCCHS' strict course development guidelines to ensure that every course meets our goals to promote self-knowledge, teach to the California Standards, develop effective work habits, and require every student to be an active member of the school community.

2.9. WCCHS Course Development

All WCCHS courses are developed using the UCOP "a-g" course template as a guide, modified to address WCCHS goals, objectives and benchmarks. The WCCHS course template and guidelines are included as Appendix H. Through our relationship with Alameda Community Learning Center, ACLC has agreed to provide copies of all their courses and syllabi for WCCHS to use for course development. WCCHS encourages all teachers to develop their own courses using this template and ACLC courses as a guide and to submit them for "a-g" approval following the timeline in Section 2.5.

All course descriptions will be reviewed by the entire faculty in a meeting scheduled by the Educational Director and submitted to the Governing Board for approval.

2.10. Challenge Day Across the Curriculum

Maintaining a safe, cooperative community for every student, WCCHS implements methods and principles of Challenge Day throughout the curriculum (see table 2.6). These elements include, but not limited to, the following samples:

- ◆ Training Teachers in Challenge Day communication and conflict-resolution techniques.
- ◆ Regular daily opportunities, during Homeroom, for students to "check-in" about their feelings.
- ◆ Community-building events such as the ones Challenge Day has been incorporating into their program for years, student-led assemblies, the District Partnership Program, fundraisers, and field trips.
- ◆ Student outcomes that reflect our responsibility in seeing that all students develop healthy self-awareness and become members of a strong community.
- ◆ A community service philosophy that mirrors Challenge Day's commitment to "Be The Change" evidenced in the WCCHS division titles, and special courses such as Learning to Learn, Leadership, and "Be The Change" projects.

2.11. Plan for Students Who Are Academically Low-Achieving

Students who score below proficiency on the STAR tests, or are receiving grades of D or lower in their course work, need extra attention to be successful. All students at WCCHS are supported by small class size and the incremental school structure, but it is especially good for those students who would normally struggle. Weekly faculty meetings are devoted to student issues and identify those who are struggling. Once these students are identified, strategies for support are discussed and implemented by the entire faculty. Continuous evaluations of the student's work and Student Study Teams are utilized to determine which strategies best assist the student in meeting the learning outcomes.

Struggling students can receive additional academic support during their scheduled Community Space time which includes, but is not limited to: volunteers from the community, mentoring from other students, peer-tutoring, modified curricula, additional teacher support, etc. Through monthly membership meetings and required volunteer hours, parents are informed as to any extra academic needs of the students and are recruited to help create additional support strategies and work with the students to ensure success.

The curricular program design of WCCHS, and our philosophical belief that learning occurs at different rates for different individuals, also gives WCCHS students the option of repeating courses and/or pursuing courses through independent study in order to meet learning objectives.

Students are further served by their Homeroom teacher and the WCCHS counselor. Homeroom teachers are provided with copies of their students' accountability and progress reports. They are expected to check in with all students who are struggling and recommend tutoring, counseling, or other interventions.

2.12. Plan for Students Who Are Academically High-Achieving

WCCHS is an ideal environment for students at all achievement levels. Students are welcome and encouraged to reach beyond the WCCHS curriculum to pursue their own interests and learn at their own pace. WCCHS explores partnerships with institutions of higher learning and encourages students to take college-level courses whenever possible. WCCHS budgets for 50 students a year to take courses at Contra Costa College through Contra Costa College's concurrent enrollment program.

Within the WCCHS program, students are not constrained by grade level. With teacher and parent approval, students can take courses above their traditional grade level if they meet the prerequisites for the course.

Within the WCCHS curriculum, our self-directed, project-based approach allows exceptional flexibility for high-achieving students to approach learning according to their unique skills, abilities and talents. Additionally, our facilitator staff is active in guiding students to extracurricular education and enrichment programs.

2.13. Plan for English Language (EL) Students

An inclusive environment, such as the one provided at WCCHS, gives the EL student an opportunity to learn from and with his/her English-speaking peers, rather than being segregated with others who are also struggling with the language. Because of the small classroom size, the intention for instructional material is multi-sensorial and dynamic, the core academic subjects are taught in such a manner that a child who does not have a strong grasp of the English language has various means of understanding the material. In addition, WCCHS teaches an ESL student with necessary accommodations and a supportive environment.

WCCHS actively recruits and hires bilingual instructional and support staff. WCCHS has a goal of employing at least 30% of its instructional staff CLAD-certified. WCCHS provides appropriate classroom support services (e.g. pairing with bilingual peers, classroom assistance by bilingual instructors or instructional assistants, pull-out intensive English language development lessons, etc.) to EL Students, enabling them to access the core curriculum. WCCHS creates volunteer hour incentives for parents to provide bilingual tutoring for EL Students in our Community Space. WCCHS seeks collaborations with community service agencies to provide bilingual and culturally appropriate service to our students and families.

EL Students in the WCCHS community are supported not only by the availability of traditional language development classes, but also by the self-directed, hands-on approach of our program, which is accessible to students with varying learning styles. Whenever possible, “sheltered” sections of classes are a provision enabling every student to access information and formulate new knowledge based on prior learning and experience.

The needs of EL Students are identified by WCCHS, using the same methods used by the District. Upon enrollment in the District, parents of the student are given the Home Language Survey. If a language other than English is noted on the Home Language Survey or enrollment forms, the school assesses the English and primary-language proficiency of the student using the CELDT. Depending upon the CELDT level, students are placed into a homeroom grouping where foreign-language support and resources are available. EL Homeroom classes can also serve as English Language development classes as often as needed as determined by each Homeroom teacher. The Homeroom teacher will encourage students to speak in English using games and other non-threatening methods. Language ability will be assessed at regular intervals, using informal and formal assessments, and the results will be made available to all teachers.

Content area classes at WCCHS are taught by instructors with CLAD credentials who use SDAIE strategies such as the use of more visuals, active/physical responses, graphic organizers, leveled reading materials, multi-media presentation and equipment, computer programs, peer tutors, and cooperative learning. WCCHS conducts annual on-site

professional development in SDAIE strategies presented by the Educational Director, Lead teachers, and Governing Board members.

The goals of all programs are for the students to learn English and meet age-appropriate academic achievement standards for grade promotion and graduation. Students are retested yearly using the CELDT to see if they are eligible for reclassification and to make sure that they are making progress. All costs associated with ELL services shall be the responsibility of WCCHS.

2.14. Plan for Special Education

2.14.1. *The Means by Which the Charter School Will Comply with the Provisions of Education Code §47641*

In order to provide full legal Special Education services to all its students, WCCHS is pursuing an agreement with the District. Pursuant to Education Code Section 47641(b), WCCHS does not elect to be a local educational agency in accordance with Education Code Section 47641 (a) and therefore will not be deemed a local educational agency for purposes of compliance with the Individuals with Disabilities and Education Act (20 U. S. C. Sections 1400, et seq.) (Hereinafter “IDEIA”) but shall be deemed a public school of the District. As such, the parties understand and agree that the District shall ensure that all students with exceptional needs who attend WCCHS are provided with a free and appropriate education in compliance with the IDEIA. A student with disabilities attending WCCHS shall receive special education instruction and/or related services, in the same manner as a student with disabilities who attends another public school of the District (as described in Education Code Section 47646.)

2.14.2. *The Process to be Used to Identify Students who Qualify for Special Education Programs & Services*

WCCHS has the responsibility to make referrals of any students enrolled in WCCHS who are believed to be eligible for special education assessment and/or services. Prior to making such a referral, WCCHS convenes a Student Study Team, as needed, to determine if alternative interventions are appropriate. One WCCHS teacher, as part of his or her administrative responsibilities, will act as the Special Education Coordinator (referred to as the Designee). One of the Designee’s responsibilities is to conduct regular surveys of the entire faculty to find possible candidates for SST support. At the monthly SST meetings, parents, teachers, and the student are invited to share all information regarding the student’s strengths and challenges. Non-special-education accommodations are developed, and a follow-up meeting is scheduled. If the accommodations are not effective, the student is referred to the RSP teacher for testing. Prior to making the referral, WCCHS consults with the District. Qualified District-referred specialists determine what assessments, if any, are necessary and arrange for such respective assessments for all referred students (initial, annual and tri-annual assessments). The District’s special education service provider or specialist consults with the designated representative of WCCHS prior to offering assessments conducted by

individuals outside of the District or the SELPA. WCCHS does not conduct unilateral independent assessments without prior written approval from the District.

2.14.3. How the School Will Provide or Access Special Education Programs and Services

WCCHS special education liaison is responsible for arranging the necessary meetings for Individualized Education Programs (hereinafter, an “IEP”) in writing. WCCHS is responsible for having the designated representative of WCCHS in attendance at the IEP meetings (along with a primary teacher, parents, District representatives, etc.). District responsibility includes documentation of the IEP meeting and provision of parent rights.

Regarding eligibility, goals/objectives, program, placement, monitoring, and exit from special education, the IEP team makes decisions. Services and placements are provided to all eligible WCCHS students in accordance with the IDEIA, and the policies, procedures and requirements of the District and of any SELPA Local Plan for Special Education. Services, whenever feasible, are provided at WCCHS in a manner consistent with the school program design.

For students who enroll in WCCHS from outside the District with a current IEP, it is the responsibility of WCCHS to implement the existing IEP to the extent possible and to notify the District immediately to schedule an IEP within 30 days. For students who were previously enrolled in the District, the District agrees to forward the student’s cumulative file, including all special education files, to WCCHS within 10 days of notification. In addition, the District provides consultative assistance to WCCHS to help transition the student.

2.14.4. The School’s Understanding of its Legal Responsibilities for Special Education Students

In accordance with the proposed Memorandum of Understanding (see Appendix B) between the WCCHS and the District, Special Education services are provided by the District. A Resource Teacher coordinates the programs and makes referrals to other District-provided services as needed. The funding relationship is spelled out in the services agreement.

2.14.5. How WCCHS Intends to Meet Those Legal Obligations for Special Education Students

It is understood and agreed that all students have access to WCCHS and no student is denied admission nor counseled out of WCCHS due to disability. WCCHS has small classroom sizes, not to exceed 25 students in any given class, and includes a Social Skills Support Program designed to meet the needs of each student in the school (general and special education students) and the community of the school as a whole. The classes are designed to accommodate students with various learning styles and academic needs. In addition, beginning in its third year of operation, WCCHS will support hands-on student

internships in Richmond and in the surrounding area that prepare the student for future success in the working environment as well as independent living skills. The teacher who serves as the Internship Advisor will meet with students once a week.

WCCHS offers a “Learning to Learn” class to all students. This class teaches organizational and study skills and other self-learning skills that are particularly beneficial to special education students, and prepares them for the requirements of higher education (college, trade school, etc.) and life goals (professional and personal). Therefore, WCCHS is a highly desirable and flexible setting for students whose academic, vocational, independent and social needs are best fostered in a full inclusive program where social support, small classrooms and learning opportunities based on the student’s individual learning style exist.

To the extent that the agreed-upon IEP requires educational or related services to be delivered by staff other than WCCHS, the District provides and/or arranges for such services.

A Full Inclusion Program is offered at WCCHS, in conjunction with the requirements of the District and the Special Education Department of the District. The Full Inclusion Program includes a full or three-quarters part-time Resource Teacher or Full Inclusion Specialist, who is supplied by the District. In addition, a Special Day Class (SDC) is welcomed at WCCHS in conjunction with the Special Education Department, based on the needs of the District. The District supplies a Special Education Teacher and a Classroom Aide for the SDC. All students enrolled in a SDC have access to the core curriculum to meet the state standards as mandated by IDEIA. This SDC provides the students with social, organizational and tutorial support as needed. District services also include consultative services by District Special Education staff to WCCHS staff, a School Psychologist and a part-time Speech and Language Pathologist if indicated by a student’s IEP. WCCHS does not unilaterally authorize any program or services to comply with the IDEIA without prior consent of the District. WCCHS staff members attend in-service training conducted by the District or SELPA on the referral system and criteria as well as other pertinent workshops, and in-service training regarding issues related to special education. Collaborative WCCHS staff meetings also include training, and discussions include sensitivity training, laws, and legislations.

