

We the People High School  
Long Beach, CA

*Envision, Design, Create a Better World*



Approved for a 5-year charter term by the Los Angeles County Office of Education  
on March 12, 2019

Term: July 1, 2019 – June 30, 2024

*Legal Updates added October 29, 2019*

## TABLE OF CONTENTS

EXECUTIVE SUMMARY .....	6
AFFIRMATIONS AND DECLARATION .....	10
INTRODUCTION .....	13
ELEMENT 1: EDUCATIONAL PROGRAM .....	20
I. GENERAL INFORMATION .....	20
II. STUDENTS TO BE SERVED .....	21
III. EDUCATIONAL PHILOSOPHY .....	31
IV. WHAT IT MEANS TO BE AN EDUCATED PERSON IN THE 21 <sup>st</sup> CENTURY .....	36
V. HOW LEARNING BEST OCCURS .....	39
VI. PROGRAM OF STUDY .....	46
A. Program Overview .....	46
B. Additional Innovative Elements of the School Model .....	52
C. What Does a Year Look Like? Proposed School Year Calendar .....	53
D. Instructional Days and Minutes .....	54
E. What Does A Day Look Like? Sample Bell Schedules .....	54
F. What Might This Schedule Look and Feel Like? A Day in the Life of a We the People High School Student .....	56
G. What Might Four Years Look Like? Graduation Requirements .....	58
H. Informing Parents, Including Parents with Limited English, About Course Transferability and College Entrance Requirements .....	60
I. Western Association of Schools and Colleges Accreditation .....	60
VII. CURRICULUM, INSTRUCTION, AND ACADEMIC COURSE DESCRIPTIONS .....	61
A. Science Pedagogy, Course Descriptions, and Sample Curriculum .....	61
B. History/ Social Studies Pedagogy, Course Descriptions, and Sample Curriculum .....	64
C. Mathematics Pedagogy, Course Descriptions, and Sample Curriculum .....	69
D. English Language Arts Pedagogy, Course Descriptions, and Sample Curriculum .....	74
E. Languages Other Than English (“LOTE”) Course Descriptions .....	78
F. Visual and Performing Arts .....	80
G. Physical Education .....	81
H. Health and Wellness .....	81
I. Sample Curricula for Consideration .....	82
VIII. PROFESSIONAL DEVELOPMENT and TEACHER RECRUITMENT .....	83
IX. PLAN FOR SPECIAL LEARNERS .....	90
A. Plan for Students Who Are Academically Low-Achieving .....	91
B. Plan for Students Who Are Academically High-Achieving .....	96
X. PLAN FOR STUDENTS WHO ARE ENGLISH LEARNERS .....	97
A. English Learner Assurances .....	97
B. Identification of English Learners .....	98

C. Educational Program for English Language Acquisition.....	100
D. Process and Specific Criteria for Reclassification .....	104
E. Monitoring and Evaluation of Program Effectiveness .....	106
<b>XI. PLAN FOR STUDENTS WITH DISABILITIES .....</b>	<b>110</b>
A. SELPA Affiliation .....	110
B. Child Find .....	110
C. Referral for Assessment.....	111
D. Assessment .....	113
E. Development and Implementation of IEP .....	114
F. IEP Review .....	116
G. Special Education Strategies for Instruction and Services .....	117
H. Interim and Initial Placements of New Charter School Students.....	119
I. Staffing.....	120
J. Professional Development for Charter School Staff.....	121
K. Reporting.....	121
L. Procedural Safeguards .....	122
M. Dispute Resolution.....	122
N. Complaint Procedures.....	122
O. Section 504 of the Rehabilitation Act.....	122
P. Students in Other Subgroups .....	124
<b>XII. CHARTER SCHOOL GOALS AND ACTIONS TO ACHIEVE THE EIGHT STATE PRIORITIES .....</b>	<b>125</b>
<b>ELEMENT 2: MEASURABLE STUDENT OUTCOMES.....</b>	<b>126</b>
A. We the People High School Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities.....	128
B. Additional Non-Pupil Outcomes.....	145
<b>ELEMENT 3: METHODS FOR MEASURING STUDENT OUTCOMES .....</b>	<b>147</b>
A. Progress Reports, Grading and Communication.....	148
B. Student Assessment Plan .....	148
C. Data Management and Student Information Systems .....	151
<b>ELEMENT 4: GOVERNANCE STRUCTURE.....</b>	<b>153</b>
1. Non-Profit Public Benefit Corporation.....	153
2. Board of Directors .....	153
A. Board composition, selection, qualifications and training .....	153
B. Board Meetings .....	154
C. Board of Directors Roles and Responsibilities .....	155
3. Executive Director.....	157
4. School Advisory Council .....	158
5. Parent Participation and Involvement.....	159
6. Organizational Structure.....	160
<b>ELEMENT 5: EMPLOYEE QUALIFICATIONS .....</b>	<b>161</b>
1. Qualifications of All Employees .....	161
2. Hiring and Selection Process .....	161
3. Qualifications of Administrative Staff.....	163
4. Qualifications of Administrative Support Staff .....	173

5. Qualifications of Instructional Staff.....	174
<b>ELEMENT 6: HEALTH AND SAFETY PROCEDURES.....</b>	<b>178</b>
<b>ELEMENT 7: RACIAL AND ETHNIC BALANCE.....</b>	<b>184</b>
Outreach to Achieve Racial and Ethnic Balance .....	184
<b>ELEMENT 8: ADMISSION POLICIES AND PROCEDURES .....</b>	<b>187</b>
1. Admissions Process, Open Enrollment, and Public Random Drawing.....	187
2. McKinney Vento Homeless Assistance Act .....	191
<b>ELEMENT 9: ANNUAL INDEPENDENT FINANCIAL AUDITS .....</b>	<b>192</b>
<b>ELEMENT 10: STUDENT SUSPENSION AND EXPULSION.....</b>	<b>193</b>
<b>POLICY AND PROCEDURES .....</b>	<b>193</b>
Policy:.....	193
Procedures:.....	195
A. Grounds for Suspension and Expulsion of Students .....	195
B. Enumerated Offenses .....	195
C. Suspension Procedure .....	204
D. Authority to Expel .....	205
E. Expulsion Procedures.....	205
F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses .....	206
G. Record of Hearing .....	207
H. Presentation of Evidence.....	208
I. Written Notice to Expel.....	208
J. Disciplinary Records .....	209
K. No Right to Appeal .....	209
L. Expelled Pupils/Alternative Education .....	209
M. Rehabilitation Plans.....	209
N. Readmission.....	209
O. Notice to Teachers .....	210
P. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities.....	210
<b>ELEMENT 11: RETIREMENT PROGRAMS .....</b>	<b>214</b>
<b>ELEMENT 12: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES.....</b>	<b>215</b>
<b>ELEMENT 13: EMPLOYEE RETURN RIGHTS .....</b>	<b>216</b>
<b>ELEMENT 14: DISPUTE RESOLUTION.....</b>	<b>217</b>
Disputes Between the Charter School and the District.....	217
<b>ELEMENT 15: CHARTER SCHOOL CLOSURE PROCEDURES .....</b>	<b>219</b>
<b>MISCELLANEOUS CHARTER PROVISIONS .....</b>	<b>221</b>
1. Facilities.....	221
2. Potential Civil Liability Effects .....	222
3. Insurance .....	223
4. Administrative Services.....	225
5. Budgets and Financial Reporting.....	225

6.	Responding to Inquiries .....	227
7.	Process for Material Revisions to Charter.....	227

## TABLE OF CONTENTS FOR APPENDIXES

**TAB 1:** APPENDIX A, Resumes/CVs of Executive Director and Board of Directors

**TAB 2:** APPENDIX B, Letters of Support

**TAB 3:** APPENDIX C, Parent and Student Signatures

**TAB 4:** APPENDIX D, Teacher Signatures

**TAB 5:** APPENDIX E, Governing Documents

- Articles of Incorporation
- Bylaws
- Conflict of Interest Code

**TAB 6:** APPENDIX F, Financial Documents

- Budget Narrative
- Projected first year budget including startup costs
- Financial projections and cash flow for the first 3 years of operation
- Five-year projected budget
- We the People’s adopted Fiscal Policies
- Grant award letter to We the People High School from the Walton Family Foundation
- Grant award letter to We the People High School from ReFrame Labs
- Grant award notification to We the People High School from the Public Charter Schools Grant Program (“PCSGP”)

**TAB 7:** APPENDIX G, Health and Safety Documents

- Comprehensive Safety Plan (Draft)
- Suicide Prevention Policy (Draft)

**TAB 8:** APPENDIX G, Sample Curriculum

## EXECUTIVE SUMMARY

### **Mission and Vision**

The mission of We the People High School (“WTP,” “We the People,” or the “Charter School”) is to empower the next generation of American and world leaders with the knowledge, practice, and tools to radically change the world for the better.

The vision of WTP is to foster an academic environment that leverages our diversity and our city to apprentice students in global citizenship. At WTP, local, national and global issues become the substance of learning where students are apprenticed by expert teachers and community members to engage, investigate, and act to solve some of the most pressing issues of our time. Students embrace challenges, take risks, and become courageous change-makers who can shape the future of our democracy.

Our educational model enables students to explore and solve local, national and global challenges that speak to students’ interests and passions. WTP is a democracy-building school, where students engage in deliberation, argument, and individual expression as core practice. Using the United Nations’ Global Goals for Sustainable Development as our roadmap within and across subject areas, We the People High School will teach students to apply core subject matter knowledge to investigating big questions. Through projects with and apprenticeships in the non-profit, government, and business sectors, students will graduate from high school having proposed solutions to some of our most pressing challenges. We the People High School will provide students in the City of Long Beach with another quality school option and complement the efforts of the District.

### **Who will We the People serve?**

We the People High School will be a public school of approximately 400 students at capacity, serving grades 9 – 12 within the school district boundaries of the Long Beach Unified School District. We the People High School is seeking a 5-year charter from the Los Angeles County Office of Education (LACOE) (2019 – 2024). WTP will serve students primarily residing in north, central west, and downtown Long Beach, with the understanding that students residing throughout the city are also eligible to attend. The rich ethnic and cultural backgrounds of students and families residing in Long Beach are an asset to our school design. At We the People, students from historically marginalized communities will find themselves and their histories fully represented in the curriculum and through the ways in which they are apprenticed to make change. We intend to empower students with the skills and power to speak with and for their communities. Students will graduate from WTP equipped to change our world for the better because they’ve practiced doing so throughout their high school careers.

### **Why are we launching this school?**

Students see how injustice and inequality play out in their own communities, families and schools every day. They accept human-caused climate change as a given, while political leaders continue to debate its existence; they consume media and news online, yet they are made to produce using paper and pencils in school; they curate their own identities and become storytellers through social media, yet those identities and stories are not the substance of their education. Our democracy depends on public schools graduating citizens with the skills, knowledge, and tools to upend

systemic inequality and create a sustainable planet for our shared future. Yet unpacking and understanding big societal problems is not the central curriculum of traditional public schools. By sidelining these topics and issues, students become passive and disengaged, especially those from historically underserved communities and schools in our city. This lack of attention to creating educated, opinionated citizens manifests itself in a dearth of diverse voices and perspectives informing the way we live, consume, create, and dream here in Long Beach and beyond. It perpetuates the inequalities and injustices that still plague us in the 21st century. We the People seeks to break this cycle by graduating citizens who are equipped to radically change our world for the better because they've practiced doing so throughout their high school careers.

### **What future are we preparing our students for?**

We the People High School will prepare students for a future increasingly shaped by and reliant upon connection and collaboration across borders and oceans. Our nation and our planet require citizens who are adept at communicating with people of different races and cultures around the world, who leverage technology as a tool to advance human endeavors, and who actively work to lift the quality of life on earth for all. We need citizens who live an expanded civic life, belonging to groups virtually and locally as part of their daily life. In short, we need citizens who believe they can change the world and have the tenacity and knowledge to do so.

### **What skills will they need to be successful in this future?**

The motto of We the People is *envision, design, create a better world*. Our motto describes a set of skills and attitudes central to democracy building:

- **Envision:** identify and frame problems, propose solutions while exhibiting empathy.
- **Design:** seek out diverse perspectives while working collaboratively, critically appraise information, use new media, data and technology adeptly, understand historical context
- **Create a Better World:** enlist others in your solution, communicate with emotional intelligence, amplify your message in ways that lift and liberate

Our youth need and deserve an education that prepares them to act and think locally and globally, and to collaborate capably. They also need opportunities to work across academic disciplines and across borders in order to develop skills to forge a successful future.

### **The Global Goals can prepare kids to save our world**

The United Nations' Global Goals for Sustainable Development are an ambitious agenda for solving 17 global challenges by 2030 (see graphic below). We have a moral imperative to be teaching the Global Goals to today's youth. Signed into action by 193 countries in 2015, the Global Goals help us design a future where 9 billion humans can thrive, create, and live. Using the Global Goals as a roadmap for education entails that we think differently about the what, where and how of schooling. Each goal has implications that are local, national, and international. Solutions to each goal require interdisciplinary knowledge and the ability to employ the skills defined above to propose a path forward and act with courage. We the People intends to use the Global Goals as our framework for designing learning in and out of school, apprenticing students to translate learning into action.



### How is We the People different from other schools?

At We the People, students practice active citizenship, gaining agency through work on contemporary problems and issues they are passionate about. As part of their course of study, students will:

- Drive change initiatives through community and political action;
- Petition a governing body at the local, state, or federal level for change;
- Create a program or organization that educates citizens about a local, national, or global issue;
- Debate global and national issues through model UN, mock trial, and/or mock U.S. Senate;
- Work on regional and global projects from a “project pool” generated in collaboration with industry, government, and the arts community;
- Complete three multi-week learning excursions or internships.

### Innovative Elements of We the People

We the People offers an A through G *Plus* course of study that is inquiry-based, and revolves around big ideas and issues in our communities, our nation, and our world. WTP also offers Democracy in Action workshops and internships where students collaborate with each other and local organizations to solve local, national and global problems. Teachers customize and deepen instruction for individual students as they progress through projects and coursework, intervening to skill-build where needed, and pushing for greater depth of understanding. Innovative highlights of the Charter School include:

- **Interdisciplinary inquiry-based curriculum.** Our innovative curriculum revolves around big ideas and issues in our communities, our country, and our world. Students are apprenticed by experienced teachers and community experts in local, national and global thinking and action in each year of high school. Coursework is thematically connected and projects require interdisciplinary research and action.
- **Democracy in Action Immersive Workshops.** WTP students work on current problems and issues in Long Beach and beyond throughout their 4 years of high school through a series of immersion courses. These courses run for a week in the fall and spring, and for 3 weeks in



January. Courses are developed with student interests in mind and take place within and outside of school in partnership with business, nonprofits, and government.

- **Student agency and voice.** WTP students develop agency and voice through learning, through school governance, and through democracy internships. Our course of study embeds choice and fosters deliberation, debate, and individual expression. Students are apprenticed to generate new knowledge and educate others, rather than consume and reproduce prescribed knowledge. As they progress through the program, they employ self-management of learning, demonstrate independence, and earn opportunities to intern/ work in organizations that propel their passions into work and career.
- **Technology for world change.** Students and teachers have access to cutting edge technology, tech platforms, and tools that enable them to collaborate with teens around the world to meet the global goals. From migration modeling via GPS, to international collaboration with students working on similar problems, to AI-assisted problem solving outside of the U.S., current and future technologies will be harnessed regularly in service of collaboration, creation, and problem-solving beyond school walls, and beyond national borders.
- **Teacher agency and voice.** Teachers are our most important agents of change and thus deserve ample time, resources, and tools to design learning and curricula that bring the vision above to life. We the People is a school where teachers develop each individual student to their highest potential for the benefit of the group, thus living out our shared core belief that education is freedom. Time for collaboration and planning are built into daily and weekly teacher schedules, and designated time for professional development and curriculum design are provided monthly (half-day), quarterly (full-day), and annually through our week-long summer retreats.