Parent/guardian concerns regarding Special Education services, related services and rights are directed by the WCCHS staff to the designated Special Education Representative of the District. The District Representative, in consultation with the WCCHS Designee, responds to and addresses the parent/guardian’s concerns. In consultation with WCCHS, the District addresses, responds to, investigates, and takes any and all necessary action to respond to all complaints received that involve special education and IDEIA compliance. In consultation with WCCHS, the District may initiate a Due Process Hearing on behalf of a student enrolled in WCCHS, as the District determines is legally necessary to meet the school’s responsibilities under Federal Law. In the event that parents/guardians file for a Due Process Hearing, both WCCHS and the District are named respondents. The District and WCCHS work cooperatively to defend

the case, and recommend to the parent/guardian a Facilitated IEP and/or an Alternative Dispute Resolution meeting prior to engaging in a Due Process Hearing. In the event that the District determines that legal counsel representation is needed, the District and WCCHS are jointly represented by legal counsel retained by and at the expense of the District. WCCHS may elect to retain separate counsel at its sole expense.

As part of the District representation duties at all County I-level SELPA meetings, the person designated as the District's Representative also represents WCCHS. Reports to WCCHS regarding SELPA decisions, policies, and other items are communicated to the school at the time and in the manner as these are communicated to all other schools within the District. To the extent that the District and/or SELPA provide training opportunities or information regarding Special Education to the school and its staff, and to the extent that site staff has the opportunity to participate in committee meetings of the SELPA as representatives of their District, such opportunities are made available to WCCHS staff.

If the District provides Special Education services to WCCHS, then it retains all equitable revenue, which is generated by the WCCHS for the delivery of Special Education and related services and is solely responsible for the financial costs of these related services and responsibilities as required by law or otherwise set forth above. On an annual basis, the District determines what, if any, excess cost contribution is made by WCCHS to the District for the prior year's delivery of service.

2.14.6. 504 Services

Some students who have difficulties with learning are not eligible for Special Education services because they may not fit into one of the Special Education eligibility categories, and/or because the learning problems are not severe enough for the students to qualify for Special Education. These particular students may be eligible for special services and program accommodations under a Federal Anti-Discrimination Law designed to reasonably accommodate such a student's condition so that the student's needs are met as adequately as the needs of students without disabilities (Section 504 of the Rehabilitation Act of 1973 [29 U.S.C. Section 794] and its implementing regulations at 34 C.F.R. Section 104.1 and following). This Anti-Discrimination Law, Section 504 of the Rehabilitation Act of 1973, guarantees the civil right of equal access to Educational Services for students with disabilities, even if they do not qualify for Special Education under IDEIA. A disability under this law is defined as physical or mental impairment that substantially limits one or more major life activities. Students covered under Section 504 are educated in the regular education setting and are to be with their non-disabled peers to the maximum extent possible. In accordance with the proposed Administrative Services Agreement, WCCHS works with the District to provide 504 services. A WCCHS teacher (referred to as the Designee), the same individual who is designated to coordinate Special Education services, will be responsible for coordinating 504 services. The Designee will work with staff to identify possible 504 candidates and work with the District-appointed RSP teacher or another District-appointed personnel to develop a legal 504 plan. Within this setting, they receive all assistive devices, accommodations, and

services necessary in order to meet their educational needs. Parents receive notification of any actions regarding their student's educational placement under Section 504, and they have the ability to influence or contest any decisions regarding their student.

3. MEASURABLE STUDENT OUTCOMES AND OTHER USES OF DATA

WCCHS will set and keep four measurable student outcomes for which we will continuously and appropriately assess. Data collected from these assessments will be maintained in a computer database and be used to generate annual reports and to make regular adjustments to the educational and institutional programs as needed to achieve these outcomes. WCCHS shall continue to examine and refine student outcomes and performance goals over time to reflect WCCHS’s mission, curriculum and assessments and any changes to state standards.

3.1. Schoolwide Student Goals

3.1.1. Goal I: Academic Rigor and the California Standards

Students apply essential habits of learning—question-asking, evidence-finding, note-taking, skill practicing and applying, perspective-taking, risk-taking, and reflecting—towards mastering the content of the California standards, in conjunction with specific WCCHS graduation requirements.

TABLE 3.1. EXAMPLES OF LEARNING OBJECTIVES BASED ON THE CALIFORNIA STANDARDS

<p>English (3 years)</p>	<ul style="list-style-type: none"> • Understand the main and subordinate ideas in written works, lectures, and discussions. • Manipulate and create ideas about a topic and be able to organize them for presentation in both verbal and written forms. • Write essays using the English language correctly and effectively. • Write an autobiography every year with increased breadth and depth expected in succeeding years.
<p>Mathematics (3 years)</p>	<ul style="list-style-type: none"> • Calculate and solve problems using ratios, proportions, percentages, roots and powers. • Read and summarize the main ideas of economics, statistics and science texts. • Explain and utilize the mathematical concepts and operations of algebra and geometry.

TABLE 3.1. EXAMPLES OF LEARNING OBJECTIVES BASED ON THE CALIFORNIA STANDARDS (continued)

<p align="center">Biological and Physical Sciences (2 years)</p>	<ul style="list-style-type: none"> • Intelligently discuss concepts of matter, energy, motion and force and the natural laws and processes of the physical world as well as the science of life and living matter, with special reference to evolution, growth, reproduction and structure. • Use the scientific method to successfully complete an experiment that investigates a current scientific question, and interpret and generalize the results. • Use laboratory equipment effectively.
<p align="center">Social Sciences/ History/Economics (3 years)</p>	<ul style="list-style-type: none"> • Display understanding of the social systems, customs, communities, values, economies, governments, and politics of at least three cultures and societies. Explain how this understanding relates to the students' culture and society. • Generate educated opinions and write pieces on current events, using historical references to the events and ideas that have shaped our nation, its place in the world, other nations, and the world at large. • Explain our system of government, including the relationships between the branches, how laws are enacted, as well as the importance of an independent press and an educated citizenry.
<p align="center">Foreign Languages (2 years)</p>	<ul style="list-style-type: none"> • Demonstrate spoken and written proficiency in a foreign language.
<p align="center">Fine Arts (1 years)</p>	<ul style="list-style-type: none"> • Explain a work of art and criticize it. • Create a work of art in the visual and plastic arts. • Participate in performance art.

Specific Measurable Outcomes:

- ◆ Increase the number of students passing courses based upon the California Standards every year, reaching a passing rate of 95% within 5 years.
- ◆ Beginning our third year, increase the graduation rate calculated by dividing the number of high school graduates by the sum of dropouts for grades 9 through 12, in consecutive years, plus the number of graduates, to exceed the District rate by 10% in 6 years.
- ◆ Increase the percentage of 9th and 11th grade students scoring proficient or higher on the STAR tests, by 3% per year with a goal of exceeding District performance by 15% in 5 years.
- ◆ Increase the number of students taking and passing “a-g” required courses by 10% each year, reaching a passing rate of 95% within 5 years.
- ◆ Increase the number of students passing the California High School Exit Exam, to exceed the District rate by 10% in 6 years.
- ◆ Increase standardized test scores for at-risk students by 5% in each subject area each year, surpassing the District rate by 10% in 5 years.
- ◆ WCCHS shall strive to meet its annual API growth target and AYP each year.

3.1.2. *Goal II: Habits of Work*

Students develop the work habits necessary to effectively learn subject matter, produce quality assignments, use time effectively, and be creative. WCCHS develops a schoolwide rubric (see appendix I) to measure students’ habits of work as well as continuously monitor attendance and homework completion rates and class behavior. Through development of effective work habits, students gain greater autonomy and realize their potential.

TABLE 3.2. EXAMPLES OF SCAFFOLDING GOAL 2 THROUGH THE DIVISIONS

<p>Division I 9th and 10th grade</p>	<p>Students are able to correctly utilize a planner to schedule lessons and assignments, manage time appropriately, identify what they already know, and what they need to know, in each lesson, and organize notes, assignments, and projects.</p>
<p>Division II 10th and 11th grade</p>	<p>Students design projects for individual classes that allow them to achieve the goals of their academic class while allowing for their strengths, challenges, and passions.</p>
<p>Division III 11th and 12th grade</p>	<p>Students plan the majority of their learning and actualize this plan efficiently and with high quality, develop their own rubrics based upon goals, strengths, and weaknesses, and reflect upon and evaluate their learning process.</p>

Specific Measurable Outcomes:

- ◆ School-wide rubric. At the end of the first school year, 50% of students will score proficient or higher on the Habits of Work section of the school-wide rubric. In subsequent years, this percentage will increase by 10%, with the ultimate goal of achieving 85% proficiency by the end of the fifth year.
- ◆ Attendance. During the first year, WCCHS will achieve a 90% attendance rate, and increase this rate by 1% each year with the ultimate goal of achieving above a 95% rate at the end of five years.
- ◆ Tardiness. Tardiness rate is calculated by recording the number of students who are tardy to class during a two-week period, and dividing that number by the total attendance of all classes during that period. By the end of the first year, WCCHS will have a tardiness rate of less than 10%, with reductions in tardies every year aiming for less than 5% by the end of the fifth year.
- ◆ Assignment Excellence rate. Assignment Excellence rate is calculated by recording the number of students who, during a two-week period, have no missing assignments, and dividing that number by the total number of students. By the end of the first school year, our goal is to have an assignment excellence rate of 33%, and to increase the rate in subsequent years, with the ultimate goal of achieving a 50% excellence rate at the end of five years.

- ◆ Classroom behavior. WCCHS continuously records incidents of teacher disciplinary actions that rise above the regular, continuous classroom management strategies so that they require a parent contact. Teacher disciplinary action rate is calculated by dividing the number of such incidents by the total attendance of all classes. WCCHS will have a teacher disciplinary action rate of less than 3% by the end of the fifth year.

3.1.3. *Goal III: Self-Knowledge*

Students will be able to identify their learning strengths, challenges, and passions; evaluate this knowledge in terms of their short- and long-term goals; and create a plan of action for their life-long learning based on this evaluation.

TABLE 3.3. EXAMPLES OF SCAFFOLDING GOAL 3 THROUGH THE DIVISIONS

At the end of Division I	Students are able to identify their learning strengths, challenges, and interests.
As their tenure at WCCHS continues	Students are able to continuously assess how their strengths, challenges, and interests are changing as they learn more and gain more life experience.
During Division II	Students choose courses and electives based upon their strengths, challenges, and interests, and begin to take initiative to match the goals of the curriculum with their personal goals.
In Division III	Students can summarize their changing and non-changing passions and interests over their tenure at WCCHS, and apply the process of reflection in creating a plan of action for life-long learning.

Measurable outcomes:

- ◆ Successful completion of Learning to Learn class by 85% of students within their first two years at WCCHS.
- ◆ School-wide rubric. At the end of the first school year, 50% of students will score proficient or higher on the Self-Knowledge section of the school-wide rubric. In subsequent years, this percentage will increase by 10%, with the ultimate goal of achieving 85% proficiency by the end of the fifth year.
- ◆ Show an increasing level of self-reflection based upon yearly autobiography assignment (see Table 3.1 of Goal I) as students move through the divisions, including greater length in writing assignments and depth in the degree to which they know their passions, strengths and challenges.

3.1.4. *Goal IV: Community-Building*

Students will be able to know and accept the talents, unique characters, and needs of other members of their community. They understand the effect that they have upon the

community, and take the initiative to better themselves and the community as a whole. They work together in small and large groups on academic and community projects.

TABLE 3.4. EXAMPLES OF SCAFFOLDING OF GOAL 4 THROUGH THE DIVISIONS

<p>Division I 9th and 10th grade</p>	<p>Students are able to show respect for each other, recognize similarities and differences with others, and give authentic appreciations. Students begin to identify how their choices affect themselves, their local community, and the wider, more global, communities.</p>
<p>Division II 10th and 11th grade</p>	<p>Students are able to create a safer, closer environment by participating as student jurors, facilitating conflict resolution, and developing policies and rules that better the community. Students more consciously choose behaviors that have a bettering effect upon themselves, their local community, and the wider, more global communities.</p>
<p>Division III 11th and 12th grade</p>	<p>Students are able to create projects that have a positive effect on others, taking initiative for the good of the community, and assume leadership roles within the community. Students notice the state of their community, choose a proper course of action, and act accordingly.</p>

Measurable Outcomes:

- ◆ During the first year, expulsions and suspensions (calculated by dividing the number of expulsions and suspensions by the school enrollment) will be at or below the District’s rate, and by the end of five years will be half of the District’s rate.
- ◆ As students progress through the divisions, there will be, on average, 10% fewer disciplinary actions brought to the judicial consortium per division.
- ◆ Students and parents report an increasingly higher rate of satisfaction with the school environment and climate.

3.2. Methods of Assessment

WCCHS is committed to continuously perfecting a series of performances and products that demonstrate student growth. Sometimes assessments are used to give feedback to the teacher as to what the student is learning and what needs to be done. Other times, assessments are used to make a determination of what the student has learned. Sometimes assessments are used to motivate and encourage students; sometimes to rank them. WCCHS courses are based on all statewide standards, and the school conducts required student assessments, including the CST, the annual physical fitness tests, and administers other tests required by the District. These data are monitored annually and disaggregated by race and ethnicity to determine whether WCCHS strategies eliminate or at least ameliorate the traditional achievement gaps among the District students.

While these standardized tests are important in demonstrating objectively that WCCHS students are learning required subject matter, we believe that the most important assessments are authentic assessments—ones that show students doing important work, before a real audience (students, peers, the wider community, etc). Within subject matter departments, teachers ensure that the WCCHS curriculum is optimally aligned to the state standards. Benchmarks for mastery are to be determined by the teaching team and assessments created and administered to provide data on student progress. In any given academic quarter and subject matter area, students are assessed using a variety of methods, including but not limited to: essay and other written assessments, oral presentations, performance of tasks, showcase portfolio pieces, in-class participation, diagnostic testing, and self and peer assessments.

WCCHS regularly uses assessment rubrics to analyze student performance in all subject areas. These rubrics are made available to students and their families prior to engagement in learning opportunities so that the requirements for mastery are apparent.

The WCCHS assessment structure, which utilizes standardized testing measures as well as assessments that are designed to thoroughly assess student progress in our school’s unique interdisciplinary, project-based curriculum, provide a well-rounded picture of students’ achievement. Students and their parents will receive regular communication on academic progress, including some or all of the following:

- ◆ Progress reports and report cards,
- ◆ Youth-led conferences with parents/guardians,
- ◆ Public performances/exhibitions,
- ◆ Portfolio presentations,
- ◆ Biweekly reports on student punctuality, behavior, and work completion (see sample in Appendix J).

TABLE 3.5. SUMMARY OF ASSESSMENTS FOR EACH WCCHS GOAL

Goal and Measurable Outcomes	Assessment Methods
<p>I. Academic Rigor and the California Standards</p> <ul style="list-style-type: none"> • Increase number of students passing courses • Increase percentage of students scoring proficient or higher on the STAR tests. • Scores exceed the District’s proficiency rate by 5%, and increasing each subsequent year by an additional 5%. • Increase number of students taking and passing “a-g” required courses by 10% each year. • Increase the number of students passing CAHSEE. 	<ul style="list-style-type: none"> • Teacher-made tests, quizzes, and assignments • Oral presentations • Class participation • STAR test • California High School Exit Exam • “Be The Change” Project Portfolio

TABLE 3.5. SUMMARY OF ASSESSMENTS FOR EACH WCCHS GOAL
(continued)

Goal and Measurable Outcomes	Assessment Methods
<p>II. Habits of Work</p> <ul style="list-style-type: none"> • At end of first school year, 50% of students will score proficient or higher on Habits of Work section of school-wide rubric. In subsequent years, percentage will increase by 10%, with ultimate goal of achieving 85% proficiency by end of fifth year. • During first year, WCCHS will record a 90% attendance rate, and increase this rate by 1% each year with ultimate goal of achieving a 95% rate at end of five years. • By end of the first school year, assignment completion rate will be 50%, and will increase by 10% in subsequent years, with the ultimate goal of achieving 85% completion rate at end of five years. 	<ul style="list-style-type: none"> • Regular planner-checks • School-wide rubric • Advisor interviews • Bi-weekly accountability report (see Appendix J) • Attendance statistics
<p>III. Self-Knowledge</p> <ul style="list-style-type: none"> • Successful completion of Learning to Learn class by 100% of students within their first two years. • At end of the first school year, 50% of students will score proficient or higher on Self-Knowledge section of the school-wide rubric. In subsequent years, percentage will increase by 10%, with ultimate goal of achieving 85% proficiency by end of fifth year. • Portfolios show an increasing level of self-reflection as students move through the divisions, including greater depth in degree to which they know their passions, strengths and challenges. 	<ul style="list-style-type: none"> • Advisor interviews • Student Survey • Writing Assignments • “Be The Change” project portfolio • School-wide rubric • Comparison of self-assessments with teacher-assessments
<p>IV. Community-Building</p> <ul style="list-style-type: none"> • During first year, expulsions and suspensions will be at or below District’s rate, and by end of five years will be half of District’s rate. • As students progress through divisions, there will on average 10% fewer disciplinary actions brought to the judicial consortium. • Students and parents report increasingly higher rate of satisfaction with the school environment and climate. 	<ul style="list-style-type: none"> • Observations by advisor and fellow students • Performance on student jury • “Be The Change” project portfolio • School-wide rubric • Expulsion/suspension statistics

3.2.1. *Mandatory State Testing*

As required by Education Code 47605(c)(1), WCCHS "conduct(s) the pupil assessments required pursuant to [Education code] Section 60605", including the California Standards Tests and the California High School Exit Exam. Data from standardized tests will be used to inform instruction, develop learning plans, and identify students in need of additional support.

WCCHS's academic curriculum prepares each student to pass the CAHSEE. Students at WCCHS will receive additional instruction, if needed, to ensure success on the CAHSEE and STAR tests.

The support that the students receive includes, but are not limited to:

- ◆ Peer tutoring in math, writing and reading.
- ◆ Teacher-led CAHSEE tutoring groups that will meet for one and a half hours weekly for sophomores, juniors and seniors. Each tutoring group will be no more than ten students, who are identified as requiring further support through their performance on the CAHSEE, as well as pre-testing for students who will be taking the CAHSEE for the first time.

3.3. Use and Reporting of Data

On a regular basis, WCCHS collects and reports two different kinds of data: individual student data, and school-wide data.

Individual Student Data

Accountability reports will be sent to students' homes every two weeks, describing work behavior as pertains to tardiness, missed assignments, and class behavior. Report cards will be mailed to students' homes twice a year, at the end of each semester. Progress reports will also be mailed every six weeks.

The office will maintain a file for each student registered at WCCHS, and in this file keep any records such as report cards, school-wide rubrics, disciplinary actions, health documentation, and special education documentation. Staff members may access a student's file at any time by requesting it from the administrator. Parents and students may access their own file at any time by requesting it from the administrator.

School-wide data

The most recent SARC report for WCCHS will be available on the school website and updated annually. The report, as well as a binder for each year's STAR results, will be located in the school office.

In addition, WCCHS annually collects and publishes data on the degree to which the four goals and corresponding measurable outcomes (see 3.1, above) are being met. A full

report is made to the WCCHS governing board and then to the entire school membership. The report will include, but is not limited to, the following statistics:

TABLE 3.6. SUMMARY OF STATISTICS MAINTAINED AT WCCHS AND HOW DATA IS UTILIZED

Statistic	Frequency	How data is used
Attendance rate	Quarterly	Judge effectiveness of homeroom and other Challenge Day techniques to improve attendance. Declining attendance results in further study of attendance problems (whether it is occurring for some groups or all groups) and the development of solutions.
Graduation rate	Annually	To assess the needs for additional tutoring programs or changes in the course schedule to better serve students.
Drop-out rate	Annually	Students who leave are interviewed to learn reason for exiting and, if trends are spotted, changes to school program are suggested.
Number of students taking college-level courses while at WCCHS	Semesterly	Starting the third year, students are eligible to take classes at Contra Costa College. Statistics about which classes they are taking help shape WCCHS course offerings.
Community college and UC grades	Annually	As students matriculate into institutes of higher learning, WCCHS surveys its graduates to find out how well prepared they were for college. Information is used to improve course curriculum.
SAT scores	Annually	SAT scores are collected and analyzed to determine changes to be made to improve course curriculum.
College admissions	Annually	WCCHS does not have a goal to enroll all students into college; however, the school tracks college admissions rates and uses data to assess whether changes need to be made to school structure.
Student and parent satisfaction.	Annually	A school-wide survey is used to analyze areas that need improvement so the board can better decide where to put its focus.
Every Fall, WCCHS publishes a School Accountability Report Card on its website and make the web address known to the District and State.	Annually	SARC tracks suspension rates, attendance rates, STAR test scores, and overall conditions at the school. SARC results are used to determine where changes must be made in curriculum and school structure.

This information is used by the Educational Director and the Board to make changes to the school structure in order to reach our school-wide goals.

4. GOVERNANCE

4.1. Governance Structure

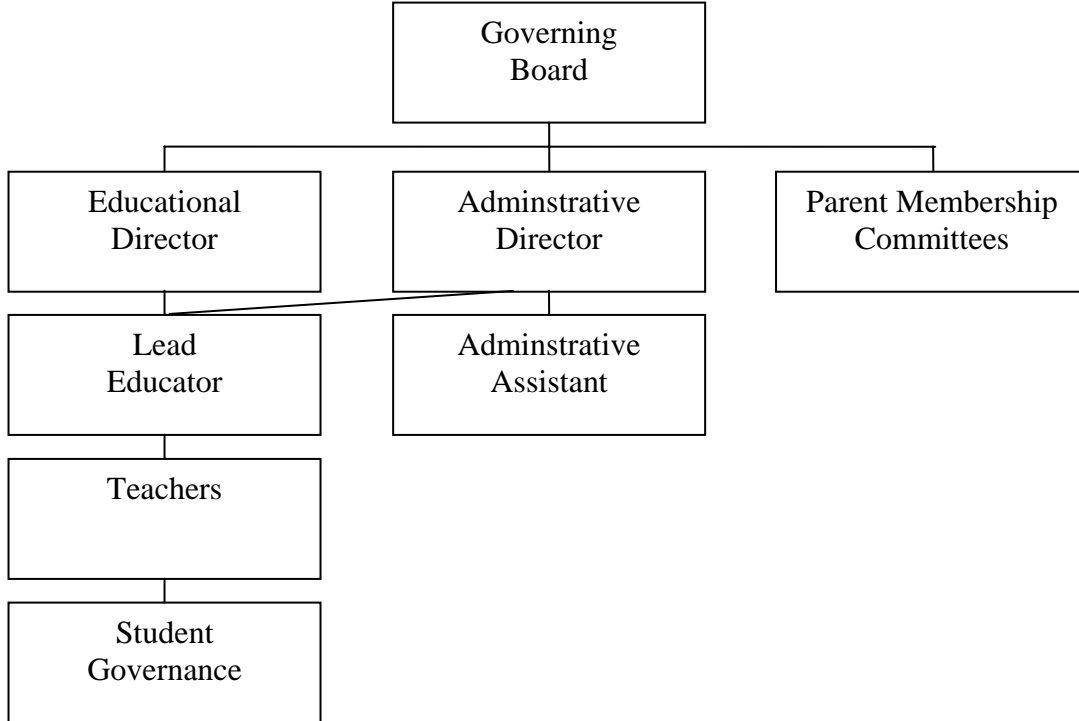
WCCHS is committed to maintaining a governance structure that reflects the seriousness of purpose necessary to ensure that the school will remain viable. This is achieved with an on-site Administrative Director to oversee all financial and organizational concerns, a Governing Board that maintains financial oversight of WCCHS, and a supportive non-profit (Peacekey) which can advise, assist, and act as a fiscal agent when necessary. Until WCCHS obtains non-profit status, Peacekey will act as an umbrella 501c3 organization receiving donations, grants, and State funds on WCCHS' behalf (See appendix B). WCCHS seeks a Memorandum of Understanding (Appendix K) with the District.

WCCHS is also committed to maintaining a governance structure that reflects the seriousness of purpose necessary to ensure the successful implementation of educational programs. This is achieved by empowering on-site teachers and staff to develop curriculum that is engaging in a manner that is authentic and builds connection. Teachers are supervised in this capacity by two Lead Educators. The Lead Educators are supervised by another teacher who acts as the Education Director as well as the Administrative Director.

In addition, the Governing Board is empowered to make changes to the governance structure, when it is necessary to achieve a better educational environment and more structurally strong organization.

This section illustrates and describes the governance structure of the school, respective roles of the governing body members and administration, the domains for which each will be responsible, and how their relationship will be managed. Below is a flowchart that outlines the governance structure of WCCHS:

TABLE 4.1. FLOWCHART OF WCCHS GOVERNANCE STRUCTURE



The WCCUSD Board of Education has, through approval of this Charter, delegated the operational, management and governance functions of the school to WCCHS Governing Board (also referred to, in this petition, as the WCCHS Board).