## AFFIRMATIONS AND DECLARATION

As the authorized lead petitioner, I, Anita K. Ravi, hereby certify that the information submitted in this petition for a California public charter school to be named We the People High School, and to be located within the boundaries of the Long Beach Unified School District is true to the best of my knowledge and belief; I also certify that this petition 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 Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School will meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessment applicable to students in non-charter public schools. [Ref. Education Code § 47605(c)(1)]
- We the People Public Schools declares that it will be deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employment Relations Act. [Ref. Education Code § 47605(b)(6)]
- The Charter School will be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code § 47605(d)(1)]
- The Charter School will not charge tuition. [Ref. Education Code § 47605(d)(1)]
- The Charter School will admit all students who wish to attend the Charter School, unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code § 47605(d)(2)(A)-(C)]
- The Charter School will not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code § 47605(d)(1)]
- The Charter School will adhere to all provisions of federal law related to students with disabilities including, but not limited to, the Individuals with Disabilities Education

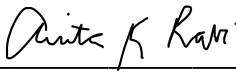
Improvement Act of 2004 ("IDEA"), Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990.

- The Charter School will meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations § 11967.5.1(f)(5)(C)]
- The Charter School will ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document as 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. Education Code § 47605(l)]
- The Charter School will at all times maintain all necessary and appropriate insurance coverage.
- The Charter School will, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School will notify the superintendent of the school district of the pupil's last known address within 30 days, and will, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code § 47605(d)(3)]
- The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code § 47605(n)]
- The Charter School will maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code § 47612.5(a)(2)]
- The Charter School will, on a regular basis, consult with its parents and teachers regarding the Charter School's educational programs. [Ref. Education Code § 47605(c)]
- The Charter School will comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code §§ 47605 and 47605.1]
- The Charter School will comply with all laws establishing the minimum and maximum

age for public school enrollment. [Ref. Education Code §§ 47612(b) and 47610]

- The Charter School will comply with all applicable portions of the Elementary and Secondary Education Act (“ESEA”), as reauthorized and amended by the Every Student Succeeds Act (“ESSA”).
- The Charter School will comply with the Public Records Act.
- The Charter School will comply with the Family Educational Rights and Privacy Act.
- The Charter School will comply with the Ralph M. Brown Act.
- The Charter School will meet or exceed the legally required minimum number of school days applicable to charter schools. [Ref. Title 5 California Code of Regulations § 11960].
- The Charter School shall comply with Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1.
- The Charter School shall comply with the Political Reform Act.
- The Charter School will comply with the reporting and plan development guidelines regarding the Local Control and Accountability Plan. [Ref. Education Code Section 47606.5]

Signature of Lead Petitioner:

  
\_\_\_\_\_  
Anita K. Ravi

November 28, 2018  
Date

## INTRODUCTION

We the People High School is a school for the people, by the people. We propose to create a school devoted to fostering active citizenship through in-depth study of the roots of contemporary world issues, and active problem solving. We call our school “We the People” to convey that meaningful learning happens only through engaged consent and involvement of students and their families, just as our democracy can only function through the engaged consent and involvement of all citizens. By giving students the tools to analyze and solve local, national, and global problems, we seek to promote equality through equitable access to civic knowledge and skills.

We the People High School will be a public school of approximately 400 students, serving grades 9 – 12 in the Long Beach Unified School District. We the People High School is seeking a 5-year term for the initial charter petition (2019 – 2024). Our educational model enables students to explore and solve local, national and global challenges that speak to students’ interests and passions. Using the United Nation’s Global Goals for Sustainable Development as our roadmap within and across subject areas, We the People High School will teach students to apply core subject matter knowledge to investigating big questions. Through projects with and apprenticeships in the non-profit, government, and business sectors, students will graduate from high school having proposed solutions to some of our most pressing challenges. We the People High School will provide students in the Long Beach Unified School District another quality school option and complement the efforts of the District.

### **Mission and Vision**

The mission of We the People high school is to empower the next generation of leaders with the knowledge, practice, and tools to radically change the world for the better.

The vision of WTP high school is to foster an academic environment that leverages our diversity and our city to apprentice students in global citizenship. At WTP high school, local, national and global problems and issues become the substance of learning where students are apprenticed by expert teachers and community members to engage, investigate, and act to solve some of the most pressing issues of our time. Students embrace challenge, take risks, and become courageous change-makers who can shape the future of our democracy.

### **FOUNDERS**

The founding team of We the People High school is uniquely positioned to design an innovative, inclusive instructional program that brings the vision and mission of WTP to life. The founding team possesses decades of expertise in urban education, curriculum design, political campaigning and lobbying, higher education, and local activism. The founding director and two founding board members are proud residents of Long Beach. Each has had long careers in urban public schooling and has worked at the forefront of educational reform here in Long Beach, in greater Los Angeles, and throughout the country. We are united in our belief that all students can

learn, that all students deserve access to rich, relevant and diverse academic content, and that all students deserve to be equipped with the knowledge and tools to lead meaningful, active lives as citizens. We are united in our belief that the health of our democracy depends on building citizens through public schooling who can think globally, act locally, seek out diversity, and collaborate with others to create a more perfect union. Resumes and CVs of the Executive Director and the founding Board Members can be found in Appendix A.

### **Anita K. Ravi, Founder and Executive Director**

Anita Ravi is a history teacher and teacher educator with over 20 years of experience working in urban public schooling. She taught high school history and humanities in New York City's District 2 in the 1990s, and transitioned into professional development and curriculum design upon moving to Pittsburgh, PA. As a fellow at the Institute for Learning, University of Pittsburgh from 2001 to 2007, she supported Social Studies supervisors across 15 urban school districts in designing curriculum and professional development for history teachers to support disciplinary literacy in secondary classrooms. Anita became the Social Studies supervisor for Pittsburgh Public Schools in 2008, where she led a cadre of district history teachers to develop a core curriculum in Social Studies for grades 3-12. This project included the design of an innovative civics course for all 9<sup>th</sup> graders called "Civics: Be the Change." Designed to engage students in solving pressing problems in their communities while learning the history of civic and social activism in Pittsburgh, "Civics: Be the Change" became a model course for the State of Pennsylvania. After moving to Southern California in 2011, Anita became the Chief Academic Officer at Alliance College-Ready Public Schools, the largest charter school network in Los Angeles, serving 10,000 students in 22 middle and high schools. There, she hired and led a 24-person instructional team to design professional development and support for teachers and principals as they transitioned to the Common Core State Standards.

Since 2014, Anita has worked on designing curriculum and professional development for the Big History Project, Pearson's ELA Common Core System of Courses, and AP U.S. History teachers via the College Board. She also works in teacher preparation that is district-serving and practice-based. Currently, she directs a project for TeachingWorks at the University of Michigan focused on promoting common core practices in teacher preparation across 30 traditional and non-traditional programs across the country. Anita holds an Ed.M in curriculum design from Teachers College at Columbia University, an M.A. in History from New York University, and a B.A. in History from the University of California, Berkeley.

### **Tina Choi, Founding Board Member**

Ms. Choi is a Partner at Englander, Knabe & Allen, the leading Public Relations and Government Advocacy firm in the Greater Los Angeles Area. She specializes in government and entitlement advocacy and consulting, specifically guiding and counseling clients through the myriad of real estate development and entitlement and permitting approval processes. Tina acts as the interface with political entities, development and construction related agencies and community organizations.

Prior to her role as Partner at EKA, Tina served as a senior economic development deputy and Director of International Trade for Mayor Richard J. Riordan, where she secured notable accomplishments in business retention and attraction efforts for the City of LA, including the retention of Toyota Motor Sales, Viking Office Products, Steelcase Office, and Belken Computers in the City of Los Angeles. She also played a key role in the revitalization of Hollywood, the conversion of former defense manufacturing property owned by Boeing and Lockheed into industrial parks in the Harbor Gateway, and the revitalization of an inner-city urban core named Mid-Wilshire Centre/Koreatown which included AROMA SPOREX, the first build-to-suit development project of its scale in the area. As Director of International trade, she played a critical role in trade facilitation with Los Angeles and emerging economies in the world, collaborating with various ministers of trade throughout the world, including China, Latin America, and Russia. Her efforts resulted in supporting billions of dollars in trade growth. Notable policy endeavors included briefing sessions with the Clinton Administration and Leon Panetta and Senator Bob Dole to facilitate the passage of GATT, General Agreements on Tariffs and Trade.

#### **Khemara Has, Founding Board Member**

Khemara Has is a cognitive psychology instructor at California State University, Fullerton with 7 years of experience. She has guest lectured at Mount St. Mary's University and Loyola Marymount University in Los Angeles. Her background in cognitive psychology included investigating the effects of language comprehension, working memory and real-time decision making with appetitive food choices. Khemara has presented her research at conferences for the American Psychological Association and the Western Psychological Association. As co-coordinator for the Claremont Graduate University cognitive psychology program "Cognitive Brown Bag", Khemara planned a series of talks where recognized psychologists were invited to present current research to the student body. In 2008, Khemara joined the Prevention and Early Intervention taskforce of the Department of Mental Health in Riverside County. Through this work, high risk populations were evaluated in their need for improved mental health services access in vulnerable regions.

As a native of Long Beach, California, Khemara is on the steering committee of Long Beach United and is a community organizer within the Don't Waste Long Beach Coalition. Her work in social justice has led her to advocate for renters rights, equity in mental health as well as racial equality. She completed the People's Planning School through Building Healthy Communities ("BHC") where a new neighborhood association was proposed to address a city planning issue of equity.

Khemara holds an M.A. in Applied Cognitive Psychology from Claremont Graduate University and a B.A. in Psychology from the University of California, Riverside.

#### **Sommer Jones, Founding Board Member**

Ms. Jones began her teaching career in 1997 as a fourth-grade teacher in a small urban school in Watts, within Los Angeles Unified School District ("LAUSD"). After 4 years of teaching in LAUSD, she joined an urban charter school, View Park Preparatory Accelerated Charter School, because she saw the charter movement as an ideal reform model for our public education system. Within the charter school's growing Charter Management Organization, Inner City Education

Foundation (“ICEF”), Sommer taught at a variety of grade levels and led multiple schoolwide reform efforts. In 2003, she earned National Board Certification as an educator in the Middle Childhood Generalist area.

In 2009, Sommer became an administrator as a Bridge Coordinator, overseeing the CMOs implementation of Student Success Teams at each of the 13 schools as well as supporting schools with implementation of Section 504 plans and some general special education support. After a few years in this role, Sommer moved into curriculum and instruction as she oversaw the elementary writing program and supported teachers in designing curriculum to better support district writing initiatives. Throughout her career, Sommer has served as a teacher and administrator in multiple capacities. She, served as the principal for Lou Dantzler Prep Middle School, an ICEF school and earned her Level II Administrative Credential with California State University at Dominguez Hills’ (“CSUDH”) Charter and Autonomous School Leaders Academy.

In 2012, Sommer joined Synergy Academies as the Director of Special Education & Student Services. She provides support to three school sites and also serves an important role with LAUSD’s Charter Operated Program (“COP”) where she serves on the Director’s Advisory Committee, providing consult to LAUSD’s COP Director and serves a trainer for behavioral professional developments across the district’s 200 plus charter schools.

Ms. Jones attended CSUDH for her undergraduate work and UCLA’s Center X for her Master of Arts in Education and CLAD Multi-Subject credential.

#### **Deidre Fraser, Founding Board Member**

Deidre Fraser started her career in supporting small and medium-sized companies through the creation of business and marketing plans as they expanded their operations regionally, nationally, and internationally. Continuing her journey, Ms. Fraser invested in cause marketing and social impact strategy; implementing the processes and systems to help grow the Charity By Design division at Alex and Ani, which donated over \$50 million in seven years. She has worked to encourage individuals to invest their time in their community; managed partnerships with various non-profit organizations from local children’s hospitals to international non-governmental organizations, such as UNICEF; and collaborated with companies such as Discovery Communications and the Walt Disney Company on charitable campaigns.

Currently, Ms. Fraser is the Head of Partnerships and CREATOR Trainer, West Coast for the PeaceLove Foundation. She is also the Founder of Cause Minded, a consulting and educational platform that provides the resources for businesses and nonprofits to build mutually beneficial partnerships. Ms. Fraser holds an M.B.A. from Bryant University, as well as a B.S. from Bryant University in Business Administration, Management and Marketing.

#### **Irene Quevedo, Founding Board Member**

Irene Quevedo was born and raised in Inglewood, CA. She’s the youngest of six, and by a stroke of luck and a whole lot of love, attended college as a first-generation college student. Irene received a dual Bachelors of Arts degree in Sociology and International Studies from the University of California, Santa Barbara. As a Latina born and raised in an underserved community, she is



indelibly passionate about the work done at *We The People* Charter School. Irene is the longtime Executive Director of Operation Jump Start, a successful Long Beach nonprofit organization whose mission is to transform underprivileged scholars lives through education. With almost two decades of experience in the non-profit sector serving families and children, her passion for improving the lives of students is second to none. Irene is also a proud partner and co-founder at Level Up Latina, LLC. where she thrives as a life and business coach empowering women to expand their careers and effectively reach life goals.

#### **Kate Ford, Advisory Board Member**

Kate Ford is a newly elected School Board member for Santa Barbara Unified School District. In September of 2018, she retired as Area Superintendent of Aspire Public Schools where she lead the “College for Certain” instructional programs and management of eleven schools in the Los Angeles areas of Huntington Park, South Los Angeles, and South Gate. Previously, Kate was a Senior Program Officer for the Bill and Melinda Gates Foundation, managing education grants to charter management organizations and to the state departments of education of California, Tennessee, and New Mexico.

Prior to joining the Gates Foundation, Kate was the Executive Director/Principal of Peabody Charter School in Santa Barbara. She spent twenty years as a Director/Principal in public, charter, and private elementary and secondary schools in Lodi, San Jose, and Phoenix; and she was a middle and high school English and drama teacher for fifteen years before that. In the late 90’s, Kate was Regional Vice President for Advantage Charter Schools, where she oversaw the management and educational programs of several schools located in Texas and Arizona.

Kate has received two Educator of the Year awards, and she holds a Masters in Educational Leadership from Chapman College, her Clear Administrative Credential from Santa Clara University, and a BA in sociology from UC Santa Cruz.

#### **Dr. Ivannia Soto, Advisory Board Member**

Dr. Ivannia Soto is associate professor of Education at Whittier College, where she specializes in second language acquisition, systemic reform for English Learners (“ELs”), and urban education. She began her career in LAUSD, where she taught English and English Language Development to a population made of up 99.9% Latinos, who either were or had been ELs. Before becoming a professor, Dr. Soto also served LAUSD as a literacy coach and district office administrator. She has presented on literacy and language topics at various conferences, including the National Association for Bilingual Education (“NABE”), the California Association for Bilingual Association (“CABE”), the American Educational Research Association (“AERA”), and the National Urban Education Conference. As a consultant, Soto has worked with Stanford University’s School Redesign Network (“SRN”) and WestEd, as well as a variety of districts and county offices in California, providing technical assistance for systemic reform for ELs and Title III. Soto is the co-author of *The Literacy Gaps: Building Bridges for ELLs and SELs*, as well as *ELL Shadowing as a Catalyst for Change*, *From Spoken to Written Language with ELLs*, and the *Academic English Mastery* series, all published by Corwin Press. Together, the books tell a story of how to systemically close achievement gaps with ELs by increasing their oral language production in academic areas. In 2018, Education Trust-West recognized EL shadowing as a promising

practice for ELs. Soto is Executive Director of the *Institute for Culturally and Linguistically Responsive Teaching* (“ICLRT”) at Whittier College, whose mission it is to promote relevant research and develop academic resources for ELs and Standard English Learners (“SELs”) via linguistically and culturally responsive teaching practices.

#### **Russ Altenberg, Advisory Board Member**

Russ Altenberg is CEO of Reframe Labs. Previously, he was a program officer at the Eli and Edythe Broad Foundation, where he managed a portfolio of grants in the areas of personalized learning, innovative school models, and state policy. He was also an Education Pioneers Fellow at NewSchools Venture Fund. In 2005, he co-founded Global Playground, which has built schools in Uganda, Cambodia, Thailand, and Honduras, and previously worked at JPMorgan advising corporate clients on currency risk management. Russ holds a BSc in Economics from Duke University and an MBA from UCLA Anderson School of Management, where he was awarded the John Wooden Leadership Fellowship. He was part of the inaugural cohort of the Pahara NextGen Network and currently serves as on the board of Speak UP, a Los Angeles parent advocacy organization.