The WCCHS Governing Board is responsible for development and oversight of policy, budget, personnel, organizational development, strategic planning, and maintaining the vision of the WCCHS Charter. The Governing Board meets bi-monthly or more often as needed and is responsible for the overall policies affecting all areas of WCCHS. All decisions of the Governing Board shall be made by a majority vote of its members unless otherwise specified by this Charter or in WCCHS Bylaws adopted by the Governing Board. The duties of the Governing Board members shall include, but are not limited to:

- ◆ Personnel management including hiring of staff (requires 2/3 majority)
- ◆ Budget preparation and determination
- ◆ Budget monitoring
- ◆ Decisions on day-to-day operational issues
- ◆ Recruitment of staff and new students
- ◆ Volunteer coordination

The Governing Board acts as the primary governing body of WCCHS and is composed of fifteen members: (1) President, (1) Treasurer, (1) Secretary, (1) Educational Director, (1) Administrative Director, (1) Teacher, (1) Student, (6) Parents Committee Chairs, (1) Peacekey Representative, and (1) WCCUSD District Representative. The Governing

Board Executive officers (elected by the entire school community) are President, Secretary, and Treasurer. The President is also the CEO of the WCCHS non-profit corporation. The Secretary serves as Secretary of the corporation, and the Treasurer serves as CFO and Financial Management & Budget Committee Chair of the WCCHS Governing Board. The teacher on the Governing Board serves as chairperson for the Program & Performance Evaluation Committee. The student on the Governing Board serves as the Extracurricular Sports & Clubs Committee Chair. There are six additional Parent Membership Committee Chairpersons that report to the Governing Board, as listed below:

- ◆ Personnel Committee Chair
- ◆ Admissions
- ◆ Parent Volunteer Chair
- ◆ Site Management Chair
- ◆ Fundraising
- ◆ Grant-Writing Chair

The nominations and election of the WCCHS Board Members will proceed as stated in the WCCHS bylaws (Appendix D).

TABLE 4.2. SUMMARY OF GOVERNING BODY MEMBERS AND RESPONSIBILITIES

Position	Details	Governing responsibilities include but are not limited to:
Governing Board	Total of 15 members. (1) President (1) Treasurer (Chairs Fiscal Management Committee) (1) Secretary (6) Additional Parent Committee chairs (1) A student representative who chairs extracurricular committee (1) Peacekey Representative (1) Administrative Director (1) Educational Director (1) Teacher (chairs Program evaluation committee) (1) WCCUSD representative	<ul style="list-style-type: none"> • Develop and oversee of policies, budget, personnel, organizational development, strategic planning, maintaining the vision of the WCCHS charter. - Personnel - Financial Management & Budget Committee (also serves as CFO and treasurer) - Parent Volunteers - Fundraising - Grant Writing - Admissions - Facilities Management - Sports and Extracurricular Activities - Program and Performance Evaluation
Educational Director	A .85 F.T.E. teacher with additional preparation time to allow for additional leadership and administrative duties.	<ul style="list-style-type: none"> • Assist Governing Board with Development and Oversight of Policies, Budget, Personnel, Organizational Development, Strategic Planning, Maintaining the Vision of the Charter • Set Goals and Directions

TABLE 4.2. SUMMARY OF GOVERNING BODY MEMBERS AND RESPONSIBILITIES (continued)

Position	Details	Governing responsibilities include but are not limited to:
Administrative Director	1 FTE position who manages the WCCHS office and oversees the fiscal, record-keeping, and facility needs of the school Aided by Administrative Assistant.	<ul style="list-style-type: none"> • Assist Governing Board with Development and Oversight of Policies, Budget, Personnel, Organizational Development, Strategic Planning, Maintaining the Vision of the Charter • Finance and Administrative Operations • Talley official votes for Board membership.
Parent Membership Committees	Any number of parents who are interested in creating committees that are not already in place, based on need or desire.	<ul style="list-style-type: none"> • Oversee the programs they initiate
Lead Educator	Two teachers who are given additional supervisory duties.	<ul style="list-style-type: none"> • Oversee, evaluate, and mentor additional teachers
Teacher	At full size, 10 FTE teachers, preferably with single-subject credentials.	<ul style="list-style-type: none"> • Classroom governance, administrative duties, oversee operations of community space, may serve as chairperson for the Program & Performance Evaluation Committee
Student Governance	There are 15 students in the Leadership Consortium (LC) and 6 students in the Judicial Consortium (JC).	<ul style="list-style-type: none"> • LC: Recommends changes in school handbook, promotes/creates rules in the community space, coordinates school activities and supports the smooth operation of day-to-day affairs of the community space, coordinates field trips, notifies about scheduling changes, and other facilitative and communicative roles • JC: Enforces rules of the school by hearing cases submitted, decides appropriate consequences for different actions.

4.2. Governing Board Operations

The WCCHS Governing Board shall conduct its business in compliance with the Brown Act, Public Records Act, and has a standard Conflict of Interest Policy in its Bylaws. No student Governing Board members will be in attendance at closed-session meetings where personal, confidential information or litigation is discussed relating to school personnel and/or other students. The initial training of the governing board will be with the assistance of Paul Bentz and the ACLC board through advice, instruction, and resources. To help ensure that newly elected board members are well-informed and prepared, outgoing board members are required to train members-elect. Should additional training be necessary, the Governing Board members will seek out paid, and unpaid, consultants from Peacekey and Advisory Board members (see Appendix C).

4.3. Ensuring Parent and Guardian Involvement

4.3.1. *Mandatory Volunteer Hours*

The WCCHS Bylaws, which are attached as Appendix D, specify the specific volunteer tasks and number of volunteer hours a family must complete to maintain good standing within the membership. Parental involvement is highly valued at WCCHS and parents are encouraged to be involved at every level from governance to school maintenance. The Parent Volunteer Committee Chair is a key Board-level position and is responsible for tracking completed volunteer hours by the membership, assisting members in meeting their volunteer hours, and training new members or the community in volunteering procedures.

4.3.2. *Community Meetings*

There are three types of Community Meetings that are held regularly, two of which include the parents/guardians as vital members. The three membership meetings are listed below:

- ◆ **Guardian Community Meeting.** This is comprised of the entire community of parents/guardians, WCCHS Board, and staff. This group meets once a month to discuss ongoing issues of importance to the school, including Governing Board and committee reports, and volunteering opportunities at WCCHS as well as in the District. WCCHS is committed to providing parent/guardian support not just to WCCHS, but to other schools and programs in the District, which will be considered part of our Educational Partnership Program (Section 4.4) with the community of WCCUSD.
- ◆ **Full Community Meeting.** This is comprised of the entire community of students, staff, WCCHS board, and parents/ guardians. This group meets a minimum of four times a year, and during the months it is held, it replaces the “Guardian Community Meeting.” Reports from all WCCHS committees will be presented, and program development will be discussed. In addition, there will be a discussion on the impact that WCCHS has on the community and the District, including ways in which WCCHS can effect positive change.
- ◆ **School Community Meeting.** This is comprised of the entire community of students and staff. The school community meets once a week. Under the direction of a teacher, the Leadership consortium plans, organizes, and runs School Community Meetings. The group of students is provided an opportunity to discuss ongoing issues of importance to WCCHS: from issues as mundane as noise levels and cleanliness to issues as complex and compelling as harassment and interpersonal relations. They will also discuss and make recommendations regarding special events, elective courses, extracurricular opportunities, other academic and social offerings at the school, and how to support the larger community of District students and surrounding communities.

4.3.3. *Student Leadership Opportunities*

A unique aspect of WCCHS is its method of governance that incorporates the students and educators in a broad array of leadership functions. This approach is congruent with the WCCHS philosophy to teach students to be accountable for their choices and actions while at the same time learning to work as a team member of a larger community. Following is a description of WCCHS's unique student leadership opportunities, Legislative Consortium and Judicial Consortium.

Legislative Consortium:

The Legislative Consortium (LC) is made up of 15 students. Students enroll in the LC as they would in any other class, and they will earn Social Science credit by participating. The precise number of credits are to be determined by the faculty and board. WCCHS will seek "a-g" approval for the course and will notify parents as to its transferability in the student handbook. From among those taking the class, students may run for school-wide offices of President or Secretary, and they are voted in during the Student Membership Community Meeting in April of the previous year. Ballots will be given to each student and teacher with the potential nominees' names and potential positions. Each candidate will be given a chance to speak prior to voting. The Administrative Director and Administrative Assistant will tally the votes. In case of a tie, a run-off election will be held. Ballots will only have the names of the two tied candidates and positions.

The term of office will be one year, with approximately half the consortium beginning their term in the Fall, and half in the Spring. To help ensure that new consortium members are well-informed and prepared, existing members are required to train incoming members. This group meets three days a week and works very closely with a teacher appointed by the Governing Board.

The LC is primarily responsible for promoting and creating rules in the community, making recommendations for changes in the school handbook, coordinating school activities and supporting the smooth operation of day-to-day affairs of the school community. Many functions such as coordinating field trips, notification of scheduling changes, and other facilitative and communication roles are best accomplished by the LC because they provide opportunities for students to engage in self-management and organization of their own learning community, which will also teach students life and business management skills.

Judicial Consortium:

The Judicial Consortium (JC) is comprised of six clerks who are elected from among the students, according to criteria and procedures determined by the WCCHS Governing Board and staff, and one teacher selected by his/her teacher peers. JC members are elected for one-year terms that overlap by a semester so that experienced clerks can help train newer ones. The JC meets three times each week to consider issues related to

infringement of rules codified in the Student Handbook developed by the Legislative Consortium.

The JC is responsible for enforcing the rules of the school by hearing cases submitted by students and teachers and then deciding on appropriate consequences to specific actions. In this role, the findings of the JC are binding on all parties involved and may result in further action, including suspension or expulsion, if not followed.

The scope and jurisdiction of various offenses including those within, and outside of, the jurisdiction of the Judicial Consortium is described in table 4.3 below. The faculty and Governing Board reserve the right to re-categorize offenses and create rules to ensure the safety of the community. (See Chapter Six for more details.)

TABLE 4.3. SUMMARY OF WCCHS DISCIPLINARY OVERSIGHT

Type of Offense	Under the Jurisdiction of	Type of Due Process
Violating student-made rules like those listed in Appendix L	The student body, teacher, and parents. Any community member may cite another member for violation of rules listed in the community rule book. Those accused enter a plea to JC and receive a verdict and consequence.	Judicial Consortium Appeal to JC Facilitator
Violating classroom rules	The Teacher	Teacher decisions, for the most part, cannot be appealed.
Suspendable offenses, including violating JC consequences	Teachers, Educational Directors and Administrative Directors All suspensions require the approval of three staff members who must speak with the student and be able to see evidence and hear testimony	Decisions regarding suspensions are under the authority of the Educational Director who may, after the fact, remove a suspension from a student's record.
Expulsible offenses, including multiple suspensions	Expulsion committee An expulsion committee, consisting of two teachers, the Administrative Director, and the Educational Director, will meet to hear all evidence and produce a written recommendation either for or against expulsion.	Within 7 days of a recommendation to expel, the WCCHS Board must convene a hearing. The parents are permitted to bring evidence, witnesses, and an attorney to this hearing. Decisions to expel may be appealed within 30 days to the entire school membership.

4.4. Educational Partners

WCCHS is committed to partnering with the District to promote a sense of shared goals and unity. Important ideals of the school are to “Be The Change”, to have engaging opportunities, to promote authentic learning, and to facilitate connections. As such, community internships and volunteerism will be valuable opportunities in the student’s learning experiences. As part of the internship program, WCCHS students will strive to create relationships with other schools that may include a volunteer exchange project, cooperative community service projects, mentoring, tutoring, and sports or recess facilitation. Whenever our students visit other schools, or other students attend our school, practical safety precautions will be taken in accordance with school policy and insurance requirements.

Community partnerships, including a partnership with the District, are planned carefully and phased in annually, as described in Sections 2.4.9 with regards to the “Be The Change” projects.

WCCHS is also able to support the WCCUSD community by sharing information about its specialized curriculum. Specifically, WCCHS will offer informative training programs to interested high schools in any of the following areas of curriculum (training may be provided in one or more of the following areas depending on the desire of the requesting high school): Learning to Learn Class, Leadership Class, Legislative Consortium, and Judicial Consortium. A training program in any of these areas will be given only once a year.

5. HUMAN RESOURCES

5.1. Qualifications of School Employees

WCCHS will hire certificated teachers who meet all the State and Federal legal requirements for employment as a teacher.

5.1.1. Hiring Preferences

WCCHS prefers to hire teachers with multiple credentials (i.e., math and science credentials) who meet No Child Left Behind (NCLB) requirements. WCCHS awards preferences in hiring teachers who share the values and educational philosophy of the WCCHS community, who are multi-lingual, experienced with diverse populations, and who have experience with Challenge Day, or comparable programs.