#### **Board of Directors**

The WTP Board of Directors, in accordance with its adopted corporate bylaws, will govern WTP in a manner consistent with the terms of this charter. The Board of Directors will provide external accountability, oversight, and guidance to ensure the Charter School’s ongoing success. It will meet regularly to review We the People’s achievements, and to provide support in achieving short-term and long-term goals set by the board.

#### **Strategic Partnerships and Support**

Our school model relies on partnerships with local government, non-profits and businesses. Through these partnerships, we intend to provide students with internship and immersive learning opportunities in each year of high school. To manage these essential relationships and partnerships, We the People will hire a Director of Real-World Learning, whose job will be to cultivate and manage out-of-school opportunities for students. In addition, we intend to provide students with opportunities to intern at state and national organizations dedicated to providing students with hands-on experience in government. Local partners include:

#### ***We Are The Next***

We Are the Next is a non-profit organization whose mission is to empower the next generation to engage with their city so their neighborhoods can thrive. They specialize in education programs and experiences centered around civic engagement, knowing the history and communities that make up North and Central West Long Beach, and giving students tools to generate change.

#### ***California Conference for Equity and Justice (“CCEJ”)***

CCEJ is a human relations organization dedicated to eliminating bias, bigotry and racism through education, conflict resolution and advocacy. CCEJ has a long history of working in area schools to promote restorative justice and combat injustice.

***Global Girls Leading Our World (“G.L.O.W.”)***

Global G.L.O.W. strengthens and amplifies girls’ voices as a catalyst for the discourse on gender equality. Their programming emphasizes social-emotional learning to build self-esteem, leadership and resilience.

***Los Angeles County Museum of Art (“LACMA”)***

LACMA’s education division has developed teacher professional development and resources on art and social justice. The education staff is currently developing an online course for that focuses on artworks that addresses such themes as racism, mass incarceration, police brutality and immigration.

***American Civil Liberties Union (“ACLU”)***

The ACLU Education Department offers issue-based and initiative-based education for youth. They offer workshops on knowing your rights, on lobbying at the state level, and on the Constitution as a living document.

Letters of support for We the People High School from some of these partner organizations are provided in Appendix B. We intend to continue to grow our partnerships in response to student interest and as our Charter School grows.

**Sources of Money**

WTP will be funded primarily by state and federal monies, allocated by an Average Daily Attendance formula. We the People has received a planning grant of \$35,000 from ReFrame Labs to support community engagement, the charter petition process, and school planning. We the People has also received an Innovative Schools start-up grant from the Walton Family Foundation in the amount of \$375,000, and a Public Charter Schools Grant Program start-up grant from the California Department of Education in the amount of \$450,000.

## ELEMENT 1: EDUCATIONAL PROGRAM

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

*“The annual goals for the charter school, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in paragraphs (2) to (8), inclusive, of subdivision (d) of Section 52060, that apply for the grade levels served by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.” Education Code Section 47605 (b)(5)(A)(ii).*

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

### I. GENERAL INFORMATION

• The contact person for the Charter School is:	Anita Ravi, Executive Director
• The contact address for the Charter School is:	Mailing: 7925 E. Ring St., Long Beach, CA 90808
• The contact phone number for the Charter School is:	(562) 743-9028
• The proposed address or ZIP Code(s) of the target community to be served by the Charter School is:	90805, 90806, 90810 and 90813.
• The grade configuration of the Charter School is:	Grades 9 - 12
• The Charter School’s scheduled first day of instruction in 2020-2021 is:	August 26, 2020
• Enrollment capacity is:	400
• The type of instructional calendar will be:	Traditional
• The bell schedule for the Charter School will be:	8:15 a.m. – 3:30 p.m.
• The term of this Charter shall be from	July 1, 2019 – June 30, 2024

## **II. STUDENTS TO BE SERVED**

We the People High School intends to leverage the diversity of Long Beach to empower students from traditionally underserved communities to make change locally, nationally, and globally. We the People High School will serve students in grades 9–12 in Long Beach with a total enrollment of approximately 400 at capacity. It will begin with 80 students in grade 9 during the first year of operation and will add a grade level of 100 students each year thereafter until capacity is reached.

### **Enrollment Projections**

<b>Grades</b>	<b>Year 1 2020-21</b>	<b>Year 2 2021-22</b>	<b>Year 3 2022-23</b>	<b>Year 4 2023-24</b>
9	80	100	100	100
10		80	100	100
11			80	100
12				80
<b>Total</b>	<b>80</b>	<b>180</b>	<b>280</b>	<b>380</b>

### **Target Student Population**

We the People High School intends to serve students in 9<sup>th</sup> through 12<sup>th</sup> grades, primarily residing in North, West, Central West, and downtown Long Beach, with the knowledge that students residing throughout the city are also eligible to attend. The Charter School will serve similar demographics to those of Jordan High School, Cabrillo High School, and Long Beach Poly High School. Our target zip codes are 90805, 90806, 90810 and 90813.

Our goal is to empower students from traditionally underserved communities to become change agents on behalf of issues and people they care about. In order to do this, students need the following: 1) access to a rigorous high school program that prepares them for college and for global citizenship; 2) real-world experiences during high school that enable them to try out making change; and 3) degree attainment at a four-year college. Below, we detail why there is a need for these three areas of focus for students residing in the downtown, Central West, West, and North Long Beach.

### **Community Characteristics**

Long Beach is a city of approximately 475,000 people, with the fourth largest school district in California serving approximately 73,000 students. Demographically, Long Beach is one of the most diverse cities in California with the following ethnic makeup as of 2016:

## Long Beach City Demographics



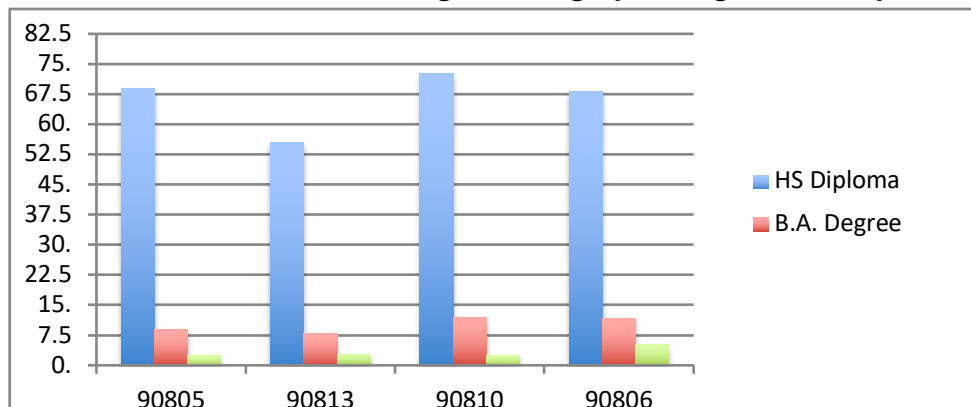
■ White  
■ Black/AA  
■ Asian

Long Beach is home to the largest Cambodian population outside of Cambodia, totaling approximately 20,000 people. In addition, Long Beach has significant populations of first- and second- generation residents from El Salvador, Honduras, the Philippines, and Mexico.

### Four-Year Degree Attainment Remains a Pathway Out of Poverty

Research shows that four-year degree attainment is linked to higher wages per year, higher job and career satisfaction, and a higher sense of overall well-being.<sup>1</sup> Nationally in 2015, the percentage of Millennials living in poverty with a bachelor's degree or more was just 5.8%. For Millennials with just a high school diploma, the poverty rate was 21.8%. Latinx students lag behind other groups in obtaining a four-year degree, with many more matriculating into community colleges. As of 2014, only 15% of Hispanics, ages 25-29 in the United States had a bachelor's degree.<sup>2</sup> Within our target zip codes, less than 13% of the area's residents over the age of 25 have a four-year college degree, and less than 7% have a graduate degree as of 2016. We believe that college degree attainment enables students to break the cycle of poverty that many of them are born into.

### Educational Attainment for Target Demographic, Age 25 and Up



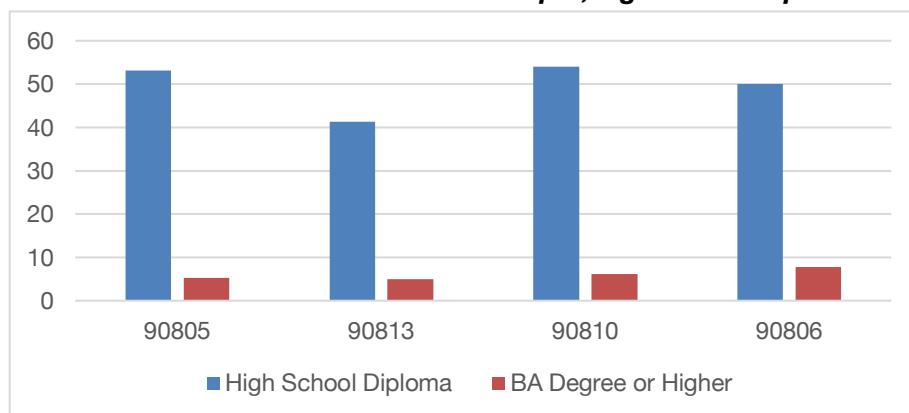
Source: <https://factfinder.census.gov>

<sup>1</sup> "The rising cost of not going to college," *Pew Social Trends*, The Pew Charitable Trusts, February 11, 2014, <http://www.pewsocialtrends.org/2014/02/11/the-rising-cost-of-not-going-to-college/>.

<sup>2</sup> Jens Manuel Krogstad, "5 facts about Latinos and education," *Pew Research Center*, The Pew Charitable Trusts, July 28, 2016, <http://www.pewresearch.org/fact-tank/2016/07/28/5-facts-about-latinos-and-education/>.

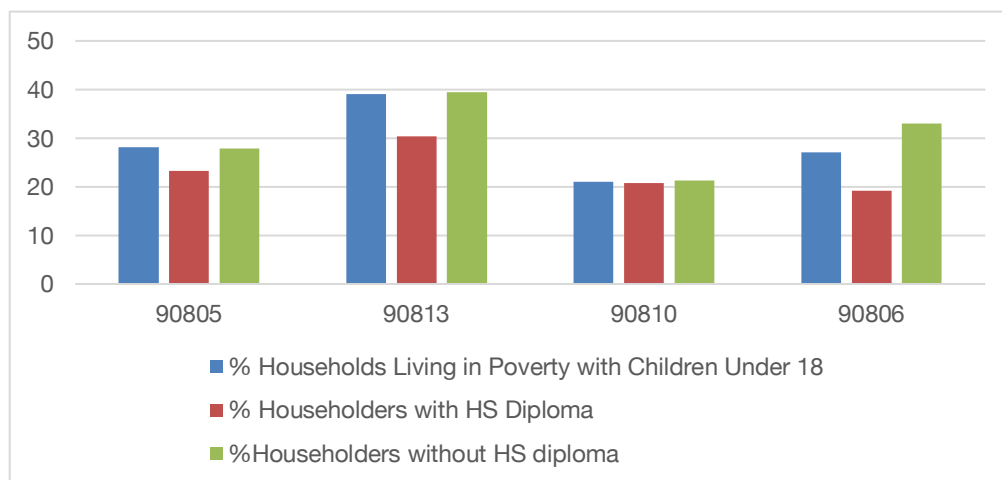
The educational attainment rates are lower for Latinx over the age of 25 living in these same zip codes. For example, high school graduation rates for Latinx people age 25 and up living in the 90813 zip code is 12% lower than the average and higher education degree attainment is half of the average at just 5%.

### ***Educational Attainment for Latinx People, Age 25 and Up***



Source: <https://factfinder.census.gov>

Given the high percentage of adults who did not complete high school in our target Long Beach neighborhoods, and the low percentage of adults with a bachelor's degree or higher, it is not surprising that these areas are predominantly low income.



Source: <https://factfinder.census.gov>

The table above shows the percent of families living in poverty with children under 18 in each of our target zip codes (in blue). This ranges from 21 – 39% of families in these four zip codes. The red bar shows the percentage of these families who have high school diplomas. The green bar shows the percentage of these families who do not have a high school diploma. For example, in the zip code 90806, 27.1% of households are living in poverty and include children under the age of 18. Within that same zip code, 33% of householders do not have a high school diploma.

The data above demonstrate that a majority of families living in North and Central West Long Beach are low income and have low higher education degree attainment levels. This historical pattern in Long Beach persists and is reinforced by student achievement levels within our target zip codes.

### **Less than Half of Students in LBUSD Graduate College-Ready**

Currently, there are four large comprehensive high schools that serve neighborhoods in the 90805, 90806, 90810 and 90813 zip codes. The table below provides an overview of proficiency rates, graduation rates, and A-G completion rates for the high schools serving our target demographic. Together, these schools serve over 12,000 students.

### **Student Achievement in Area Schools**

Surrounding High Schools	Total Enrollment 2017-18	EL Redesignation, 2017-18	2018% Prof. ELA (met or exceeded standard)	2018 % Prof. Math (met or exceeded standard)	Cohort Grad. Rate 2017	A-G Completion Rate 2016-17	Drop Out Rate 2016-17
<b>Cabrillo</b>	2,131	3%	33%	10%	90%	42%	8%
<b>Jordan</b>	2,398	8%	31%	9%	88%	41%	8%
<b>Poly</b>	3,947	7%	49%	31%	90%	61%	8%
<b>Renaissance</b>	384	38%	69%	21%	94%	56%	5%
<b>Wilson</b>	3,467	7%	58%	26%	90%	57%	7%
<b>District</b>	72,200	13%	51%	43%	86%	49%	9%

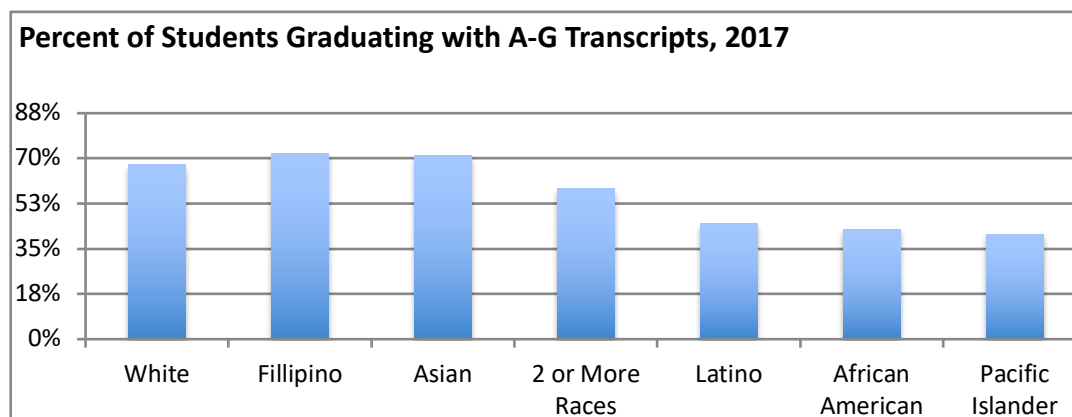
Sources: <https://lroix.lbschools.net/Public>, <https://dashboard.coredistricts.org/public/core>

In 2017, 42% of Cabrillo High School students graduated with an A-G transcript, 41% of Jordan High School students graduated with an A-G transcript, and 61% of Long Beach Poly High School Students graduated with an A-G transcript. This means that approximately 300 students from Cabrillo, 350 students from Jordan, and 385 students from Long Beach Poly graduated from these schools in 2017 without the preparation needed to pursue four-year degrees because they lacked A-G transcripts. Though they may graduate with a diploma, the low rates of proficiency in ELA and Math CAASPP scores also indicate that they are not college-ready. Through the Long Beach Promise, many of these students do matriculate to Long Beach City College. However, research shows that the chances of pursuing a four-year degree drop dramatically if a student must attend community college for remedial purposes. The transfer rate for LBCC graduates in 2017 to a 4-year institution was just 39%, and this was over a 6-year period.<sup>3</sup>

<sup>3</sup> Long Beach City College 2018 Student Success Scorecard, accessed here: <https://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=841#home>



In addition, across the Long Beach Unified School District, there is wide racial disparity among groups of students who graduate with an A-G transcript. Below are the percentages of students by racial group who graduated with an A-G approved transcript in 2017:



Source: <http://data1.cde.ca.gov/dataquest>

There is a 25-30 percentage point gap between A-G completion rates of white and Asian students, and those of Latinx, African American, and Pacific Islander students. Latinx students are the majority ethnic group in the district (57%), and they are among the lowest groups of students who are prepared for college. This statistic is reflected in schools like Cabrillo high school, where 72% of students are Latinx, but only 37.2% of Latinos graduates from Cabrillo High School in 2017 graduated with an A-G transcript, prepared to attend a four-year college. In real numbers, out of 402 Latinx seniors, just 132 met the UC/CSU requirements.

While these A-G graduation rates are consistent with statewide rates, our state government recognizes that many low-income youth are being denied access to four-year degrees and, in 2016, it introduced legislation to work to correct this problem through Senate Bill 1050. We the People High School intends to provide an A-G course of study for all students who enroll.

This A-G completion gap is also reflected in student performance data below, indicating the percentage of each significant subgroup in area high schools that met or exceeded standards on the 2018 CAASPP:

Area High Schools	Total Enrollment 2017-18	% of African American (AA) students who met or exceeded standards	% Asian (AS) students who met or exceeded standards	% Latinx (LX) students who met or exceeded standards	% Filipino (FI) students who met or exceeded standards	% White (W) students who met or exceeded standards
<b>Cabrillo</b>	2,131	ELA: 29% Math: 3%	No data	ELA: 30% Math: 9%	ELA: 66% Math: 32%	No data
<b>Jordan</b>	2,398	ELA: 21% Math: 5%	No data	ELA: 32% Math: 10%	No data	No data
<b>Poly</b>	3,947	ELA: 34%	ELA: 67%	ELA: 37%	ELA: 65%	ELA: 81%

		Math: 16%	Math: 49%	Math: 15%	Math: 61%	Math: 67%
<b>Renaissance</b>	384	ELA: N/A Math: 10%	No data	ELA: 65% Math: 12%	No data	No data
<b>Wilson</b>	3,467	ELA: 53% Math: 15%	ELA: 59% Math: 32%	ELA: 51% Math: 19%	(Cambodian) ELA: 52% Math: 24%	ELA: 75% Math: 43%

Sources: <https://lroix.lbschools.net/Public>, <https://dashboard.coredistricts.org/public/core>

At Cabrillo High School and Long Beach Polytechnic High Schools, there is approximately a 30 percentage point achievement gap between African American/ Latinx students and Asian/ Filipino students in both math and ELA, while white students continue to outperform all over subgroups by significant margins.

### **Systemic Tracking from Middle School Leads to Achievement Gaps in High School**

Long Beach Unified School District has implemented linked learning pathways in high school to provide students with choices that best meet their educational needs. Currently, there are six comprehensive high schools, each with its own set of smaller learning communities. Students may also choose among five small, thematic high schools. These small, thematic high schools provide learning pathways in STEM, the performing arts, and hospitality industries. While some of the smaller learning communities at the District's large comprehensive high schools offer opportunities to do a project or take an elective course related to these areas, the core content of coursework remains the same across all programs at the school.

Middle school students in Long Beach are admitted into "small learning communities" or "specialized programs" at each of the high schools based on a formula derived from state test scores and sixth and seventh grade marks. What this means in practice is that a student's grades and test scores at age 11 and age 12 predict whether they will be offered a college-preparatory curriculum in high school.

If a middle school student is enrolled in a school with a low percentage of students proficient in ELA and math, and a low percentage of students deemed high school-ready, chances are high that the student's options for high school will be limited because of the formula for high school program admission. This results in not only an achievement gap, but an opportunity gap in which low scoring students are denied access to challenging A-G-approved coursework and to programs that promote leadership and civic engagement. Furthermore, as grades are a subjective measure of student achievement dependent on individual teachers, the rigor of the work they assign, and their relationships with students, grades alone as a determinant for high school and beyond reinforces systemic inequalities. This systemic tracking based solely on test scores and grades reinforces the poverty that exists in certain neighborhoods in Long Beach, and leads to the low rates of college readiness upon high school graduation mentioned above.

There are nine district feeder middle schools in our target neighborhoods. Below is information about student demographics and achievement at each of these middle schools.

Feeder Middle Schools	Total Enrollment 2017-18	% Socio-economically disadv.	2018 % Met & Exceeded St. in ELA	2018 % Met & Exceeded St. in Math	2018 EL Redesignation Rate	2018 % high school ready
Lindbergh	600	93%	34%	26%	19%	40%
Lindsey	740	90%	31%	24%	21%	40%
Hughes	1,436	58%	59%	48%	19%	52%
Hamilton	882	87%	36%	31%	19%	39%
Washington	1,028	95%	37%	42%	12%	63%
Franklin	1,232	92%	37%	31%	16%	42%
Nelson	771	88%	48%	40%	18%	63%
Stephens	750	89%	35%	25%	13%	38%
Jefferson	1,042	87%	41%	30%	14%	43%
IVA	170	18%	72%	58%	0%	NA
District	16,533	71%	48%	39%	49%	49%

Sources: <https://dashboard.coredistricts.org/public/core>, <https://lroix.lbschools.net/Public>

As indicated in the data above, two thirds of students graduating from Stephens Middle School are not proficient in ELA and math, and 42% are considered not high school-ready. If these same students attend their area high school, Cabrillo High School, it is unlikely they will be offered a college preparatory curriculum, and unlikely that they will graduate with the option to attend a four-year college or university. This is evidenced by the fact that in 2017, just 42% of Cabrillo High School students graduated with an A-G transcript. In effect, students' life trajectories are being determined by their academic performance at age 12.

**At We the People High School, we assert that our responsibility is to prepare ALL students for college so that they have the option of choosing the path of four-year degree attainment.**

### **We the People High School Offers a Unique Program and School Choice**

We the People High School is also unique in that it offers a comprehensive civics program that is multi-disciplinary and open to all students regardless of their academic performance in middle school. This includes integrated speech and debate throughout the curriculum, project-based coursework throughout the year, the study of how people and institutions make change over time, and integration of media into core coursework. We the People High School will provide a distinct educational program for students who wish to learn and gain experience in government, environmental policy, global collaboration, and social change. At We the People High School, work on Global Goals is infused in each course, and students use skills and content from each course in the service of projects aligned to specific Global Goals and to contemporary problems and issues. In addition, We the People High School offers a small school environment where

projects and content can be customized to student interests and the changing needs of our communities and city. Our Democracy In Action intensives in school and internships outside of school allow students to gain experience in problem solving, organizing, and communicating in work settings, enabling the development of college and career skills beyond the traditional classroom experience. These immersion intensives will also enable all students to develop a portfolio of projects and work experience that make them stand out to colleges and universities. We the People High School will not have admission criteria.

We also believe that college degree attainment is a necessary but insufficient preparation for the real world, which is why We the People High School will focus on civic action, learning by doing, and the development of skills and habits aligned to our *Envision, Design, Create* thematic pillars. For students who have not been successful in the traditional school model in middle school, we offer a dynamic program of study that offers multiple entry points into culturally relevant content and an emphasis on activism through education. Our small school model, small class sizes, and advisory structures ensure that students are known, are heard, and are supported each and every day. The specific features of our educational philosophy, our program, and how students learn best are described in subsequent sections of this petition.

### Special Considerations for We the People High School's Target Student Population

The table below shows the demographic information at each of the high schools in our target zip codes.

Surrounding High Schools	Total Enrollment 2017-18	% SocEcon Disadv.	% EL	% SWD	% American Af.	% Latinx	% Asian/Pacific Islander	% White	% Two or More/Other	Homeless/Foster Youth
<b>Cabrillo</b>	2,131	82%	48%	13%	11%	72%	13%	1%	1%	12%
<b>Jordan</b>	2,398	87%	48%	15%	16%	74%	7%	1%	0%	12%
<b>Poly</b>	3,947	60%	18%	9%	17%	45%	25%	10%	1%	8%
<b>Renaissance</b>	384	57%	9%	8%	23%	48%	8%	15%	2%	7%
<b>Wilson</b>	3,467	60%	27%	11%	11%	55%	12%	19%	1%	6%
<b>District</b>	72,200	65%	15%	10%	13%	48%	14.1%	17.2%	4%	NA

Sources: <https://dashboard.coredistricts.org/public/core>, <https://lroix.lbschools.net/Public>

Based on the above demographics of area schools, we anticipate that the student population of We the People High School will have the following characteristics:

Number of students when opening school	80
Grades served when opening school	Grade 9
Year school plans to achieve full enrollment	2024
Estimated number of students at full enrollment	400
Grades served at full enrollment	9 - 12
Socio-economically disadvantaged (%)	65 – 84%
Classified as English learners (%)	25-35%
Classified as students with disabilities (%)	10 – 15%
Other special student populations served	Foster/homeless youth: 6-12%
Asian/ Pacific Islander/Filipino	8-15%
Black or African American	11-18%
Latinx	55 – 65%
White	10 – 15%
Two or More Races	1-2%

Given student achievement data from area middle schools, We the People High School will need to provide personalized support for students to build their skills, particularly in 9<sup>th</sup> and 10<sup>th</sup> grade. We anticipate that at least 40% of our students will enter high school achieving below grade level. Therefore, we intend to build intervention and differentiation into core instruction and offer stand-alone literacy intervention coursework for those who need it, as described below in Section VI: Curriculum, Instruction, and Academic Course Descriptions, and Section VII: Plan for Special Learners. We also anticipate welcoming a significant population of students who are Long Term English Learners (up to 35%). Strategies to support these students to develop the academic language skills they need will be provided via integrated and designated ELD programming, as described below in Section VIII: Plan for Special Learners.

#### **How We the People High School Has Engaged the Community to Be Served Thus Far**

To engage students and parents in the design and intent of our school, We the People High School has run a series of “pop-up” programs in our school’s target neighborhoods, and will continue to do so through the school planning phase. The purpose of the “pop-ups” is to build relationships with students, parents, and community organizations through engagement in social activism.

Our first student pop-up ran for three days in August, 2017 at the Michelle Obama Public Library in North Long Beach. Over the three-day program, 20 students — ages 10–16 — explored different media for expressing their views about problems and issues in their world. They made

protest art, created infographics and short films about climate change, and delivered speeches on topics relevant to their own lives. From this first pop-up, we learned that students do indeed love using different media to express their views and amplify their voice. We also confirmed that hands-on doing — making art, making videos — is what engaged them and kept them coming back the next day. We had students from nine different middle schools, one elementary school, and two high schools participate. Some highlights from the survey data are provided below:

What did you like most about the workshop?

- “What I like about the workshop was [sic] an inspiring moment of standing up for yourself.”
- “I enjoyed the freedom to say what you believe and still being acceptant [sic] to everyone’s beliefs. Everyone is able to have a different opinion.”
- “I liked the idea of [sic] and putting out messages.”
- “How we got to express our feelings and beliefs.”
- “Being able to create and show my ideas in a fun way.”

What does “civic action” mean to you? Do you think you engaged in civic action today?

- “The people who it looks like have no power speak out for their beliefs. Usually people don’t believe a young woman could speak out, but I did and showed my opinion.”
- “We should speak up for ourselves and tell the truth.”
- “Civic action is taking political action in our communities. And I engaged in civic action through creating a video for the public.”

Do you do activities like the ones we did today in school? Would you want to do activities like these in school, as part of the regular school day? Why or why not?

- “Sometimes we cut and paste but we don’t do stuff like this. I would love to do stuff like this because it helps kids to understand. I would love if the teacher allows us because their [sic] not so focused on us.”
- “Yes! I would love to do this again because I felt it was a great way to express our thoughts.”
- “No. Yes, because it shows the students we have a voice and speak out. No. Yes, because we get to present our own ideas and consider ALL points of view, even if they’re negative.”

Our second student pop-up took place in January 2018 at the same public library on a weekend and focused on making protest art. Our third student pop-up took place in September, 2018 and focused on strategies and techniques to make your posts go “viral.” Future pop-ups will be planned after school at this and other neighborhood libraries, and at the two local Boys and Girls Clubs. We will offer workshops through the spring of 2019 to continue to engage students in elements of our instructional program.

Concurrently, We the People High School ran its first parent workshops in January and February. Called “Design Your Child’s High School,” this workshop engaged parents in a design-thinking-for-equity process to identify features of their ideal high school for their students. Parents spoke about what is important for their student and discussed specific times when their student was supported in school and specific times when their student was not supported in school. We the

People met with parent groups at the Cambodian Association of America in April and at the Tichenor Orthopedic Clinic in May (a focus group for parents with students who have Individual Education Plans, or IEPs). We have also hosted our own Family Information nights in October and November at our co-working space in North Long Beach. We intend to continue to gather information from parents that can inform our school model and the ways in which we support students individually and collectively at the Charter School.

In addition, We the People High School has established relationships with local non-profit organizations and business who share our mission and vision for youth, including Building Healthy Communities, Share and Do Good, and the Michelle Obama Public Library. We've been building relationships with organizations that run quality after-school youth programming in Long Beach, such as We Are the Next and the California Center for Equity and Justice. Finally, we are forming partnerships with nationally recognized organizations like the ACLU and the Los Angeles County Museum of Art to enrich our programming and provide professional development opportunities for teachers. Letters of support from some of these organizations can be found in Appendix B. These organizations and programs live out the major goals of We the People High School: empowering youth by building understanding of the forces that shape our lives and providing youth with tools and experiences for making change. We the People High School intends to become the hub for such programming, offering immersive Democracy In Action workshops throughout the year where students can delve deeply into work with a particular program or organization.

We the People High School intends to continue to build relationships and partnerships locally and conduct several pop-up programs over the next 9 months. Each workshop with students and parents and each conversation with those who serve Long Beach neighborhoods gives us important feedback about our school goals and model and helps shape our program moving forward. We the People High School intends to continue with this level of community engagement and interaction throughout the school planning and launch phase.

### **III. EDUCATIONAL PHILOSOPHY**

#### **Heeding the call: Civic mission of schools and active citizenship**

Public schooling in America was forged at the turn of the twentieth century with the primary goal of teaching a diverse population to become citizens. Compulsory elementary education was seen as a way to guarantee all children had basic skills and knew the basic components of American citizenship before the majority headed out to work in factories and farms. Early mass education efforts, therefore, were aimed at ensuring a working-class population who knew their place. In contrast, the roots of education as liberation date back to slavery. Since the very act of becoming literate was illegal for slaves, learning to read was a powerful act of resistance. A literate slave had the potential to physically write himself a pass for freedom, thus upending the entire institution of slavery. During Reconstruction, when black engagement in literate practices could finally happen out in the open, "Freedom Schools" popped up all over the South. In 1964, civil rights activists in Mississippi forged a movement called Freedom Summer, in which educators and student activists created a model of civil rights education and ran schools all over the state. These

Freedom Schools taught an activist-oriented curriculum, where students learned reading and history alongside strategies for organizing and protest.<sup>4</sup> As the founder of the Mississippi Freedom School Movement explained:

*“The overall theme of the school would be the student as a force for social change in Mississippi. If we are concerned with breaking the power structure, then we have to be concerned with building up our own institutions to replace the old, unjust, decadent ones which make up the existing power structure.”*<sup>5</sup>

During class, students were encouraged to ask critical questions about the political and economic contexts of their communities. They were guided by teachers to understand the historical roots of injustices, and then used this information to create action plans for change. Teachers, in turn, were able to access the vast network of civil rights activists across the state to connect students to networks working on the issues that they had identified.<sup>6</sup> Unlike the mass education systems in the Northern industrial states where students were taught obedience and compliance, the Mississippi Freedom Schools taught active use of knowledge and self-liberatory practices. At We the People High School, we will take up the original vision of Charles Cobb and his fellow activists to forge an activist education for this century for students and families in Long Beach.