The core curriculum of WCCHS for grades 9-12 shall be defined as courses in science, math, language arts, fine arts, and history/social science. All teachers for core classes will have a California teaching credential, as will all teachers of courses that fulfill “a-g” requirements. All other courses at WCCHS shall be deemed to be non-core.

Whenever possible, WCCHS will contract with other instructors for non-core, non-college-preparatory classes who will work directly with students under the supervision of

certificated personnel. Specifically, we expect to utilize community members drawn from local businesses, professional associations, colleges, and other organizations. These individuals will teach specific subjects, engage students in work-based learning, mentor students, and provide technical support related to technology, governance, evaluation, and program outcome measures. Although these instructors and adult participants will be required to possess qualifications to perform the duties for which they are responsible, they will not be required to hold teaching certificates. WCCHS allots for the equivalent salary of two full-time teachers which will be parceled out to the appropriate number of part-time teachers.

5.1.2. *Teacher Responsibilities*

Below is Table 5.1, which details teacher assignments for 10.0 full-time equivalents when WCCHS is at full size (parenthesized numbers refer to number of hours for respective class).

TABLE 5.1. TEACHER ASSIGNMENTS 10.0 FULL-TIME EQUIVALENT WHEN WCCHS IS AT FULL SIZE

Math Lead	English Lead	Science	History	Language
Homeroom (4)	Homeroom (4)	Homeroom (4)	Homeroom (4)	Spanish 1 (3)
Com Spc (1)	Com Spc (1)	Com Spc (2)	Com Spc (1)	Spanish 1 (3)
Com Meeting (1)	Com Meeting (1)	Com Meeting (1)	Com Meeting (1)	Spanish 2 (2)
Alg 1 (3hrs)	Eng 9/10 (3hrs)	Chem/Bio (3)	Wrld/US Hist (3)	Spanish 3 (1)
Alg 1 (3hrs)	Eng 9/10 (3hrs)	Chem/Bio (3)	Wrld/US Hist (3)	Counselor
Geom (2hrs)	Eng 9/10 (3hrs)	Chem/Bio (3)	Wrld/US Hist (3)	Counsling (4)
Alg Mixd (3hrs)	Eng 9/10 (3hrs)	Chem/Bio (3)	Wrld/US Hist (3)	Com Spc (9)
Be the Chg (2)	Be the Chg (2)	Gym (2)	Govt/Econ (2)	Homeroom (4)
Ind. Stdy (2)	Elect (2)	Internship (1)	Govt/Econ (2)	Com Meeting (1)
Math Help Session (1)		Be the Chg (2)	Gym (2)	
Art	Math Ed. Dir.	Eng	Social Science	Elective
Homeroom (4)	Homeroom (4)	Homeroom (4)	Homeroom (4)	Homeroom (4)
Com Spc (1)	Com Spc (2)	Com Spc (6)	Leg. Consortium (3)	Gym (2)
Com Meeting (1)	Alg 2 (2)	Eng 11/12 (2)	Judic. Consortium (3)	Gym (2)
Art (2)	Alg 2 (2)	Eng 11/12 (2)	Internship (1)	Ldp (5)
Art (2)	Math Analysis (2)	Eng 11/12 (2)	Internship (1)	Ldp (5)
Art (2)	Math Analysis (2)	Eng 11/12 (2)	Internship (1)	Elect (2)
Art (2)	BTC (2)	BTC (2)	Elect (2)	Elect (2)
L2L (5)	BTC (2)	BTC (2)	Elect (2)	Elect (2)
L2L (5)	Elect (2)	Ind Study (2)	Com sp (7)	Com sp (5)

As the above table (5.1) shows, a full-time teaching load at WCCHS consists of 24 hours a week of commitments (which includes approximately 4 hours a week supervising homeroom and 1 hour a week at a community meeting). This is comparable to the typical 20-hour workweek at most public high schools. Teachers are responsible for preparing 2-3 different classes, plus facilitating internships or student-directed projects (the “Be The Change” projects). Internships and “Be the Change” projects are project-management supervisory tasks and require a different level of preparation than the typical class. Two teachers have 2 hours a week dedicated to additional (lead teacher) responsibilities, and one teacher has 4 additional hours a week for Educational Director responsibilities. Full job descriptions are listed in Section 5.1.4.

For example, at full size, the science teacher will be responsible for teaching two sections of chemistry, two sections of biology, and two sections of physics; they will also facilitate two “Be The Change” classes and supervise for two hours in the community space. The Chemistry classes meet three days a week and have about 25 students in each class. The Biology and Physics classes meet twice a week and have closer to 15 students in each class. The “Be The Change” class meets once a week and has about 15 students in each class. This schedule means that a typical WCCHS teacher has only 2-3 different subjects to teach a day, supervises about 100 students a semester, and has twice as much prep time each day as the typical public school teacher. See Table 5.2, below, for an example of a teacher’s workweek schedule.

In addition to teaching responsibilities, all teachers at WCCHS will perform Administrative Duties necessary to the effective operations of the school. The experience at Manzanita Charter School has demonstrated the effectiveness of empowering teachers to be part of the administration of a school. Following Manzanita’s example, WCCHS will assign Administrative Duties such as coordinating STAR testing, SST’s, or Fire Drills. A teacher will be responsible for managing report cards, and another will oversee the Accountability reports. Teachers are able to work together on some duties and form parent committees to help with others. WCCHS will follow a similar method for selecting and assigning Administrative Duties (Appendix M). This empowerment allows teachers to have an active voice in the development of the entire learning environment.

By allowing teachers to have greater empowerment, more time with students, fewer classes to prepare, and more prep-time during the day, WCCHS will be able to competitively recruit quality teachers.

TABLE 5.2. SAMPLE TEACHER SCHEDULE (SCIENCE TEACHER)

	Monday	Tuesday	Wednesday	Thursday	Friday
40 min	Homeroom	Homeroom	Community meeting	Homeroom	Homeroom
1st hour	Biology (section 1)	Community space	Biology (section 1)	Community space	Biology (section 1)
2nd hour	Internship	Prep hour	Prep hour	Biology (section 4)	Prep hour
3rd hour	Prep hour	Biology (section 2)	Biology (section 2)	Prep hour	Biology (section 2)
4th hour	Lunch	Lunch	Lunch	Lunch	Lunch
5th hour	Biology (section 3)	Gym	Biology (section 3)	Gym	Biology (section 3)
6th hour	Prep hour	Prep hour	Prep hour	Prep hour	Prep hour
7th hour	Biology (section 4)	“Be The Change”	Prep hour	“Be The Change”	Biology (section 4)
Last 20	----- Clean-up and closure -----				

5.1.3. Evaluations

The full membership, which will be comprised of all families with students attending the school, will evaluate all regular staff and volunteers on an annual basis. The results of these evaluations will be factored into the decision-making process when the school considers the staffing for subsequent years of operations. While these data are advisory, the Board Personnel Committee and the Governing Board will consider this information seriously in making final employment recommendations.

All teachers will receive a copy of the WCCHS Teacher Expectations rubric (Appendix N). Following the process used at Manzanita that encourages peer evaluation and teacher improvement over punitive measures, WCCHS follows the teacher evaluation process outlined below in Table 5.3.

TABLE 5.3. TEACHER EVALUATION PROCESS

Teachers set personal learning and development goals based upon the California State teaching standards. These are shared in a pre-academic-year collaborative meeting, including time to share resources to support development. Teachers will be observed periodically in order to assess the degree to which they have attained previously agreed-upon goals over the course of a year. They will be evaluated according to the WCCHS Teacher expectations rubric. Observation duties, as outlined in the observation menu below, will be shared by the Educational Director and lead teachers.

Teacher observation menu includes:

- I. Informal, unscheduled visits (suggest 2 times per year for a teacher's first year, with the option of more if necessary) will be held in order to observe classroom atmosphere and classroom management processes.
- II. Formal scheduled observations (once a year for all teachers). The process follows:
 - a. Meet before observation to discuss lesson objectives and areas of potential interest in the way of focused data from observation. The professional learning plan is shared and discussed, and the observation visit is scheduled at this time. Observed teacher provides a copy of the lesson plan, plus a seating chart and all supporting documents to the observer in preparation for the visit.
 - b. Observer takes notes on observations and compares findings to the California Teaching Standards.
 - c. Post-observation meeting includes review of all notes taken at observation. Observed teacher writes a brief reflection (no more than one page), sharing impressions, with focus on their impressions of both strengths and weaknesses of the lesson, plus areas of potential study for improvement.
 - d. Copies go into file, to be used by personnel committee.
- III. Clinical observations (optional). Teachers entering their third year can choose to supplement clinical observation in addition to Formal Scheduled Observation (II). The process follows:
 - a. Pre-observation meeting to establish teacher's goals for data gathering during observation. Teacher to be observed reflects upon and describes areas of challenge, and chooses specific question for observation. Teachers collaborate on the development of data-gathering method.
 - b. Observer visits during designated time, and collects specific, observational data.
 - c. Observer studies data, and plans several questions to encourage exploration and interpretation of data.
 - a. Observer and observee schedule time to meet. Observer's role is that of questioner, helping the observed teacher to find significance in data and understanding of results in order to establish a plan for reflection, research, and improvement.

5.1.4. Job Descriptions

Below, in table 5.4, we outline the responsibilities and qualifications for all school employees.

TABLE 5.4. SUMMARY OF WCCHS EMPLOYEE QUALIFICATIONS AND RESPONSIBILITIES

Teachers
<p>Responsibilities:</p> <ul style="list-style-type: none">• Teach selective classes as per single-subject credential• Teach additional classes as per interests and skills that could be included in electives, clubs and workshops• Facilitate relationships with students on an individual basis, and within homeroom groups, to mentor, advise, support and to generally oversee their program• Work with the Lead Educators in identifying students that are struggling academically and/or socially and require additional support• Provide additional and reasonable modifications and/or adaptations in the classroom environment, as well as in the independent study curriculum• Participate in staff meetings, in-service training and IEPs• Participate in community meetings with students and in meetings with parents• Adhere to the principles, philosophy, mission, and ideals of WCCHS• Supervise Community Space• Supervise Homeroom classes <p>Skills and Qualifications:</p> <ul style="list-style-type: none">• Single-subject CLAD credential.• Experience with Challenge Day, or similar community-building programs• Ability to create curricula• Willingness to be part of school governance/administration• Preferred experience with mindfulness and/or other self-reflective techniques• Multi-lingual preferred
Lead Teachers
<p>Responsibilities are the same as those above (for “Teachers”), with the following additions:</p> <ul style="list-style-type: none">• To meet regularly with teachers, observe their classes, and assist in their development as teachers• To supervise and evaluate teachers• Review and approve field trip plans <p>Skills and Qualifications are the same as those above (for “Teachers”), with the following additions:</p> <ul style="list-style-type: none">• Experience in school management positions• MA degree in Education

TABLE 5.4. SUMMARY OF WCCHS EMPLOYEE QUALIFICATIONS AND RESPONSIBILITIES (continued)

Educational Director
<p>Responsibilities are the same as those for “Teacher”, with the following additions:</p> <ul style="list-style-type: none"> • To hold the vision of the school and direct goals and direction for the school • To be the liaison between the teaching staff and the school board • To oversee the operations of the school staff meetings • To participate as a member of the WCCHS Board of Directors • To meet regularly with Lead Educators and encourage their own development as co-administrators and school leaders • To supervise and evaluate Lead Educators • To perform specific administrative duties as needed, such as attending IEP’s. <p>Skills and Qualifications are the same as those for “Lead Teachers”, including the following:</p> <ul style="list-style-type: none"> • Administrative Credential
Administrative Director
<p>Responsibilities:</p> <ul style="list-style-type: none"> • Oversees all financial operations of WCCHS • Oversees facilities management • Manages student admissions • Oversees attendance collection and California Basic Educational Data System • Oversees student record-keeping • Coordinates with Educational Director for State Mandatory Testing • Sits on Governing Board • Oversees parent volunteer hour tracking <p>Skills and Qualifications:</p> <ul style="list-style-type: none"> • Experience in business management • Preferred knowledge of Educational Law and policies • Experience supervising employees
Administrative Assistant
<p>Responsibilities:</p> <ul style="list-style-type: none"> • Support Administrative Manager • Accountable to the Administrative Manager <p>Skills and Qualifications:</p> <ul style="list-style-type: none"> • Experience and fluency with computer programs (Word, Excel, Filemaker Pro.) • Multi-lingual preferred • Good communication skills • Excellent writing skills

TABLE 5.4. SUMMARY OF WCCHS EMPLOYEE QUALIFICATIONS AND RESPONSIBILITIES (continued)

Counselor
<p>Responsibilities:</p> <ul style="list-style-type: none"> • Meet with students individually, and in groups, to discuss personal problems, challenges • Work with students to choose classes and develop “Be The Change” Projects • Supervise Community Space <p>Skills and Qualifications:</p> <ul style="list-style-type: none"> • Possess a California Credential with a Specialization in School Counseling • Experience with Challenge Day or other similar community-building program • Preferred experience with mindfulness

5.2. Compensation and Benefits

WCCHS staff who meet the requirements as core teachers are covered under the provisions of the California State Teachers Retirement System (STRS). Non-teaching administrative staffs are covered under the California Public Employees Retirement System (PERS).