In the wake of the divided 2000 presidential election, followed by the implementation of No Child Left Behind, calls for renewed emphasis on civic education resurfaced. While NCLB gave us a system of accountability and transparency, its emphasis on math and ELA above other disciplines was a forceful blow to civics, social studies, and science. Nationally, educators agreed that we were at risk of raising a generation of citizens who were less engaged, more cynical about government and other American civic institutions, and therefore less likely to participate in civic life. The 2003 *Civic Mission of Schools* report put out the call for schools and districts to foster specific civic understanding and skills. In particular, the report detailed four common traits shared by competent and responsible citizens, who:

1. **“Are informed and thoughtful.** They have a grasp and appreciation of history and the fundamental processes of American democracy, an understanding and awareness of public and community issues, an ability to obtain information when needed, a capacity to think critically, and a willingness to enter into dialogue with others about different points of view and to understand diverse perspectives. They are tolerant of ambiguity and resist simplistic answers to complex questions.
2. **“Participate in their communities.** They belong to and contribute to groups in civil society that offer venues for Americans to participate in public service; work together to overcome problems; and pursue an array of cultural, social, political, and religious interests and beliefs.

---

<sup>4</sup> J. N. Hale, *The Freedom Schools: Student Activities in the Mississippi Civil Rights Movements* (New York: Columbia University Press, 2016), 68.

<sup>5</sup> Charles Cobb, “Prospectus for A Summer Freedom School Program in Mississippi,” *Education and Democracy*, San Francisco Freedom School, 1964, [http://www.educationanddemocracy.org/FSCfiles/B\\_05\\_ProspForFSchools.htm](http://www.educationanddemocracy.org/FSCfiles/B_05_ProspForFSchools.htm).

<sup>6</sup> Hale, *Freedom Schools*, 110.



3. **“Act politically.** They have the skills, knowledge, and commitment needed to accomplish public purposes – for instance, by organizing people to address social issues, solving problems in groups, speaking in public, petitioning and protesting to influence public policy, and voting.
4. **“Have moral and civic virtues.** They are concerned for the rights and welfare of others, socially responsible, willing to listen to alternative perspectives, confident in their capacity to make a difference, and ready to contribute personally to civic and political action. They strike a reasonable balance between their own interests and the common good. They recognize the importance of and practice civic duties such as voting and respect the rule of law.”<sup>7</sup>

These traits are necessary to perpetuating our belief in representative government and of the balance between the rights and responsibilities of citizenship. These traits are also, not coincidentally, traits fostered by the freedom schools in the 1960s.

### **Our Nation, Our City: Ensuring the Future of Our Democracy**

In the landmark 1983 report, “A Nation at Risk,” the authors argued that individuals who do not have the literacy skills and training essential to our new era will be effectively disenfranchised, not just from material rewards, but from the chance to participate fully in our national civic life and to shape how our democratic institutions will support us in the future. The authors argued that a “high level of shared education is essential to a free, democratic society and to the fostering of a common culture, especially in a country that prides itself on pluralism and individual freedom.”<sup>8</sup> A pluralistic society such as the United States relies on its shared civic institutions to give us our identity as Americans. Unlike other nations, Americans are not united by race or religion. Rather, we are united by a shared commitment to the civic ideals and practices that were forged in our Constitution and the institutions that grew up around it. Yet in the twenty-first century, we’ve seen the decline of participation in civic institutions and a rise in distrust of government, religion, public schools, and the media. In January 2017, 35% of Millennials said they were losing faith in American democracy, and just 25% were confident in the democratic system.<sup>9</sup> Millennial participation in the 2014 elections was at an all-time low. In Long Beach, overall voter turnout in November 2014 was just 22% of all eligible voters. In the June 2014 election – when our current mayor was elected – voter turnout was just 20%.<sup>10</sup> Local elections often have the biggest impact

---

<sup>7</sup> Cynthia Gibson, Peter Levine et al., *The Civic Mission of Schools*, (New York: Carnegie Corporation of New York, 2003), 4, [http://civicmission.s3.amazonaws.com/118/f7/1/172/2003\\_Civic\\_Mission\\_of\\_Schools\\_Report.pdf](http://civicmission.s3.amazonaws.com/118/f7/1/172/2003_Civic_Mission_of_Schools_Report.pdf).

<sup>8</sup> National Commission on Excellence in Education, “A Nation at Risk: The Imperative for Educational Reform,” *Department of Education*, United States Department of Education, 1983, <https://www2.ed.gov/pubs/NatAtRisk/risk.html>.

<sup>9</sup> Peter Levine and Kei Kawashima-Ginsberg, *The Republic Is (Still) At Risk – and Civics Is Part of the Solution*, (Medford: Johnathan M. Tisch College of Civic Life, 2017). <http://www.civxsummit.org/documents/v1/SummitWhitePaper.pdf>.

<sup>10</sup> Eric Bradley, “Election 2014: Voter Turnout in Long Beach Even Lower Than Los Angeles County Numbers,” *Long Beach Press-Telegram*, November 6, 2014, <http://www.presstelegram.com/2014/11/06/election-2014-voter-turnout-in-long-beach-even-lower-than-los-angeles-county-numbers/>.

on us as policies are shaped in response to the needs of the local population. Our current voting rates reflect the apathy and disengagement that the authors of “A Nation at Risk” feared.

In addition, our current civic “achievement gap” continues to replicate historical patterns of racism and disenfranchisement for black and brown citizens. Eligible minorities vote at about two-thirds the rate of their white counterparts. Families that make \$75,000 per year or more are twice as likely to vote as those making less than \$75,000 per year. As discussed above in Section 1: Students To Be Served, over 75% of families in Central West and North Long Beach make far less than this. African American and Latinx students are twice as likely as their white counterparts to score below proficient on national civics assessments. These gaps exist because American education provides fewer opportunities for minorities and low-income students to learn and practice citizenship, as is their right.<sup>11</sup>

All of this points to the important role that public schools can and should play in developing informed, active, and engaged citizens. A 2017 report by the Campaign for the Civic Mission of Schools details that there is consensus in our field around the following “six proven practices” in public schooling:

1. Give students access to courses on civics, government, law and related topics.
2. Engage students in deliberating current, controversial issues.
3. Provide opportunities for students to engage in service-learning.
4. Create student-led voluntary associations.
5. Ensure student voice in schools.
6. Provide opportunities for students to simulate adult civic roles.<sup>12</sup>

At We the People High School, all six proven practices will be embedded in coursework and woven into the fabric of the Charter School. Within these practices, the specific traits of competent, responsible citizens detailed in *The Civic Mission of Schools* will be explicitly taught and embedded in projects and assessments. For information about curricular sources, see p. 84 For information on specific skills linked to civic participation, see pp. 41-47 (How Learning Best Occurs chart).

### **Our world: The importance of global citizenship**

The pressing need to focus on shared global issues necessitates that we think differently about the substance of public schooling, particularly in high school. While International Baccalaureate and other iterations of global education have been part of LBUSD for decades, a new set of learning needs and objectives have been articulated in recent years at the state, national, and international level. Globalization has irrevocably impacted the way we work, live, and consume in the twenty-first century. Therefore, we need citizens who know how to investigate matters of global significance, understand how these forces are shaping the present and the future, and act

---

<sup>11</sup> See Jonathan Gould (ed.), *Guardian of Democracy: The Civic Mission of Schools*, (New York: Carnegie Corporation of New York, 2003), <http://civicmission.s3.amazonaws.com/118/f0/5/171/1/Guardian-of-Democracy-report.pdf>; “The Problem,” *Generation Citizen*, <https://generationcitizen.org/about-us/the-problem/>.

<sup>12</sup> “Six Proven Practices,” *California Campaign for the Civic Mission of Schools*, Center for Civic Engagement, 2011, [http://www.cms-ca.org/six\\_promising\\_approaches.htm](http://www.cms-ca.org/six_promising_approaches.htm).

responsibly and collaboratively with people all over the world to solve shared problems. The global nature of climate change is a perfect example. Understanding the causes and consequences of climate change requires many modes of learning across academic disciplines. Climate change scientists need to understand how chemistry, biology, and ecology operate together in the present and the future and to convey their understandings in a variety of modes. Climate change activists need to know how to marshal this information to propose a path forward and to argue for that path forward. Global citizenship entails understanding the world through disciplinary and interdisciplinary study. The Asia Society has spearheaded efforts in this country to articulate global citizenship goals and standards. These standards are organized around the following four competencies:

1. **Investigate the world beyond their immediate environment**, framing significant problems and conducting well-crafted and age-appropriate research.
2. **Recognize perspectives**, others' and their own, articulating and explaining such perspectives thoughtfully and respectfully.
3. **Communicate ideas effectively with diverse audiences**, bridging geographic, linguistic, ideological, and cultural barriers.
4. **Take action to improve conditions**, viewing themselves as players in the world and participating reflectively.<sup>13</sup>

Each of the four competencies above have associated indicators of student learning both within and across subject areas.<sup>14</sup> Students who are able to demonstrate these competencies have the skill and agency to act as responsible, educated citizens in our globalized world. They also have the social, emotional capacity to work through challenges and persist in the face of difficulty. The following skills and dispositions work in tandem with the learning goals for global citizenship listed above to produce social and emotional competence.

---

<sup>13</sup> V. B. Mansilla & Anthony Jackson, *Educating for Global Competence: Preparing Our Youth to Engage the World*, (New York: Asia Society, 2011), 11, <http://asiasociety.org/files/book-globalcompetence.pdf>.

<sup>14</sup> "The Global Competencies," *Globalcity: A Global Education Resource Guide*, <https://globalcityeducation.weebly.com/global-competence-matrix.html>.



## CORE CONCEPTS

- World events and global issues are complex and interdependent
- One's own culture and history is key to understanding one's relationship to others
- Multiple conditions fundamentally affect diverse global forces, events, conditions, and issues
- The current world system is shaped by historical forces



## SKILLS

- Investigates the world by framing questions, analyzing and synthesizing relevant evidence, and drawing reasonable conclusions that lead to further enquiry
- Recognizes, articulates, and applies an understanding of different perspectives (including his/her own)
- Selects and applies appropriate tools and strategies to communicate and collaborate effectively,
- Listens actively and engages in inclusive dialogue
- Is fluent in 21st century digital technology
- Demonstrates resiliency in new situations
- Applies critical, comparative, and creative thinking and problem solving



## VALUES & ATTITUDES

- Openness to new opportunities, ideas and ways of thinking
- Desire to engage with others
- Self-awareness about identity & culture, & sensitivity and respect for differences
- Valuing multiple perspectives
- Comfort with ambiguity & unfamiliar situations
- Reflection on context and meaning of our lives in relationship to something bigger
- Question prevailing assumptions
- Adaptability and the ability to be cognitively nimble
- Empathy
- Humility



## BEHAVIORS

- Seeks out and applies an understanding of different perspectives to problem solving and decision making
- Forms opinions based on exploration and evidence
- Commits to the process of continuous learning and reflection
- Adopts shared responsibility and takes cooperative action
- Shares knowledge and encourages discourse
- Translates ideas, concerns, and findings into appropriate and responsible individual or collaborative actions to improve conditions
- Approaches thinking and problem solving collaboratively

## IV. WHAT IT MEANS TO BE AN EDUCATED PERSON IN THE 21<sup>st</sup> CENTURY

As a P21 leadership state, California has played an important role in shaping and articulating what the 4Cs (communication, collaboration, critical thinking, and creativity) mean in a globalized world. At We the People High School, we take up these global competencies with the urgency they deserve, believing firmly that,

*“An increasingly international, interdependent, and diverse world rewards people with global competencies and understanding, such as the ability to make local-to-global connections, recognize divergent perspectives, think critically and creatively about global challenges, and collaborate respectfully in heterogeneous forums.”<sup>15</sup>*

As a nation, we need an educated citizenry who can collaborate to pose thoughtful, researched solutions to issues that affect our world and our communities. Today's students graduate into a world that is ever more connected and complex. They will enter a job market that values innovation, effective teamwork and collaboration, and creative approaches to problem

<sup>15</sup> Partnership for 21<sup>st</sup> Century Learning, *Reimagining Citizenship for the 21<sup>st</sup> Century: A Call to Action for Policymakers and Educators*, (Menlo Park: Hewlett Foundation, 2014), 9, [http://www.p21.org/storage/documents/Reimagining\\_Citizenship\\_for\\_21st\\_Century\\_webversion.pdf](http://www.p21.org/storage/documents/Reimagining_Citizenship_for_21st_Century_webversion.pdf).

identification and problem-solving. They will need to know how to operate professionally in a more globally connected world where work and community are no longer determined by one's zip code. They will need to know how to access and sift through dizzying amounts of information, and then use what they learn responsibly and persuasively. They will live an expanded civic life, belonging to groups and community organizations online and through social media at the local, national, and global level. Today's students need to be able to operate capably and effectively in our globalized world while also operating locally and nationally to understand and solve problems.

Instead of slowing down, all of these trends are gaining momentum. Therefore, school needs to be a place where students can try out the skills they will need to navigate successfully in college, in their chosen career, and in a life of active engagement in community, country, and world. We the People High School will graduate students with these skills and capabilities. The motto of our school is *Envision, design, create a better world*. Our motto describes a set of skills and attitudes central to democracy building in the 21<sup>st</sup> century.

### ***Envision***

- Identify and frame current problems at a local, national, or global level.
- Investigate the historical, geographic and environmental context of specific problems and issues.
- Exhibit empathy, self-awareness, and understanding in proposing solutions to problems.

### ***Design***

- Seek out diverse perspectives while working collaboratively.
- Utilize discipline-specific content and resources.
- Use knowledge and tools of many disciplines when designing solutions.
- Collaborate effectively, persist in the face of challenge, and employ emotional intelligence when interacting with others.

### ***Create a Better World***

- Propose solutions to problems using multiple types of communication skills, such as: argue, persuade, and inform through effective use of language(s), cultural literacy, and all forms of new media.
- Communicate solutions and ideas effectively with diverse audiences.
- Marshal individual and collective agency to enlist others in solving problems.
- Use this process to improve our democracy, our country, and our world.

The new standards set the stage for an active citizenship curriculum. The principle tenets of argument from evidence, multiple perspectives, and disciplinary practices all combine in these standards documents to articulate an active use of knowledge, rather than a passive consumption of knowledge. The Common Core State Standards ("CCSS"), Next Generation Science Standards ("NGSS"), and the C3 Social Studies Framework all value and promote student-driven inquiry, investigation, and production of new knowledge. We the People High School intends to capitalize on the new standards and newly developed curricula to provide thoughtfully designed instruction,

curriculum, and civic activist experiences that address contemporary problems and issues in our culture and society.

In addition, many in our field are calling for “life-worthy learning” about content and topics that don’t fit neatly into our laundry lists of content standards in California. Life-worthy learning involves engaging students in understanding the roots of and solutions to current, large-scale problems, such as climate change, economic inequality, immigration/migration, and globalization. As educators, we are called to ask what makes certain learning relevant to students? What kinds of big understandings and inquiries will equip students to solve future problems we have not yet encountered?<sup>16</sup> A well-prepared twenty-first century student needs to think flexibly, apply learning to new problems and new contexts, and work collaboratively and across disciplines to solve problems.<sup>17</sup>

The United Nations’ Global Goals for Sustainable Development provide both a frame and a roadmap for true twenty-first century learning and action to occur. Using the Global Goals as a roadmap for education entails that we think differently about the what, where, and how of schooling. For example, ending extreme poverty means educating students to understand the historical and scientific roots of poverty, explore the impact of poverty on people, nations, and the planet over time and in the present, and take action to end extreme poverty at home and abroad. Each goal has implications that are local, national, and international. Solutions to each goal require interdisciplinary knowledge and the ability to employ the skills articulated above to propose a path forward, and to act with courage to design a future where nine billion humans can thrive, create, and live sustainably.



<sup>16</sup> D. N. Perkins, “Lifeworthy Learning,” *Educational Leadership* 73, no. 6 (March, 2016): 14-17.

<sup>17</sup> Benjamin Herold, “Preparing Students for Tomorrow’s Jobs: 10 Experts Offer Advice to Educators,” *Education Week*, September 26, 2017.