Other paid staff that does not fit into either the teacher or administrative classifications will be hired on an independent contractor basis under conditions that meet federal IRS standards for independent contractors. These individuals will not be eligible for retirement or other benefits in their status as independent contractors.

WCCHS will contract with an independent accounting firm experienced with public school payroll to provide monthly payroll services in compliance with the California, IRS, STRS & PERS regulations.

To remain competitive in attracting the best-qualified instructors, WCCHS will provide full health coverage, and endeavor to provide dental insurance to all full-time employees.

We anticipate that many teachers will be inclined to work at WCCHS for the opportunity to work with small groups of students, play an active role in administration, and experience a different learning model; additionally, WCCHS will strive to provide competitive salaries.

5.3. Employee Representation

WCCHS shall be deemed the exclusive public school employer of the employees of WCCHS for the purposes of the Educational Employee Relations Act (EERA). [Ref. Education Code §47605(b)(5)(O).]

5.4. Health and Safety

WCCHS will have a disaster preparedness plan (A sample document is included in Appendix O), created by the membership of the school working with representatives of WCCHS site facility. The plan will be reviewed annually by our insurance agent and the Fire Department inspector.

There are a number of areas of WCCHS operation that are germane to ensuring the health and safety of the student community, including staff. These areas concerning the safety of the students will be taken into account when drafting policies:

- ◆ Behavioral rules, compliance and enforcement procedures.
- ◆ The role of staff as mandatory child abuse reporters.
- ◆ Facility safety including hygiene, fire safety, physical obstacles, and chemical, electrical or other risks due to the instructional program activities.
- ◆ Risks to students due to extensive community, workplace, and other off-site activities pursuant to individual learning objectives.
- ◆ Risks to students due to harassment of a sexual or discriminatory nature based on race, ethnicity, national origin, disability, religion, gender, sexual orientation, or other protected classification.
- ◆ Immunization and medical screening requirements, such as TB testing, as a condition of enrollment.
- ◆ Safety precautions with regard to student medication in school.
- ◆ Blood-borne pathogens and universal precautions.
- ◆ Criminal record checks for all employees and volunteers as per state law.

By the nature of the educational program at WCCHS, students will be engaged in a wide array of activities outside the confines of the physical location of the school. Throughout their time at WCCHS, students may attend community college, engage in work-based learning opportunities, meet with mentors, conduct action research projects in the community settings, and take field trips to museums, courts, governmental offices, and many other locations. In the course of this process, students may be exposed to risks that are not typically associated with school operations where students are largely contained on a school campus.

In order to minimize these risks, the following procedures will be strictly enforced: Anyone with student contact will undergo a formal screening process that includes fingerprinting and TB testing prior to being authorized for student engagement. This procedure will be in compliance with District requirements. However, one-time, on-campus volunteers who are engaged to speak to groups of students about a particular topic and who are not alone with students at any time during such a process will be exempted from this screening process.

Work-based learning opportunities will also be carefully reviewed to ensure that students will be safe. Parent permission allowing students to participate in all off-site trips will be

requested through a catchall permission slip signed by parents or guardians at the beginning of the school year.

Field trips will be reviewed by a WCCHS Lead Educator to ensure that they meet learning objectives and do not constitute undue risks to students. WCCHS will follow the guidelines of state law as well as the school's insurance provider, regarding volunteer drivers (including specifying weight of front-seat passengers, amount of insurance the drivers carry, and availability of first aid kits).

5.4.1. *Immunizations, Vision and Hearing Screenings, and Oral Health Checkups.*

All WCCHS students are subjected to the health screening requirements of the State of California and of the District.

In addition to these basic requirements, the student community will be provided health information that relates to issues of adolescent health such as drug and alcohol use, tobacco use, sexuality and pregnancy prevention, sexually transmitted disease, exercise and nutrition, and a variety of other factors. The WCCHS facility will be non-smoking.

5.4.2. *Criminal Background Checks and Tuberculosis Examination for School Personnel*

All WCCHS Charter employees and other contracted instructors and volunteers will be screened as per state and District regulations and procedures as specified in Education Code Section 44237.

Proof of an examination for tuberculosis will be required from all school personnel and volunteers. [Ref. California Education Code §47605(b)(5)(F) and Criteria for Review; CCR-5, §11967.5.1(f)(6)]

5.4.3. *Sexual Harassment and Discrimination Protection*

WCCHS students and staff will be protected from harassment and discrimination (Sample Language in Appendix P) based on all protected classes.

5.5. Employee Return Rights

District employees who have left employment in the District to work at WCCHS shall not have any right to return to the District except as agreed upon by the District at its discretion in accordance with District Board Policy and applicable collective bargaining agreements. Such former District employees shall also not continue to earn service credit in the District while employed by WCCHS unless the District otherwise provides.

5.6. Dispute Negotiation Between School and District

In order to ensure the smooth functioning of WCCHS within the District, we deem it essential to establish a mechanism for resolution of conflicts between the District and WCCHS. Disputes may arise in a variety of circumstances and at many levels in the respective organizations. As an important first principle, all members of the WCCHS community will seek to resolve disagreements at their source, working with the individuals most familiar with the problem. If a dispute between WCCHS and the District concerning one of the provisions of the charter or services agreement arises, steps toward resolution will follow this timeline: 10-day notice will be given requesting a meeting between the WCCHS Director and the District Charter School Liaison. If a second formal step is needed for resolution, another 10-day notice will be given requesting that two representatives from the WCCHS Governing Board meet with two representatives from the District School Board or the District designee. If further resolution is needed, either party may request the assistance of an outside mediator with 10 days' notice. In such a case, costs for an outside mediator would be equally provided by the District and WCCHS. If legal action is elected by either party at any point during the dispute resolution process, each entity will take responsibility for payment of its own legal fees. If no resolution occurs at the level of the conflict resolution committee after following the above process, even with professional mediation, WCCHS will follow other processes allowed by the law.

In regards to all internal complaints, WCCHS resolves disputes by a majority vote of the WCCHS Governing Board, if necessary.

6. STUDENT ADMISSIONS, ATTENDANCE, AND SUSPENSION/EXPULSION POLICIES

6.1. Student Admission Policies and Procedures

Our goal is to ensure a fair enrollment policy and a demographically diverse student body. WCCHS develops and continuously improves an aggressive outreach and marketing system, targeting all West County residents, to achieve a racial and socioeconomic balance that is reflective of the general population residing within the District. We have developed criteria for prioritizing applicants, avoiding discrimination, and evaluating prospective students with disciplinary issues.

We advertise for a diverse student population from within the District boundaries, and we strive to have the racial and ethnic make-up of WCCHS reflective of the general population of our District.

WCCHS will be open to all students living in the state of California who are of high school age and who are eligible to be enrolled in grades 9 through 12.

No students will be required to attend WCCHS, and no tuition will be charged by WCCHS. (A full list of affirmations are available in Chapter 9.)

As a part of our marketing/recruiting strategy, we will make clear our mission and philosophy. Potential students will be those who value WCCHS's mission and are committed to the school's program and philosophy. Students must demonstrate a willingness to participate, do homework, respect others, be honest, and work cooperatively by signing a Student Agreement (see Appendix Q).

Admission priorities will be given in the following manner, from highest priority to lowest:

- 1) To continuing students in good standing. Students in good standing are those students whose parents have followed the cooperative rules of working the required hours a month as specified in the bylaws, unless they receive a waiver from the board, and attending the required membership meetings.
- 2) To children of staff and founders (as defined in section 1.4), comprising up to but not more than 10% of the student body
- 3) To siblings of continuing students or of students who have graduated within the previous three years. We include this priority for the sake of the continuity of the WCCHS community and the viability of the cooperative model.
- 4) To students who reside within the District.
- 5) To students who reside outside the District.

In the event that, after applying the foregoing admission priorities, we have more applicants than spaces available, a public random drawing will take place within the priority category that has exceeded the spaces available. Details of this lottery process are described in Appendix R.

Students who have a documented history of misconduct will be considered for admission only if the misconduct was not dangerous to others. Those students recommended for expulsion under Education Code § 48915 will not be allowed to attend. Admission of students who have been suspended or expelled from other schools, public or private, or who have a documented history of misconduct such that suspension or expulsion would be authorized under Education Code § 48900 et. seq., will be evaluated on an individual basis. Admission of such students will be determined by a decision of the WCCHS Governing Board after consideration of the recommendations of the school's admissions committee and/or Administrative Manager.

Admission requirements include the following:

- ◆ Prior to the first day of instruction, students will have met the immunization requirements of state law, residency and identity verifications.
- ◆ Applications for admission must be submitted within the time frames established by the school.
- ◆ Students cannot be under current expulsion from any school district.
- ◆ Students must participate in school orientation.

6.2. Non-Discrimination

WCCHS does not discriminate in any of its policies, practices or procedures against applicants on the basis of race, color, national origin, gender, gender identity/expression, disability, age, sexual orientation, marital status, or religion. This nondiscrimination policy complies with the requirements of Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Individuals with Disabilities Education Act, the Americans with Disabilities Act of 1990 and other federal and state laws. The lack of English language skills will also not be a barrier to admission.

6.3. Public School Attendance Alternatives

As per California Education Code §47605(b)(5)(L) and Criteria for Review; CCR-5, §11967.5.1(f)(12), no student will be required to attend WCCHS and all District students will have the alternative of attending their District school of residence or seeking an inter-district transfer pursuant to applicable laws, regulations, and District policies. Parents/guardians of applicants will be informed that students have no right to admission in a particular school in any district as a consequence of enrollment in WCCHS.

6.4. Discipline

6.4.1. *Discipline Philosophy*

WCCHS's discipline philosophy flows from its principles and ideals of authentic learning, personal connections, and engaging opportunities.

The intention of all school rules and policies is to positively state what actions and behavior are desired and expected so that every student and teacher understand what is required of them in every situation. This philosophy should permeate every level of school operations whereby students are more often informed of what to do, rather than what not to do (although, to have a safe environment, certain banned behaviors must be made explicit).

When a student falls out of step with the WCCHS community's ethics, rules, guidelines, or practices, the response will be commensurate with the severity of the action, with respectful consideration of the student's needs as well as the safety and needs of the school community.

When a student falls out of step with the WCCHS community, he/she loses sight of the relationships with others in the community and opportunities for personal and academic fulfillment. The intention of the discipline, when possible, will be to provide direction, create teaching opportunities and, when needed, mediation, in order to reunite the student back into the trust of the community. More severe consequences will be required for more serious offenses, as determined by the school leadership.

As has been mentioned in section 2.5.2, the WCCHS Community Space is a self-governing, student-operated community with respect to student behavior. In many ways this constitutes a strength that supports student safety, since the students establish the rules of the community (see Appendix L) and are therefore very conscious of the impact of their behavior on the WCCHS community. Certainly, teachers, as the adults responsible for the overall safety of the program, take strong action as deemed necessary in the case of an event such as an emergency.

WCCHS strictly forbids a student's use of drugs and tobacco on campus or during school-authorized activities. Students who constitute a risk to themselves or others are referred to appropriate mental health or police jurisdictions according to their presenting problems and may be removed from the WCCHS environment as necessary. Students who violate substantive rules of the WCCHS community may be removed from the school, after receiving due process under the WCCHS expulsion policy, described below, and will be referred to the District for appropriate alternative placement.

6.4.2. *Suspension/Expulsion Procedures*

It is the policy of WCCHS that suspension is reserved for serious or repeat offenses and used to maintain a safe community or to better educate the student. Students may be suspended for offenses similar to those listed in Ed Code:48900, 48900.2, 48900.3 and 48900.4, although WCCHS does not accept the entire statutes.