## ***V. HOW LEARNING BEST OCCURS***

The instructional program of We the People High School is designed to create an environment where the previously described vision for twenty-first century teaching and learning can be realized. At We the People High School, we teach students to:

- Ask questions;
- Investigate multiple points of view;
- Build arguments from evidence;
- Seek out diversity and value cultural difference;
- Produce solutions to current political and social problems;
- Communicate effectively in the digital world; and
- Embrace oneself and one's peers as a force for social change.

We know students learn best when they are known by the adults in their school and supported by expert educators to grow and develop at their own pace. At We the People High School, we believe students learn best when these six components are in place:

1. Students are positioned as sense-makers and instruction is inquiry-driven.
2. Curriculum is relevant to students' lives and has real-world application.
3. Instruction is personalized to meet the needs of students.
4. Students see themselves and their peers as a force for social change.
5. Teachers continuously improve their craft through collaboration, professional development, and leadership.
6. Data is used to make decisions about differentiation and personalization.

Below we describe how We the People High School will implement each of these six features in our school model along with the research that supports the key features of our school model.



## Students are positioned as sense-makers and instruction is inquiry-driven

We the People High School's research-based strategies to create these conditions:

### Project-based Learning

- Project-based learning fosters an environment where students are engaging in a series of complex tasks that result in a real-world application, product, and/or presentation to an audience.
- Research suggest that student gains in content learning are greater when engaging in project-based learning than in more traditional forms of classroom instruction.
- Additional research shows increased motivation, attitudes toward school and improvement in work habits.<sup>18</sup>

### Inquiry-driven Teaching and Learning

- Research across disciplines indicates that inquiry-based teaching increases student achievement, promotes English Language development, and fosters deeper engagement among students of all ages.<sup>19</sup>
- Curriculum is designed around essential questions and enduring understandings. Students are apprenticed to gather, weigh, and use evidence to answer these guiding inquiries in ways that are discipline-specific.
- Courses at each grade level are thematically connected through inquiries that speak to one another via the Global Goals for Sustainable Development.

### Learning as Apprenticeship for Students

- Research shows that students take ownership of learning when teachers employ the following practices: modeling, active practice, scaffolding, coaching, and guided reflection.<sup>20</sup>

### Motivation to Learn

- Students' ideas about their own abilities and competence, their values, and their pre-existing interests all influence motivation. When students expect to succeed, they are more likely to put forth the effort, as shown by research on motivation and effort-based teaching and praise.
- When students believe they have control over their learning environment, they are more likely to persist with challenging tasks. Research suggests that building choice into instruction supports motivation, autonomy, and ultimately student achievement.<sup>21</sup>

<sup>18</sup> Barron, B., & Darling-Hammond, D. "Powerful learning: Studies show deep understanding derives from collaborative methods." *Edutopia*, October 8, 2008. <https://www.edutopia.org/inquiry-project-learning-research>

<sup>19</sup> Inspired issue brief: Inquiry-based teaching. *Center for Inspired Teaching*. <http://inspiredteaching.org/wp-content/uploads/impact-research-briefs-inquiry-based-teaching.pdf>

<sup>20</sup> McConachie, S.M., & Petrosky, A.R., eds. (2010). *Content matters: A disciplinary literacy approach to improving student learning*. San Francisco, CA: Jossey-Bass.

<sup>21</sup> The National Academies of Sciences, Engineering and Medicine. *How People Learn II: Learners, Contexts, and Cultures*. Washington, DC: The National Academies Press, pp. 111-112 & p. 117.



## Curriculum is relevant to students' lives and has real-world application

We the People High School's research-based strategies to create these conditions:

### Global Goals as Framework for Learning

- The Global Goals represent the largest collaboration in history to identify the most pressing problems facing the world in the 21<sup>st</sup> century, and to set targets to solve these problems. Students all over the world are engaged in understanding local problems and issues, and engaging in cross-disciplinary work to solve these problems in their communities.<sup>22</sup>
- Students at We the People engage with their communities, with each other, and with students around the world in identifying and solving these global challenges. The Global Goals offer a way into working on issues that matter to students in their everyday lives, in their city, and for their future.

### Global Education

- Global education is an interdisciplinary approach to learning concepts and skills necessary to function in a world that is increasingly interconnected and multicultural. Curricula based on this approach are grounded in traditional academic disciplines but are taught in the context of project- and problem-based inquiries.
- Global education fosters the following skills and dispositions: appreciation of culture, cross-cultural communication, perspective-taking, and divergent thinking.<sup>23</sup>
- When taught in conjunction with content and the global goals, our students develop the knowledge and skills to unpack global problems and create solutions to those problems.

### Democracy-In-Action Immersive Learning

- Three times per year, students have the opportunity to step outside their daily schedule and become immersed in one topic/area/project for 1-3 weeks.
- These opportunities for deeper learning promote critical thinking and problem-solving, collaboration, and transfer of skills to new situations. Research shows that deeper learning leads to increased outcomes for students in testing, on-time graduation, and college enrollment. Deeper learning opportunities also lead to the development of interpersonal and intrapersonal skills critical to success in college, career and civic life.<sup>24</sup>

### Partnerships and collaborations with local community partners

- Promotes a local-to-global focus, where students gain experience working on problems and issues that are relevant locally, nationally, and/or globally.<sup>25</sup>

<sup>22</sup> <http://cdn.worldslargestlesson.globalgoals.org/2016/08/Changemakers-Take-Action2.pdf>

<sup>23</sup> "Global education & equitable preparation: An educator's digest of facts and figures." *Participate.com*. <https://www.participate.com/blog/global-education-and-equitable-preparation>

<sup>24</sup> *Does deeper learning improve student outcomes: Results from the Study of Deeper Learning: Opportunities and Outcomes*. American Institutes for Research, August, 2016. <https://www.air.org/sites/default/files/Deeper-Learning-Summary-Updated-August-2016.pdf>

<sup>25</sup> *Educating for Global Competency: Findings and Recommendations from the 2016 California Global Education Summit* (2016). California Department of Education, Sacramento, CA.

## Instruction is personalized to meet the students' needs

We the People High School's research-based strategies to create these conditions:

### Differentiation by Design

- Curriculum is designed around enduring understandings and essential questions enables teachers to differentiate materials, process and products to scaffold students toward meeting standards.
- Curriculum (adopted and designed) utilizes texts and tasks at varying levels providing multiple entry points for learners.<sup>26</sup>
- Technology is used judiciously to support skill building, as a tool for instruction, and as tools for creation and expression of learning by students.
- Grouping based on student data is used for interventions inside of class and outside of class (through flextime) on a daily and weekly basis.

### Opportunities for Choice and In-depth Exploration

- Democracy in Action ("DIA") immersions provide students with the opportunity to delve into one topic deeply for one week (twice a year) and 3 weeks (once a year). DIAs will be designed with students and for students to meet their interests.
- Within coursework, students are given choices as to the content and themes of the projects they want to work on. Choices are framed through the Global Goals.
- Students are given choice as to products from projects regularly. Research shows that providing students with choice increases their engagement in learning, promotes self-management of learning, and leads to a greater sense of overall satisfaction.<sup>27</sup>

### Advisory

- Advisory is a key structure and lever for helping each student figure out who they are, where they are headed and how they are going to get there. Students develop relationships with an advisor throughout their four years, receiving support on academic and personal growth, developing a mindset for success, and gaining tools for self-management of learning.<sup>28</sup>

### Small Class Size

- We the People High School's average class size will be 25, which does not include P.E., electives, or DIA Intensives.
- NEA's Policy Brief, entitled "Class Size Reduction: A Proven Reform Strategy" lists the following benefits:
  - Early identification of learning disabilities
  - Improved high school graduation rates
  - Increased college entrance test-taking rates: Smaller racial gaps in taking college entrance tests

<sup>26</sup> Tomlinson, C.A. & McTighe, J. (2006). *Integrating differentiated instruction & understanding by design*. Alexandria, VA: Association for Supervision and Curriculum Development.

<sup>27</sup> "Impacts of student choice and personalized learning." Hanover Research, November 2014, pp. 13-17.

<sup>28</sup> Ryerse, M., et. al. "Core & more: Guiding and personalizing college & career readiness." *Digital Learning Now*. <http://digitalllearningnow.com/site/uploads/2014/05/FINAL-Smart-Series-Core-and-More-Guidance.pdf>

- Improved student behavior<sup>29</sup>

### **Reduced Student Load**

- Research on large urban districts has shown that the total student load per teacher at the secondary level should be no more than 80 students per year.<sup>30</sup>
- We the People will strive to provide this ratio – or less – for all teachers, enabling them to know their students well, to support their individual development, and to ensure that all students become college and career-ready.

## **Students see themselves and their peers as a force for social change**

We the People High School's research-based strategies to create these conditions:

### **Action Civics**

- Learning specific skills for achieving social change can empower students with the ability to achieve change. Research identifies the following roles of those who participate in movements for social change: agitator, innovator, and orchestrator.<sup>31</sup> We the People designs these capabilities into coursework, DIAs, and advisory.
- Students who participate in identifying and solving local issues that matter to them report greater connection to their communities, a growth in their public speaking and communication skills, and believed they had a positive impact on their community and/or school.<sup>32</sup> Through action-based curricula and projects, students at We the People will develop the skills and habits that empower them with the experience of making meaningful change.

### **Empathy & Advocacy**

- Engaged citizens understand how to advocate for themselves and their communities. Education for liberation provides a frame for students to think about the social forces shaping their lives, and learn strategies to shift and shape these forces.<sup>33</sup> Through multicultural coursework and DIAs, students develop these abilities by studying the history of individuals and movements over time.

### **Communication**

- There is an extensive research base on classroom discourse that examines the relationship between talk and learning in school. Accountable Talk<sup>R</sup> provides teachers with the means to acculturate students into classrooms where discussion is a main

<sup>29</sup> [http://www.nea.org/assets/docs/PB08\\_ClassSize08.pdf](http://www.nea.org/assets/docs/PB08_ClassSize08.pdf)

<sup>30</sup> Ouchi, W.G. (2009). *The secret of TSL: The revolutionary discovery that raises school performance*. New York: Simon & Schuster.

<sup>31</sup> Battilana, J. & Kimsey, M. "Should you agitate, innovate or orchestrate? A framework for understanding the roles you can play in a movement for social change." *Stanford Social Innovation Review*, September 18, 2017.

<sup>32</sup> <https://www.mikvachallenge.org/action-civics-la/>

<sup>33</sup> Payne, C.M. and Strickland, C.S., eds. (2008). *Teach freedom: Education for liberation in the African-American tradition*. New York, NY: Teachers College Press, pp. 1-4.

vehicle for learning. When students learn to be accountable to the community, accountable to rigorous thinking and accountable to accurate knowledge, they are able to marshal the tools of the discipline to build knowledge and convey ideas effectively.<sup>34</sup>

- **Speech and debate** is integrated in coursework and in DIA work. Research shows that regular participation in debate enables students to develop their research, argumentation, and speaking skills. They become more attuned to how others use language, and to the rights and responsibilities of free speech. They also develop appreciation for the diversity of perspectives in our multicultural society.<sup>35</sup> In addition, research shows that discussion and debate support growth in reading comprehension, especially for students who are struggling readers.<sup>36</sup>
- **Media literacy** is a core component of We the People's curriculum and school model. Students work in mixed media environments and learn to use new media capably to create, inform, and persuade. Research shows that promoting the use of digital media as a means to teach literacy enables secondary students of diverse abilities to grown their skills.<sup>37</sup>

### Collaboration

- Research indicates that collaboration skills are associated with more effective performance at school and in the workplace. The ability to collaborate is now an important outcome in and of itself, which is why it is included in the P21 Framework for 21<sup>st</sup> Century Learning.<sup>38</sup>
- Students at We the People High School build their collaboration skills through project-based work, through DIA immersions and real-world work experiences throughout their high school career.

---

<sup>34</sup> Michaels, S.M. et. al. (2013). *Accountable Talk<sup>®</sup> sourcebook: For classroom conversation that works*. University of Pittsburgh: Institute for Learning.

<sup>35</sup> Hogan, J.M. & Kurr, J.A. (2017) "Civic education in competitive speech and debate," *Argumentation and Advocacy*, 53:2, 83-89.

<sup>36</sup> Applebee, A. N., Langer, J. A., Nystrand, M., & Gamoran, A. (2003). Discussion-based approaches to developing understanding: Classroom instruction and student performance in middle and high school English. *American Educational Research Journal*, 40, 685-730.

<sup>37</sup> Leach, April Marie (2017) "Digital Media Production to Support Literacy for Secondary Students with Diverse Learning Abilities," *Journal of Media Literacy Education*, 9(2), 30 -44.

<sup>38</sup> [http://www.p21.org/storage/documents/Skills For Today Series-Pearson/Educators - Executive Summary FINAL.pdf](http://www.p21.org/storage/documents/Skills%20For%20Today%20Series-Pearson/Educators%20-%20Executive%20Summary%20FINAL.pdf)

**Teachers continuously improve their craft through collaboration, professional development, and leadership**

We the People High School's research-based strategies to create these conditions:

**Professional Learning Community**

- Teachers grow and learn best when they are involved in activities that are grounded in their own settings, are sustained over time, and provide opportunity to observe colleagues and collaborate.
- Teachers grow and learn best when they are valued members of a community and have the opportunity to share expertise, as well as gain expertise from others.<sup>39</sup>
- Time is built into the schedule for weekly department and/or grade level collaboration, monthly whole school meetings and quarterly pupil-free full days for professional development.

**Data is used to make decisions about differentiation and personalization**

We the People High School's research-based strategies to create these conditions:

**Data-Driven Instruction**

- Research shows that the cycle of establishing a culture for data use through implementing high-quality interim assessments, time for staff to analyze data, and action steps for improving student learning leads to better outcomes for students.<sup>40</sup>
- We the People High School uses multiple measures of student performance throughout the year and provides time for faculty to review student work and progress weekly, monthly, quarterly and annually.
- Student interest and student need are used to drive decisions about curricular resources, project topics, and DIA learning immersions in an ongoing manner. The Global Goals are used to frame options and choice for project-based learning within coursework and DIAs.

<sup>39</sup> McLaughlin, M.W. & Talbert, J.E. (2006) *Building school-based teacher learning communities: Professional strategies to improve student achievement*. New York: Teachers College Press.

<sup>40</sup> Fenton, B. and Murphy, M. "New leaders for new schools: Data-driven instruction." ASCD Express. <http://www.ascd.org/ascd-express/vol5/508-fenton.aspx>

## VI. PROGRAM OF STUDY

The We the People High School program of study will take up the charge of positioning students to *Engage, investigate, and act* through a thematic approach to each grade level and grade band. We the People High School aims to engage students at the start of high school in coursework that is relevant, that enables them to make sense of the world around them, and that is meaningfully cross-disciplinary. The focus on problems and issues in our world and the Global Goals crosses traditional academic disciplines. Understanding and solving these problems requires the adept use of discipline-specific knowledge and agility with various modes of communication. All four years of We the People High School are designed to scaffold these skills and knowledge. In addition, Democracy In Action immersive workshops and internships will enable students to turn learning into action several times per year. To complement the academic program, each student will have a communications-based, personalized advisory that meets one to two times per week. In advisory groups of 8–10, students learn and practice different modes and types of communication through their four years, including presentation, debate, and performance.

### A. Program Overview

Our school is called We the People High School precisely because we intend to create an environment where every individual can develop into their best self because the good of the whole depends upon it. What this means in practice at We the People High School is that we focus on the three “A”s: Advocacy, Apprenticeship, and Activism.

- **Advocacy** - for self, for others, for community. Through coursework, DIAs, and advisory, we focus on developing students’ knowledge of themselves, of others, and of their place in the world, teaching them how to advocate for themselves, for their ideas, and for their communities.
- **Apprenticeship**: Instruction apprentices students in learning, which means teachers and advisors act as coaches and guides, assisting students to develop the habits, dispositions, and skills articulated in the global citizenship standards.
- **Activism**: Our school model positions students to take action on issues they care about, and that matter most to them and to their communities.

The three As are meant to foster an environment that values each individual’s worth and grows each student’s capabilities for the good of the whole. Feeling valued and heard in a democracy manifests in taking action to inform and teach, to lead, and to make change. It is through collective action that we create a school and a world where young people are heard and valued.