The process of suspension is as follows:

- 1) WCCHS staff becomes aware that a student has committed an offense or offenses worthy of suspension.
- 2) After a thorough investigation of the matter during which teachers must speak with the student and be able to see evidence and hear testimony, the decision to suspend must be made by three staff members.
- 3) Parents/guardians of the offending student will be informed through all available means of the reasons for suspension. A written record of the suspension will be created and placed into the student's record. A copy will be mailed home to the parent/guardian.
- 4) Students who are suspended during the school day will be sent home as soon as possible and their suspension will begin the following day.
- 5) The length of the suspension must be commensurate with the severity of the offense and for not more than five consecutive days.
- 6) A suspension form will be completed and a copy made available to the parent/guardian on the same day.
- 7) A parent/guardian conference with the WCCHS faculty member who has most knowledge of the offense will be scheduled within five days of the first day of suspension.
- 8) The parent/guardian may appeal any suspension directly to the Educational Director who may, after the fact, remove a suspension from a student's record. The Educational Director is only permitted to do so in cases where either (1) it

can be demonstrably shown that the student did not, in fact, commit the offense, (2) the student has mitigated the offense by performing community service which produces a public benefit that far outweighs the offense, or (3) where it can be clearly demonstrated in writing that an alternative consequence is more effective and that removal of the suspension will not weaken the school's position in any way.

The process of expulsion is as follows:

- 1) When a student has committed an offense worthy of expulsion or has been suspended three times within the same school year, the school will immediately convene an expulsion committee consisting of two teachers, the Administrative Director, and the Educational Director.
- 2) This committee will determine whether or not to begin expulsion proceedings.
- 3) The committee will produce a written report explaining the nature of the offense and the reasoning behind their recommendation to the Governing Board. This determination will be based on the committee's findings that (a) other means of correction was not feasible or failed in the past, or (b) due to the nature of the act, the student's presence creates a continuing danger to the physical safety of students or others.
- 4) A notification will be sent to the parent/guardian advising them of the recommendation for expulsion, a summary of the offense, and procedures and rights for due process.
- 5) Within 7 days of a recommendation to expel, the School Board must convene a hearing. The parents are permitted to bring evidence, witnesses, and an attorney to this hearing.
- 6) Decisions to expel may be appealed within 30 days to the entire school membership.

6.5. List of Offenses for Suspension/Expulsion

Below is a list of offenses for which WCCHS is allowed to, or is mandated to, suspend. Ed. Code references are provided solely to indicate the specific offense and do not constitute an acceptance of the entire statute. In the case of expulsion offenses, WCCHS will recommend expulsion in all cases unless it can be shown that expulsion is inappropriate.

For all discretionary offenses, it is the responsibility of the Administrative Director to collect or to produce documentation on the decision of whether or not to suspend or expel and the reasoning behind the decision.

Discretionary Suspension Offenses:

- ◆ Knowingly received stolen school property or private property. [Ed. Code § 48900(1)]

- ◆ Caused or attempted to cause damage to school property or private property. [Ed. Code § 48900(f)]
- ◆ Committed an obscene act or engaged in habitual profanity or vulgarity. [Ed. Code § 48900(i)]
- ◆ Committed sexual harassment as defined in Education Code section 212.5 (grades 4-12 only). [Ed. Code § 489002]
- ◆ Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties [Ed. Code § 48900(k)]
- ◆ Stole or attempted to steal school property or private property. [Ed. Code § 48900(g)]
- ◆ Threatened to cause physical injury to another person. [Ed. Code § 48900(a)(1)]

Non-Discretionary Suspension Offenses:

- ◆ Caused, attempted to cause, threatened to cause, or participated in an act of hate violence, as defined in Education Code section 33032.5 (grades 4-12 only).
- ◆ Caused, or attempted to cause, physical injury to another person. [Ed. Code § 48900(a)(1)]
- ◆ Committed or attempted to commit a sexual assault as defined in Penal Code sections 261, 266c, 286, 288, 288l, or 289, or committed a sexual battery as defined in Penal Code section 243.4. [Ed. Code § 48900(n)]
- ◆ Committed or attempted to commit robbery or extortion. [Ed. Code § 48900(e)]
- ◆ Had unlawful possession of, or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia. [Ed. Code § 48900(j)]
- ◆ Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that student from being a witness or retaliating against that student for being a witness, or both. [Ed. Code § 48900(o)]
- ◆ Intentional harassment, threat or intimidation of a student, or group of students, in a way that materially disrupts class work, creates substantial disorder, and invades the rights of that student or group of students by creating an intimidating or hostile educational environment. [Ed. Code § 48900.4]
- ◆ Making a terrorist threat against school officials or school property, or both. Terrorist threats 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 \$1000, 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. The threat must be so unequivocal, unconditional, immediate and specific as to convey to the person threatened a gravity of purpose and immediate and immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the

protection of District property, or the personal property of the person threatened or his or her immediate family. [Ed. Code § 48900.7]

- ◆ Possessed an imitation firearm, which is as substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that it is a firearm. [Ed. Code § 48900(m)]
- ◆ Possessed, sold, or otherwise furnished any firearm, *knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal (Director) or the principal's designee. [Ed. Code § 48900(b)]
- ◆ Unlawfully offered, arranged, or negotiated to sell any controlled substance, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant. [Ed. Code § 48900(d)]
- ◆ Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance, an alcoholic beverage, or an intoxicant of any kind. [Ed. Code § 48900(c)]
- ◆ Use of tobacco, or any products containing tobacco or nicotine products on school property, including but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use by a student of his or her own prescription products. [Ed. Code § 48900(h)]
- ◆ Willfully used force or violence upon the person of another, except in self-defense. [Ed. Code § 48900(a)(2)]

**Knife is defined in Education Code section 489 15(g) to mean any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing, a weapon with a blade fitted primarily for stabbing, a weapon with a blade longer than 3 ½ inches, a blade that locks into place, or a razor with an unguarded blade.*

Expulsion Offenses:

- ◆ Causing serious physical injury to another person, except in self-defense.
- ◆ Possession of any knife or other dangerous object of no reasonable use to the pupil.
- ◆ Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for the first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.
- ◆ Robbery or extortion.
- ◆ Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.

6.6. Rights of Student with Disabilities with Regard to Suspension and Expulsion

As a public charter school, WCCHS is subject to protecting the Federal and State constitutional rights of all students and parents/guardians, including the rights of persons with disabilities. Special attention will be paid to suspension and expulsion recommendations for students with disabilities. The Governing Board may choose not to suspend or expel a student with a disability if the student's unique circumstances indicate that suspension or expulsion is not appropriate. Factors to consider are a student's disciplinary history, ability to understand consequences or to express remorse, and supports provided to the student prior to violation of school rules of conduct.

For minor offenses, Judicial Consortium offenses, and typical classroom management, a student with a disability who has an IEP can be disciplined like any other student who violates the school code of conduct. However, a student with a disability cannot be suspended from school for more than five (5) consecutive days (or up to ten (10) cumulative school days during a school year) using the same procedures as a student without a disability (unless the misconduct involved weapons, drugs, alcohol or caused an adult or student at school serious bodily harm). If the student is suspended for more than ten (10) school days in a school year that would constitute a change in placement, certain procedural safeguards must be followed. The IEP team must hold a "Manifestation Determination" hearing not later than ten (10) school days after deciding to take disciplinary action, to determine whether the student's misconduct is directly related to his disability. The team should review the student's behavior intervention plan. If there is none in place, the IEP team will perform a behavioral functional assessment and develop a behavioral intervention plan as an amendment to the student's IEP. For suspensions over ten (10) school days, the student may be placed in an appropriate interim educational setting. The IEP team must meet to determine the exact educational services needed during the interim alternative placement.

6.6.1. *Expulsion*

A student with a disability can be expelled for violation of school conduct codes only when certain procedural safeguards are followed as outlined in the District Basic Commitment document. These procedures and safeguards include the Manifestation Determination, and Interim Alternative Educational Setting (IAES).

6.6.2. *Students Not Yet Eligible for Special Education Services*

A student who has not yet been determined to be eligible for special education services and has violated school rules or codes of conduct may assert protections available to a student with a disability. The circumstances that may allow the student protections include: The parent expressed concerns in writing to WCCHS (unless the parent is illiterate or has a disability that prevents compliance) that the student needs special education; or the behavior or performance of the student demonstrates the needs for special education; or the parent/guardian requested an evaluation; or the teacher or other

WCCHS personnel expressed concern to the special education director or other school personnel. If the parent refuses to have the student evaluated, or if testing has determined that the student is ineligible, the student may be subject to regular disciplinary procedures. If an evaluation request for a student not yet eligible is made during the period of the disciplinary procedures, the evaluation is expedited. The student remains in the placement determined by the school authorities pending the evaluation. If the student is determined to be eligible, WCCHS will contact the District to provide special education services.

6.7. Review of Policies and Procedures Regarding Suspension and Expulsion

The teacher serving as the Program and Performance Evaluation Committee Chair (see Chapter 4, section 4.1) will collect data on all suspensions and expulsions, including cases where students committed serious offenses but were not suspended or expelled. Annually, these data, disaggregated by race, age, disability, and gender, will be reviewed by the Governing Board. See Chapter 3 for a complete description of data reporting.

As part of the broader school evaluation, which includes teacher evaluations, program evaluations, and other aspects of the school, there will be an extensive review of the entire disciplinary policy looking at its efficacy. After this full review of the disciplinary policy and procedures, the Governing Board, working with the staff, will recommend any necessary modifications to procedures and implement any necessary proactive intervention strategies to decrease disciplinary problems.

7. FINANCIAL PLANNING, REPORTING, AND ACCOUNTABILITY

7.1. Budgets

Exceeding the requirements by State Ed Code 46705 (g), WCCHS provides a proposed three-year operational budget, including startup costs. This budget proposal is located in Appendix S and includes the following:

- ◆ A complete budget narrative
- ◆ Reasonable estimates of all anticipated revenues and expenditures necessary to operate WCCHS, including special education; and
- ◆ Budget notes that clearly describe assumptions or revenue estimates, including, but not limited to, the basis for average daily attendance estimates and staffing levels.
- ◆ In Appendix S, WCCHS provides a budget narrative describing expenses and sources of revenues.
- ◆ As WCCHS is initially funded by a PCSGP start-up grant, a budget of grant revenue and expenditures is included as part of Appendix S. [Ref. California Education Code §47605(g) and Criteria for Review; CCR-5, §11967.5.1(c)(3)(B)]

7.2. Auditing

The WCCHS Board will select and approve an independent CPA knowledgeable about education audits to prepare and submit clear annual audit reports to all required entities. The school will maintain written, contemporaneous records that document all pupil attendance and make these records available for audit and inspection.

The WCCHS Governing Board shall form an audit committee each fiscal year (consisting of the Administrative Manager, WCCHS Board Treasurer, and one or two parent volunteers who have accounting experience) to oversee the preparation and completion of an annual audit of the school's financial affairs. The Administrative Manager, working with the WCCHS Treasurer, will be responsible for contracting and overseeing the independent audit, including a specification that the auditor will have experience in education finance. The audit will verify the accuracy of WCCHS's financial statements, revenue-related data collection and reporting practices, and will review WCCHS's internal controls. The audit will be conducted in accordance with generally accepted accounting principles by an independent, state-approved accounting firm, with expertise in public school business.

The proposed Memorandum of Understanding (Appendix K) describes the manner in which annual, independent financial audits, as required by law, will be completed by December 31 following the close of each fiscal year, and the anticipated timeline in which audit exceptions and deficiencies (if any) will be resolved to the satisfaction of the charter authorizer. [Ref. California Education Code §47605(b)(5)(I) and (m) and Criteria for Review; CCR-5, §11967.5.1(f)(9)] . This Memorandum of Understanding also outlines the process for providing audit reports to the charter authorizer, county office of education (if not the charter authorizer), State Controller's Office, and California Department of Education. Though not required by law, the audit will include a review of average daily attendance reported by WCCHS. [Ref. Criteria for Review §11967.5.1(f)(9)]

In accordance with CA Ed Code, § 47604.33. WCCHS annually prepares and submits the following auditing reports to the District and the county superintendent of schools:

- 1) On or before July 1, a preliminary budget. In its first year of operation, the information submitted pursuant to subdivision (g) of Section 47605 satisfies this requirement.
- 2) On or before December 15, an interim financial report. This report shall reflect changes through October 31.
- 3) On or before March 15, a second interim financial report. This report shall reflect changes through January 31.
- 4) On or before September 15, a final unaudited report for the full prior year.

7.3. Financial Reporting

To ensure that WCCHS continues to be viable financially, a business plan (budget and cash-flow projections in Appendix S) has been developed. This plan primarily rests on state revenue limit and categorical funding sources that are ensured through state laws and regulations governing charter school funding.