### Grade 9: Apprenticeship in the Local Context

We will welcome our 9<sup>th</sup> grade students to We the People High School with a focus on our local community, our city, and building an understanding of who we are, our shared and unique histories, and how we can work together to solve problems we face today. Students will focus on the following overarching questions for their 9<sup>th</sup> grade year:

- Who are the citizens of Long Beach? Where did we come from and how did we get here? What are the different stories and histories of migration and immigration?

- How have Americans (Southern Californians in particular) acted to generate change in the past and present? What problems and issues do we face currently and how might we go about addressing these?

Starting with the local and the personal, students will explore history, art, literature, and environmental science through the lens of these overarching questions. They will use statistical modeling to address questions about problems and issues in our communities. Within specific content area courses, students will learn to use the tools of the discipline to explore these questions in more depth. Several times throughout the year, students will engage in an interdisciplinary project that combines the learning of two courses to answer big, driving questions for the year.

## GRADE 9 OVERVIEW

<i>Course</i>	<i>Overarching Questions &amp; Approach</i>
Civics: Be the Change	Who are the citizens of Long Beach and where did they come from? How are we working to improve life in Long Beach today? Introduction to the disciplines of civics, economics, geography and history.
English Language Arts	How do authors use language to tell us about their lives? Memoir, autobiography and oral history. How does the personal become political? Protest literature and poetry.
Environmental Science	What is the relationship between humans and the environment? What actions can we take to ensure humans preserve and develop resources to sustain us? Project-based inquiry into topics related to local and environmental science, including ties to engineering and design.
Integrated Mathematics 1	Integrated mathematics allows students to develop expertise in multiple strands of math. It lends itself to active use of mathematics in the service of other disciplines (science, statistical modeling, demographic research). Students will be supported to go deeper within particular strands they have mastered. Teachers will provide remediation and support in particular strands where help is needed.
Art and Social Change	In Year 1 of this three-year sequence, students will utilize local examples to investigate how art and artists tell the story of our region, its history and diversity. What forms of visual art express the identity and culture of Southern Californians throughout history? How do actors, playwrights and dancers convey different perspectives and stories?



Physical Education: Mindfulness and Movement	Students will explore how different cultures have used games and movement through time to explore themes of competition, cooperation, and resistance.
Spanish	Our Spanish course will be designed laboratory-style to accommodate students at all levels of Spanish language knowledge. Coursework will be based on milestones in language development over a two-year sequence. Students who demonstrate fluency at each stage may enter the next stage of coursework. Students who demonstrate fluency upon entering their freshman year will be provided with the opportunity to take AP Spanish Language.
Advisory	Advisory will meet once per week. The goal of 9 <sup>th</sup> grade advisory is to support the skills and habits of a successful high school student. Students will also undertake small research projects of interest to gain practice in research, presentation, and public speaking.

### **Grade 10: Apprenticeship in Global Thinking and Action**

In grade 10, students shift their focus from the local to the global. Students will learn how to think about scale in Big History by investigating problems and questions that span hundreds, thousands, and millions of years. The literature that students read – both fiction and non-fiction – will reflect the histories and cultures studied in Big History. Investigations in chemistry and Integrated Math 2 position students to use modeling and explanation to educate others. Global art and social change positions students to investigate and create art that expresses and critiques culture and history.

### **GRADE 10 OVERVIEW**

<i>Course</i>	<i>Overarching Questions &amp; Approach</i>
Big History	How do we use the disciplines of history and science to tell the story of change over time? What are the big turning points in human history and why? A history of time from the Big Bang to the present.
English Language Arts: World Literature and Social Change	How do authors tell the story of change over time? What do we mean by “world literature”? How do we find common humanity with people across time and space? From Shakespeare to Achebe and beyond.
Global Art and Social Change	How do artists use different media throughout time to express, to glorify, and to protest? Drawing on examples from ancient, early modern, and modern world history, students investigate and create global art.



Chemistry and Engineering	What is the science of climate change telling us? How do we use scientific processes and engineering design principles to solve global problems?
Integrated Mathematics 2	Integrated mathematics allows students to develop expertise in multiple strands of math. It lends itself to active use of mathematics in the service of other disciplines (science, statistical modeling, demographic research).
Physical Education: The Science of Movement	Students will understand the impact of different types of exercise on the body, experiencing each form and learning about the research that supports each form.
Spanish language	Our Spanish course will be designed laboratory style to accommodate students at all levels of Spanish language knowledge. Coursework will be based on milestones in language development over a two-year sequence. Students who demonstrate fluency at each stage may enter the next stage of coursework. Students who demonstrate fluency upon entering their sophomore year will be provided with the opportunity to take AP Spanish Language.
Advisory	Advisory will meet once per week. The focus of 10 <sup>th</sup> grade advisory will be on connecting the global to the local, becoming aware of what it means to be 15 years old around the world.

### **Grade 11: United States in the World – Connecting the Global and the Local**

By grade 11, students are ready to use the skills and knowledge from the previous two years to engage in using their learning to generate and shape big questions and projects within subject matter and across multiple subjects and in multiple languages. Coursework will still be designed to be integrative in nature, apprenticing students in making connections thematically and factually. Students are supported to take critical stances in the disciplines to explain change over time, human/environment interaction, and use various tools and resources to educate and generate new ideas. Democracy in Action workshops will shift to interning outside of school in organizations working to fulfill the Global Goals.

### **GRADE 11 OVERVIEW**

<i>Course</i>	<i>Overarching Questions &amp; Approach</i>
U.S. History or AP U.S. History (Reconstruction to the Present)	What are the major arcs of the past 150 years of U.S. history? How have Americans engaged in social, political, and economic change over time? What are the different viewpoints on creating a “more perfect union”? How does our relationship to the rest of the world shift and change over time? What role should Americans play in the world going forward?

English Language Arts: American Literature and Social Change	How have American and immigrant authors shaped and defined American culture over time? How do authors use literature and non-fiction throughout the 20 <sup>th</sup> and 21 <sup>st</sup> centuries to motivate social change? How can we use the genres we've learned about to motivate change, to describe culture?
Art and Social Change: Film and Theater Studies	How have filmmakers and playwrights shaped and defined American culture over time? How do I use the tools and techniques of modern filmmakers and playwrights to construct my own short film/play?
Astrobiology	How do scientists investigate the universe? What is life and how is it sustained? This full year course begins with how the universe is created (earth science), and then segues into the formation of life and the features of biological development.
Integrated Mathematics 3	Integrated mathematics allows students to develop expertise in multiple strands of math. It lends itself to active use of mathematics in the service of other disciplines (science, statistical modeling, demographic research).
Physical Education: Options for Deep Work in 2 Physical Arts or Sports (1 Per Semester)	Options for physical exercise will be developed in consultation with faculty and students. The main goal is that students engage in physical activity at least three times per week to promote health and well-being.
Spanish language or literature	Students who are ready may take AP Spanish language or literature. Other Spanish course offerings will depend on student need.
Advisory	Advisory will meet once per week. The focus of 11th grade advisory will be on exploring options and plans for college, with an emphasis on involving parents and guardians in the process.

### **Grade 12: Me in the World – Forging the Path for My Future**

In the final year of high school, students will exercise more choice and decision-making both within and outside of school as they look ahead to college and a career. Students will have the opportunity to choose courses in the sciences and the humanities that mimic the work of college-level courses, either by delving deeply into a specific area of study or discipline or by taking AP courses in areas that they may be interested in pursuing in college. They will use their time in advisory to work on college applications and essays, and will receive the full support of the college counselors and teaching staff. Students will choose the issues they want to work on and the organizations they want to work with.

## GRADE 12 OVERVIEW

<i>Course</i>	<i>Overarching Questions &amp; Approach</i>
Social Science In-Depth Study  AND  AP Government	<p>Students will have the option to take two in-depth history courses, each a semester long. Criteria for course design will reflect the theory of action of the Charter School and provide opportunities for students to complete hands-on projects in each course while learning to “do” the work of the discipline. These courses could include:</p> <ul style="list-style-type: none"> <li>• Women’s Studies</li> <li>• Facing History and Ourselves</li> <li>• Economics</li> <li>• Contemporary World Issues</li> <li>• Anthropology</li> </ul> <p>All students will take AP Government in their senior year. All students will be provided access to the AP Government exam.</p>
Language, Literature, and Identity	<p>How have authors explored transitions to adulthood over time? What does education mean in different cultures and time periods? How is identity formed inside and outside of schooling? Explore fiction and non-fiction authors.</p>
Science In-Depth Study	<p>Students will also have the opportunity to choose a science course of interest. Course offerings will meet the same criteria as social science offerings. These options could include:</p> <ul style="list-style-type: none"> <li>• AP Environmental Science</li> <li>• Physics</li> <li>• AP Biology</li> <li>• Introduction to Engineering</li> </ul>
Math In-Depth Study	<p>As with science and social science, students will be provided with options for continuing their study of mathematics. These options could include:</p> <ul style="list-style-type: none"> <li>• Statistics (or AP Statistics)</li> <li>• Introduction to Computer Science</li> <li>• Calculus</li> </ul>
Advisory	<p>In the final year of high school, advisory will meet twice a week to allow more time for students to work on college applications with their college counselor and their teachers/advisors. We the People High School believes that the college admissions process should not rest on the shoulders of families. Rather, school staff is responsible for spearheading the college application process with students.</p>

Art and/or Physical Education	Students will be given options for courses in physical education or continued study in art. Options could include: <ul style="list-style-type: none"> <li>• Art-making courses in particular genres (e.g., mural design, music production).</li> <li>• AP Art history</li> </ul>
Spanish Language or Literature	Students who are ready may take AP Spanish Language or Literature. Other Spanish course offerings will depend on student need.

### ***B. Additional Innovative Elements of the School Model***

**Advisory.** Throughout their four years, students will also participate in advisory once or twice per week. Advisory is a place for students to develop meaningful relationships with each other and with an adult, providing a safe space for the development of empathy, understanding, and emotional maturity. Advisory will be communications-based, developing students' capacity to speak and advocate for themselves and to practice deliberation and debate. Advisory provides an additional vehicle for personalization, enabling students to explore content and topics that are of interest to them.

**Democracy In Action.** Each DIA will consist of an immersive learning experience inside or outside of school. DIAs may be taught by field-based experts and/or We the People High School faculty. Each DIA culminates in a product that contributes to democracy building and aligns with one or more of the Global Goals. Students will attend their DIA during regular school hours. In 11<sup>th</sup> and 12<sup>th</sup> grade, students may be placed in two or three-week long internships that are reflective of their individual or collective DIA work and interests. We the People High School will partner with non-profits, government, and businesses to provide students with work experience in fields and organizations that are working toward the Global Goals. DIAs enable students to experience immersive, specialized learning experiences in different disciplines, including disciplines not traditionally included in high school curricula, such as community organizing, advocacy, and using big data and social media effectively. This practice mirrors what many elite private schools offer, as well as many colleges and universities throughout the country.

**Exhibitions of Learning.** Twice a year at the end of each semester, We the People High School becomes a place where the community comes to learn from students about their work, their projects, and the work of active citizenship. Exhibitions of learning enable students to tie together all that they've learned in ways that teach, communicate, and amplify their voices. Teachers and partner organizations will work with students to curate this culmination of learning. Exhibitions will happen outside of regular school hours so that families and community members can attend.

**9<sup>th</sup> Grade Orientation.** Up to one week of transition activities, including field and place-based learning to introduce the thematic focus for the year.

### C. What Does a Year Look Like? Proposed School Year Calendar

Below is the proposed school year calendar for 2020 - 2021.

#### We the People High School Sample Academic Calendar

Year	Month	Event	Date	Number of Instructional Days in the Month
2020	June	Faculty Professional Development	June 22 - 26 June 29 – Jul 3	0
	August	Faculty Back-to-School PD 9 <sup>th</sup> Grade Orientation First day of Instruction	August 19-21 August 24-25 August 26	4 days
	September	Labor Day Holiday Pupil-Free Day	September 7 September 25	21 days
	October	Q1 ends Oct 23 DIA Immersion – 1 week	October 26-30	22 days
	November	Veterans Day Holiday Thanksgiving Holiday	November 11 November 23–27	15 days
	December	Winter Break	Dec 21–Jan 3	14 days
2021	January	DIA Immersion – 2.5 weeks MLK Jr. Day Holiday Exhibitions of Learning Pupil-Free Day Q2 ends Jan 22	January 4 - 20 January 18 January 21-22 January 25	19 days
	February	Presidents' Day Holidays	February 8 February 15	18 days
	March			22 days
	April	Q 3 ends March 26 Pupil-Free Day Spring Break	April 2 April 3-9	16 days
	May	DIA Immersion – 1 week Memorial Day Holiday Exhibitions of Learning	May 17–21 May 31 May 26-27	20 days
	June	Last Day of School – Q4 ends Pupil-Free Days Y2 Faculty Planning Days	June 16 June 17-18 June 21–25	16 days
	Total Faculty PD days: 22			187 instructional days total

### ***D. Instructional Days and Minutes***

We the People High School will exceed the required minimum 175 days of instruction for pupils, grades 9–12, and exceed the minimum 64,800 minutes of instruction. The table below shows the number of instructional days and minutes for a typical school year.

Grades	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Days	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of (Other) Days	Number of Instr. Minutes Per (Other) Days	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/Below State Req't
9	178	360	9	260	0	0	0	0	187	64800	66420	1620
10	178	360	9	260	0	0	0	0	187	64800	66420	1620
11	178	360	9	260	0	0	0	0	187	64800	66420	1620
12	178	360	9	260	0	0	0	0	187	64800	66420	1620

### ***E. What Does A Day Look Like? Sample Bell Schedules***

In the We the People High School sample daily schedule, there are four 90-minute blocks during the regular day, with odd and even schedules alternating days. For the student, this means they will have eight 90-minute blocks over the course of two days, with only seven classes scheduled. This leaves one 90-minute “flex time” block open for students to work together on projects, seek support from teachers outside of class time as needed, meet with a counselor, or plan for/work on projects with community partners. In addition, teachers may pull together small groups of students for intervention and extra support during their “flex time” block.

On the second Thursday of each month, we will follow the minimum day schedule to allow for full faculty meetings from 1:30–4:00 p.m. Additional faculty meeting time will be built into the schedule as common planning time.

### **We the People High School**

#### **Sample Bell Schedule: Regular Day**

Regular Day Monday - Friday		Inst. Mins.
8:15–9:45	Period 1/2	90 min
9:45–10:15	Monday: Advisory T–F: Office hours, tutoring, nutrition	30 min
10:15–11:45	Period 3/4	90 min
11:50–12:20	Lunch	30 min
12:25–1:55	Period 5/6	90 min
2:00–3:30	Period 7/8	90 min

**We the People High School**  
**Sample Bell Schedule: Minimum Day**

Minimum Day: 3rd Thursday of Each Month		Inst. Mins.
8:15–9:20	Period 1/2	65 min
9:25–10:30	Period 3/4	65 min
10:30–10:45	Nutrition	15 min
10:45–11:50	Period 5/6	65 min
11:55–1:00	Period 7/8	65 min
1:00–1:30	Lunch	30 min.