WCCHS and charter-granting agency will jointly develop the content, evaluation criteria, timelines, and process for the annual performance reports. The WCCHS financial report as part of the annual report shall be confirmed by the District financial representatives. WCCHS and granting agency will also jointly develop an annual site visitation process and protocol to enable the grantor to gather information needed to confirm the school's performance and compliance with the terms of this charter.

The WCCHS Financial Committee monthly monitors the expenditures of WCCHS and reviews budget assumptions and makes adjustments as necessary. The WCCHS Financial Committee makes monthly reports to the WCCHS Governing Board. The WCCHS Financial Committee monitors State actuals to do financial planning. The WCCHS Financial Committee also works with the District to keep current on projected future indirect costs that will be charged to the WCCHS budget. The WCCHS Financial Committee yearly reports on its financial situation in its annual report to the community and the District Board of Education.

Annually, the WCCHS Finance Committee develops the budget for the next school year. This budget is reviewed and approved at a public Governing Board meeting no later than May 15th of each year. The final approved budget is submitted to the District Fiscal Services no later than May 22 of each year. The District reviews the budget, and if there are any questions or concerns, these concerns shall be addressed to the WCCHS Financial Committee prior to the end of May so that the Governing Board may make budget amendments at its June meeting and resend the budget back to the District.

Extra pay policies will be approved by the Governing Board. Extra pay is given under the terms of our agreement for extra responsibilities and hourly commitments outside the teacher's basic employment agreements. All stipends and FTE increases will be approved by the WCCHS Governing Board.

In the event WCCHS applies for, or is the direct beneficiary of an application for, a loan from the Charter School Revolving Loan Fund pursuant to Education Code section 41365, WCCHS shall provide prior written notice to the District of the loan application, together with a written business plan explaining how the loan is to be repaid without any financial loss to the District. In the event that the loan amount being applied for exceeds fifty thousand dollars, WCCHS will request prior written consent of the District, which consent shall not be unreasonably withheld or conditioned, and the District shall deliver a brief written statement of its decision regarding such consent and the rationale therefore within thirty days of receiving the proposed application and supporting business plan from WCCHS. Any dispute regarding District consent to such a loan application that

cannot be promptly resolved through an informal “meet and confer” will be referred to the dispute resolution process contained in this Charter.

The District shall use any financial information it obtains from WCCHS, including, but not limited to, the reports required by this section, to assess the fiscal condition of the charter school pursuant to subdivision (d) of Section 47604.32. The cost of performing the duties by the District required by this section shall be funded with supervisory oversight fees collected pursuant to Section 47613.

7.4. Liability

As required by Criteria for Review; CCR-5, §11967.5.1(c)(3)(C), WCCHS shall take out and maintain, during the term of this Charter, such public liability and property damage insurance as shall protect the District, its officers, agents, servants, representatives and employees from all claims for personal injury, including accidental death, to any person, as well as from all claims for property damage arising from operations under this Charter, in minimum amounts as set forth as follows: (1) one million dollars (\$1,000,000) per occurrence; and (2) two million dollars (\$2,000,000) excess insurance.

WCCHS shall not issue enrollment packages to prospective students, enter into employment contracts, or otherwise engage in activities related to instruction under this Charter until all required insurance certificates have been delivered to the District. The insurance policies shall include the following: (1) a clause stating: “This policy shall not be canceled or reduced in required limits of liability or amounts of insurance until notice has been mailed to the District stating the date of cancellation or reduction. Date of cancellation or reduction may not be less than thirty (30) calendar days after date of mailing notice;” (2) language stating in particular those insured, extent of insurance, locations and operations to which insurance applies, expiration date, to whom cancellation and reduction notice will be sent, and length of notice period; and (3) a statement that the District and its officers, employees and agents are named as additional insureds under this policy described and that such insurance policy shall be primary to any insurance or self-insurance maintained by the District.

The District will cooperate in the event that WCCHS elects to obtain insurance coverage through the Contra Costa County Schools Insurance Group (“CCCSIG”); provided, however, that WCCHS must bear all costs of such coverage. If WCCHS is not insured through CCCSIG, then each insurance company insuring WCCHS shall be an insurer with a rating equal to or better than that of CCCSIG.

7.5. Administrative Services

WCCHS seeks to establish an Memorandum of Understanding with the District (a proposal of which is included as Appendix K) that describes the structure for providing business/administrative services (including, at a minimum, personnel transactions, accounting, and payroll) and reflects an understanding of school business practices and

expertise needed to carry out administrative services [Ref. Criteria for the Review; CCR-5, §11967.5.1(c)(3)(A)]

WCCHS, under the supervision of the Administrative Director, assumes responsibility for all day-to-day business/financial control of the school and contracting with the District to provide financial and teacher credential oversight as well as fingerprinting, attendance reporting, CELDT training, and special education services.

In exchange for a mutually agreed Administrative Services Fee, the District provides fingerprinting services for all employees, reports attendance to the State, oversees proper credentials for all teachers, advances payroll to WCCHS in the event that State ADA funds lag, supervises audits, provides training for CELDT testing, and provides special education services as described in Appendix T below.

Appendix T describes in detail how administrative functions are carried out at WCCHS. WCCHS is a direct-funded charter school and works with an accountant and an auditing firm to manage payroll, purchasing, attendance reporting (submitting numbers to the District so the District can report to the State), facilities management, insurance, human resources, STRS, PRS, record keeping, admissions, and standardized testing.

7.6. Facilities

We are engaged in negotiations for developing our school at a former Plastics Factory in Richmond, CA (see Appendix U) and are currently looking for additional potential school sites in West Contra Costa County concentrating our search in the cities of Richmond, El Cerrito and San Pablo. We are also looking into the communities of El Sobrante and Pinole. We are in contact with a realtor to help us find such a space in addition to physically contacting churches and building owners on a one-to-one basis. We are also aware that Manzanita Charter School may relocate to Crespi school which would allow us to assume their current location; however, negotiations are still pending. We are budgeting \$7000 a month for rent plus an additional \$16,000 a year for renovations. Ideally, the owner of the site will accept a higher rent in return for assuming the costs of renovations.

An existing school site is ideal for WCCHS, yet vacant school sites are difficult to come by. Because of this, WCCHS board members have been contacting church organizations with unused or little-used school and classroom facilities. Approximately forty churches have been canvassed so far, with more to be explored if needed. The WCCHS board has also been in dialogue with several of these churches' pastors and their boards to try to find common ground that can benefit both the church community and WCCHS. Appropriate business locations are also being considered. Vacant grocery stores and larger retail stores could also serve as a school campus if the right location and building configuration were to be found. Zoning for a high school is required, though a Conditional Use Permit for a secondary school could be applied for on many residential and commercial sites.

The ideal site and school facilities will be centrally located in an area that does not negatively impact the existing neighborhood and will be close to public transportation that runs during school hours, especially when school starts and lets out. Parking will be available for students, staff, visitors and parents. The school itself will need to have 5 classrooms approximately 26'x32', at least two restrooms and a large community space. This Community Space is the cornerstone of the educational experience, serving as a study hall, community meeting place, location for small-seminar classes and desk space for all teachers. The required area for this room would be about 2,600 sq. feet. Two or three smaller spaces may also be used if such a large room cannot be found. Ideally we will acquire a site with additional office space and room for physical education.

Our selected site will be carefully examined and inspected for building, safety and earthquake codes, and corrections will be made as needed before the building(s) will be used.

Appendix U lists potential options for a site and the documentation, timelines and costs associated with each. Additional sites are being researched at this time. If appropriate for the school, information will be forthcoming in the form of an addendum.

7.7. Transportation

All families at WCCHS will be responsible for providing transportation to and from the school for their own students. The District assumes no responsibility in providing transportation for WCCHS students.

7.8. Closure Protocol

The following procedures shall apply in the event WCCHS closes, and they apply regardless of the reason for closure.

Closure of WCCHS will be documented by official action of the WCCHS Board. The action will identify the reason for closure, and the WCCHS Board will promptly notify the District of the closure and of the effective date of the closure.

The Board will ensure notification of the closure to the parents and students of WCCHS and will provide information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the school.

As applicable, WCCHS will provide parents, students, and the charter authorizer and/or District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA"). WCCHS will ask the District to store the records of the charter school or distribute student records to the district of residence of each student with a copy to the family.

As soon as reasonably practical, but no later than 60 days after closure, WCCHS will prepare final financial records. WCCHS will also have an independent audit completed as soon as reasonably practical, generally no more than six months after closure. WCCHS will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by WCCHS and will be provided to the District promptly upon its completion. In the case that WCCHS either does not pay for or have an independent audit completed within one month of the applicable timelines, the District may, at its option, pay for an audit to be completed and subtract such payment from any funds due to the Charter School.

Upon closure of WCCHS, all assets of the school, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending WCCHS, remain the sole property of the WCCHS non-profit corporation and shall be distributed to another governmental entity engaged in public education upon the dissolution of the nonprofit public benefit corporation in accordance with the nonprofit's Articles of Incorporation. On closure, WCCHS shall remain solely responsible for all liabilities arising from the operation of the school.

Since WCCHS is organized as a nonprofit public benefit corporation, the WCCHS Board will follow the procedures set forth in the California Corporations Code for the dissolution of a nonprofit public benefit corporation, which may include bankruptcy, and file all necessary documents with the appropriate state and federal agencies.

8. *IMPACT ON THE CHARTER AUTHORIZER*

As indicated by law, WCCHS provides information regarding the potential effects of the charter school on the District as to facilities, administrative services, and potential civil liability effects. [Ref. California Education Code §47605(g)]

8.1. The Facilities to be Utilized by the School

As outlined in Section 7.6 and explicated in Appendix U, WCCHS will operate in facilities obtained by the Governing Board, but does not waive its right to seek property from the District according to Proposition 39.

8.2. The Manner in which Administrative Services of the School are to be Provided

WCCHS will seek an administrative services agreement with the District specifying the responsibilities of each party. WCCHS performs all necessary administration functions for day to day control of the school. Generally, WCCHS, under the supervision of the Administrative Director, will assume responsibility for the items in the left column of the chart below while the district, for an agreed fee, will oversee the items in the right column:

TABLE 8.1. SUMMARY OF WCCHS AND WCCUSD ADMINISTRATIVE RESPONSIBILITIES

WCCHS is responsible for:	WCCUSD is responsible for:
<ul style="list-style-type: none"> • Payroll • Purchasing • Attendance Reporting to District • Facilities Management • Insurance • Human Resources • STRS and PRS reporting • Financial Management • Record Keeping • Admissions • Health and Safety • State Testing 	<ul style="list-style-type: none"> • Fingerprinting • Submit ADA to State • Credential Supervision • Payroll Advance • Supervise audits • Special Education Services • Send representative to WCCHS board

9. ASSURANCES

As the authorized representative of the applicant, I hereby certify that the information submitted in this application for a charter for West County Community High School to be located at 4800 Bissell Ave, Richmond, CA or at 3200 Barrett Ave, Richmond, CA is true to the best of my knowledge and belief; I also certify that this application does not constitute the conversion of a private school to the status of a public charter school; and further I understand that if awarded a charter, the school:

1. Will meet all statewide standards and conduct the student assessments required, pursuant to Education Code §60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. *[Ref. California Education Code §47605(c)(1)]*
2. Will be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Act (Chapter 10.7 (commencing with §3540) of Division 4 of Title 4 of Title 1 of the Government Code.¹ *[Ref. California Education Code §47605(b)(5)(O)]*
3. Will be nonsectarian in its programs, admissions policies, employment practices, and all other operations. *[Ref. California Education Code §47605(d)(1)]*
4. Will not charge tuition. *[Ref. California Education Code §47605(d)(1)]*
5. Will admit all students who wish to attend the school, and who submit a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case each applicant will be given equal chance of

¹ In the case of any petition to establish a charter school that is approved by the State Board of Education, the charter school must be deemed the exclusive public school employer.

admission through a random lottery process. [Ref. California Education Code §47605(d)(2)(B)]

6. Will not discriminate against any student on the basis of ethnic background, national origin, gender, or disability. [Ref. California Education Code §47605(d)(1)]
7. Will adhere to all provisions of federal law relating to students with disabilities, including the IDEA, Section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990, that are applicable to it. .
8. Will meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Criteria for Review, §11967.5.1(f)(5)]
9. Will ensure that teachers in the school hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code §47605(l)]
10. Will at all times maintain all necessary and appropriate insurance coverage.
11. Will follow any and all other federal, state, and local laws and regulations that pertain to the applicant or the operation of the charter school.

Authorized Representative's Signature

Date