**We the People High School Sample 2—Week Student Schedule, Grade 9**

Time	Monday (Odd)	Tuesday (Even)	Wednesday (Odd)	Thursday (Even)	Friday (Odd)	Instructional Minutes
<b>8:15–9:45</b>	Environmental Science	Integrated Math 1	Environmental Science	Integrated Math 1	Environmental Science	90
<b>9:45–10:15</b>	Advisory	Office Hours	Office Hours	Office Hours	Office Hours	0
<b>10:15–11:45</b>	ELA 9	Civics Be the Change	ELA 9	Civics Be the Change	ELA 9	90
<b>11:50–12:20</b>	Lunch	Lunch	Lunch	Lunch	Lunch	0
<b>12:25–1:55</b>	Spanish	<i>Flex time/ Intervention</i>	Spanish	<i>Flex time/ Intervention</i>	Spanish	90
<b>2:00–3:30</b>	PE	Art & Social Change	PE	Art & Social Change	PE	90
<b>Total Instructional Minutes (with Passing Periods):</b>					360	

Time	Monday (Even)	Tuesday (Odd)	Wednesday (Even)	Thursday (Odd)	Friday (Even)	Instructional Minutes
<b>8:15–9:45</b>	Integrated Math 1	Environmental Science	Integrated Math 1	Environmental Science	Integrated Math 1	90
<b>9:45–10:15</b>	Advisory	Office Hours	Office Hours	Office Hours	Office Hours	0

10:15–11:45	Civics Be the Change	ELA 9	Civics Be the Change	ELA 9	Civics Be the Change	90
11:50–12:20	Lunch	Lunch	Lunch	Lunch	Lunch	0
12:25–1:55	<i>Flex time/ Intervention</i>	Spanish	<i>Flex time/ Intervention</i>	Spanish	<i>Flex time/ Intervention</i>	90
2:00–3:30	Art & Social Change	PE	Art & Social Change	PE	Art & Social Change	90
<b>Total Instructional Minutes (with Passing Periods):</b>					360	

### We the People High School Sample Schedule Early Dismissal Day (One Thursday Per Month)

Time	Thursday (Even)	Instructional Minutes
8:15–9:20	Integrated Math 1	65
9:25–10:30	Civics Be the Change	65
10:30–10:45	Office Hours	0
10:45–11:50	<i>Flex time/ Intervention</i>	65
11:55–1:00	Art & Social Change	65
1:00–1:30	Lunch	0
<b>Total Instructional Minutes (with passing periods):</b>		260

Thursday schedules will alternate each month so that the same subjects are not reduced one day per month, ensuring an equal amount of time per subject distributed throughout the year.

### ***F. What Might This Schedule Look and Feel Like? A Day in the Life of a We the People High School Student***

Students arrive at school between 7:30 and 8:10 a.m. They are greeted by front office staff, their counselor, their principal, and their teachers. They congregate in a shared open workspace where teachers may also be working. Breakfast is available for all students, regardless of socioeconomic status. It is November and 9<sup>th</sup> grade students make their way to their first period class at 8:15 a.m., which is either environmental science or Integrated Math 1 (humanities teachers have this



block to meet in common planning time). In science, students are exploring the relationship between water as a natural resource and human activity which has impacted earth systems through the construction of waterways in Los Angeles. Their task is to propose a new model of harnessing water to make the region more sustainable. Students are working in groups with sets of sources and data that describe the engineering of water conservation systems, the public policy of creating such systems, and the various arguments for and against different systems. Next, one small group of students start a video conference with students in Brazil, who are working on the same project in their own city of Rio. They collaborate on the data sources, on what they are proposing as their alternate water system for their city. Students from Rio share examples of what they are proposing and students from Long Beach provide feedback on their presentation, focusing on how they used data to support their proposal. Tomorrow, the Long Beach group will present to the Rio group and the Rio group will provide feedback. The teacher works with a group of students who need support analyzing the data. Other groups are preparing for their video conferences with their own student groups in Rio.

After first block, students have half an hour to check in with teachers and counselors on work they may have missed or misunderstood. They may also use this time to socialize, or to collaborate with each other on upcoming or unfinished work.

For second block, students move into their Civics: Be the Change class. They are in the process of creating sample campaign advertisements and infographics about Long Beach water use. A few weeks ago, they had their first DIA, which was a week-long boot camp led by an expert in advocacy and campaign strategy. This expert taught them a process for developing a message about an issue and honing that message towards a particular audience. Throughout the week, students worked in teams to define their issue and outline the policy they'd like to put in place, created a timeline for implementation, and launched the first phase of a media campaign targeted at the public. Today, they are working on the best uses of language and images to persuade their target audience. The teacher shows the students some current and past examples, and they analyze the features of these examples and establish some concrete criteria for their own product. Then, they work in small groups to create their first infographic-based media release. Each student also writes a description of the infographic, detailing the rationale behind the choices they made and the effect they hope to achieve.

Lunch is a break for all students and staff, followed by the 3<sup>rd</sup> block of the day, which is Art and Social Change. In Art and Social Change, students are exploring how contemporary "street" art from Detroit and the Dakota Sioux take up themes of man's relationship to the land, to water, and to fellow man. They are exploring the specific mediums various artists use, and how these are related to the message of the art piece. During individual work time, the art teacher pulls a small group of EL students aside to support the development of their artist critiques (specifically, claim statements and use of analysis examples from the artworks). Other students are spread throughout the room, the hallway, and outside, constructing their own 3-D art works that take up the themes they've been exploring in class and applying them to their own lives, their own histories and communities.

During the 4<sup>th</sup> and final block of the day, half of the 9<sup>th</sup> grade students have their “flex time” block. Teachers are on hand to supervise, meeting with individuals and groups of students to clarify expectations, provide feedback on drafts, and to provide remediation as needed. Students who are designated ELD and students who are not proficient in literacy are enrolled in their STARl literacy intervention course during this block. The teacher works with them on close reading and expressing their thinking through speaking and writing. Students who are seeking more challenge may be taking an online course during this time on advocacy from the Global Online Academy. They may also be scanning source material for their water project. All students in flex time track their work and emerging questions in a Google Doc designed for this purpose and available to all staff. Advisors check their advisees’ trackers weekly to assess how students are progressing and make plans to assist and support accordingly. Students may also meet in clubs during this time, and student government committees may use this time to work on upcoming agenda items for student council.

Conversely, the other half of students may have their language and literature course during 4<sup>th</sup> block. In this course, they are reading various autobiographical sources (short stories, blogs, music lyrics) that point toward environmental justice themes. In particular, they are identifying descriptive language and detail that is impactful and engaging in a “write like” activity that will launch them in constructing their own environmental autobiographies.

Throughout the day, the content students work on is thematically connected. Within specific courses, they learn to use the tools of specific disciplines to work on Global Goal 12: Responsible Consumption and Production -- namely, ensuring access to clean water now and in the future. Each day, students have time to work individually, in small groups, and as a whole class. Their teachers know their strengths and weaknesses and plan instruction accordingly, marshaling the appropriate resources and time for each individual student. Fostering the skills to self-monitor and use time well happens throughout 9<sup>th</sup> grade in advisory and in regular coursework so that over time, students learn to use their time effectively and come to see themselves as having control over their own learning.

### ***G. What Might Four Years Look Like? Graduation Requirements***

We the People High School intends to graduate all students college- and career-ready. An important part of this goal is ensuring that all students complete the California State University (“CSU”) and University of California (“UC”) A-G requirements. We the People will ensure that all offered courses, including category F and category G electives, will be A-G-approved classes. Further, all offered courses will be transferable to other public schools, per accreditation with the Western Association of Schools and Colleges (“WASC”).

Our graduation requirements will exceed the A-G requirements that make students eligible to apply to the state university system in California. Specifically, at We the People High School students will take 4 years of social science, three years of lab science, and three years of world language. In addition to the credits and courses needed to qualify for entrance into a university, We the People High School students will have three Democracy In Action courses per year, well

beyond what is typically offered at a traditional high school. The Democracy In Action intensives and internships (two to three per year) and annual exhibitions of learning will help our students stand out in the college admissions process and in the job market through the projects they produce and the experiences they are able to convey.

Students and parents will be informed of how each course meets graduation and college entrance requirements via the Student and Parent Handbook that will be provided each school year and upon new student enrollment, and posted on the Charter School's website. We the People High School will also work with students and parents so they understand the eligibility of courses to meet college entrance requirements through advisor, parent meetings, individual meetings, and assemblies.

### **We the People High School Graduation Requirements/ University of California A-G Requirements**

Discipline	Graduation Requirement	Pathway	Total Credits Required
<b>Social Science</b>	WTP: 4 years  UC: 2 years	<b>WTP:</b> Civics: Be the Change – Big History – U.S. History – AP Government and choice electives  <b>UC:</b> One year of world history, cultures and historical geography and one year of U.S. history, or one-half year of U.S. history and one-half year of American government or civics	40
<b>English</b>	WTP: 4 years  UC: 4 years	<b>WTP:</b> Language & Literature 1 – L & L 2 – L&L 3 –AP English Language or Literature  <b>UC:</b> Four years of college preparatory English that includes frequent and regular writing, reading of classic and modern literature, and practice listening and speaking.	40
<b>Lab Science</b>	WTP: 3 years  UC: 2 years/ 3 years recommended	<b>WTP:</b> Environmental Science – Astrobiology – Chemistry & Physics  <b>UC:</b> Two years of laboratory science providing fundamental knowledge in at least two of the three disciplines of biology, chemistry, and physics	30
<b>Math</b>	WTP: 3 years  UC: 3 years/ 4 years recommended	<b>WTP:</b> Integrated Math 1 – IM 2 – IM 3  <b>UC:</b> Three years of college preparatory mathematics that include the topics covered in elementary and advanced algebra and two- and three-dimensional geometry.	30
<b>World Language</b>	WTP: 3 years  UC: 2 years/ 3 years recommended	<b>WTP:</b> Spanish 1 – Spanish 2 – Spanish 3  <b>UC:</b> Two years of the same language other than English or equivalent to the second-level of high school instruction.	30

<b>Visual and Performing Arts</b>	WTP: 2 years UC: 1 year	<b>WTP:</b> Art & Social Change 1 – Art & Social Change 2-- Art & Social Change 3 <b>UC:</b> One year	20
<b>College Prep Elective – Democracy In Action</b>	WTP: Each year of enrollment* UC: 1 year	<b>WTP:</b> Students complete 3 DIAs per year, sequence and topics determined by student and teacher choice <b>UC:</b> One year	40
<b>PE and Health</b>	2 years		20
<b>Advisory</b>	Each year of enrollment		0
<b>Total Credits for Graduation:</b>			230 min/ 260 max

#### ***H. Informing Parents, Including Parents with Limited English, About Course Transferability and College Entrance Requirements***

All A-G courses at We the People High School are transferable to other public schools, and will meet the rigorous requirements for admission to the UC/CSU system. Parents are notified about the transferability of courses and the eligibility of courses to meet college entrance requirements through the Student and Parent Handbook, which will be made available in English, Spanish, and other home languages as needed. Parents are also made aware of these course requirements through meetings with school staff and counselors. Every transfer student will participate in an intake meeting with their parents/guardians which includes a review of their transcript and tracking towards graduation. Every exiting student will also receive a transcript to provide them with an official record of courses completed and credits earned. In addition, We the People High School's master schedule will be informed by student needs to ensure sufficient intervention opportunities are available for the student population.

#### ***I. Western Association of Schools and Colleges Accreditation***

We the People High School will seek WASC accreditation before the Charter School graduates its first class of students. The WASC process enables data-based self-study for the purpose of serving students optimally. We the People High School intends to use this process as an extension of ongoing assessment of student performance data in weekly content meetings, monthly whole staff meetings, and quarterly professional development days. Achieving WASC accreditation demonstrates to the public that the Charter School is a trustworthy institution of learning. It validates the integrity of the Charter School's program and student transcripts, which is important in the eyes of our community and colleges.

## VII. CURRICULUM, INSTRUCTION, AND ACADEMIC COURSE DESCRIPTIONS

Students learn best when curriculum and instruction is inquiry-driven and project-based. All We the People High School faculty will use the *Understanding by Design* model to backwards plan their instruction from meaningful projects and assessments, including differentiation for students in need of specific supports. As a Global Goals school, we intend to design meaningful instruction for students to engage with specific challenges posed by the Global Goals through project-based research and action. As outlined above in the description of our Instructional Program, coursework in each year of high school is thematically connected, enabling students to do interdisciplinary work in ways that are subject-matter serious, apprenticing them to meet the global citizenship standards.

Choosing, adapting, designing, and using curricular resources to support the overarching goals of the Charter School and program of study is what will propel our Charter School to meet all of the goals for students outlined above. While there is no one curriculum that accomplishes this, there are many sources and resources that exist in the market and via open educational resources that support the meaningful, impactful learning we intend to provide for students. We intend to be informed consumers of curricula and learning management systems, using processes developed by school leadership to analyze resources with our own school goals in mind. We also intend to remain responsive to new developments while maintaining our commitment to a core curriculum for students that is protected from educational whims and trends not based in research.

Below, we provide a description of the pedagogy, course overviews, and core curricular resources we are considering in each of the core academic areas.

### A. Science Pedagogy, Course Descriptions, and Sample Curriculum

NGSS has propelled the already well-organized science education community to come together to promote one vision of science education. Organized to promote “3D” learning, the performance expectations are organized to promote integration of the Science and Engineering Practices, Disciplinary Core Ideas, and Crosscutting Concepts to understand complex phenomena. When taken together, the practice of science becomes the vehicle through which learning occurs.

#### **Science Pedagogy**

NGSS builds on decades of research on how students learn best. At We the People High School, we intend to employ these performance expectations through the 5E pedagogical model described below. The 5E is intended to occur during one instructional cycle and encourage students' deeper understanding of a given phenomenon. Below is a description of each ‘E’ and the intended amount of time that is expected within each phase.

##### **1. Engagement (10% of the time)**

- Pique student’s personal interest while pre-assessing prior understanding with the introduction of phenomena:
  - i. Interact with a new phenomena;
  - ii. Identify their own prior knowledge; and

- iii. Ask questions.

**2. Exploration (20% of the time)**

- Get students involved in building their own understanding of the phenomena and provide a common base of activities:
  - i. Experience key concepts and discover new skills;
  - ii. Probe, inquire, and question experience; and
  - iii. Establish relationships and understanding.

**3. Explanation (20% of the time)**

- Provide students with an opportunity to confirm and revise their understanding of the content with formal scientific language:
  - i. Connect prior knowledge and background to new discoveries;
  - ii. Communicate new understandings; and
  - iii. Connect informal language through their experience to formal language and content.

**4. Elaboration (40% of the time)**

- Allow students to challenge and extend their use of new knowledge and continue to explore its implications applied to a new setting:
  - i. Apply new learning to a new or similar situation;
  - ii. Extend and explain concept being explored; and
  - iii. Communicate new understanding with formal language.

**5. Evaluation (10% of the time)**

- Both students and teacher determine how much learning and understanding has taken place:
  - i. Assess understanding (self, peer and/or teacher evaluation);
  - ii. Demonstrate understanding of new concept by observation or open-ended response; and
  - iii. Apply within problem situation.

In addition, We the People High School intends to take up the recommendations outlined in *A Blueprint for Environmental Literacy: Educating Every California Student In, About, and For the Environment*. This blueprint outlines strategies and curricula for getting to the goal of environmental literacy for all. In this vision, environmental literacy is embedded in instruction across content area disciplines and is strengthened by meaningful learning experiences that “build environmental literacy in nature; on school grounds; in the local community; in residential outdoor science programs; and in museums, aquariums, science centers,” and other places dedicated to public science education.<sup>41</sup>

---

<sup>41</sup> Environmental Literacy Task Force, *A Blueprint For Environmental Literacy: Educating Every California Student In, About, and For the Environment*, (Redwood City: Californians Dedicated to Education Foundation, 2015), 11, <https://www.cde.ca.gov/pd/ca/sc/documents/envronliteracyblueprint.pdf>.

## **Science Course Descriptions**

### **Environmental Science (Core, College Preparatory)**

The course is designed to provide 9th grade students with a strong foundation, understanding, and practical application of the physical and ecological principles and concepts of environmental science. Scientific processes and practices will be central in a rigorous project-based learning model wherein students formulate relevant questions about various environmental problems and issues, design methods, gather data, analyze information, synthesize their findings, and create viable solutions using critical thinking and scientific skills.

### **Chemistry (Core, College Preparatory)**

This course is designed to allow students to dive deep into how everyday actions impact the world around them — specifically in regards to climate change. Combustion is the fundamental thread that ties all areas of study including energy, bonding, basic chemical reactions, and the real-world application of chemistry and how it affects students' lives. Looking at chemistry through Earth's systems ensures that students understand the practical application of chemistry.

### **Astrobiology (Core, College Preparatory)**

Astrobiology is a course where students will be challenged to consider the most current scientific ideas about the origin and development of the universe; the origin, evolution, distribution and future of life; and the unique development of modern technology. It is an interdisciplinary course designed to build upon students' previous learning in physical, biological, and earth science.

## **Science Elective Course Descriptions**

### **AP Environmental Science**

The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of study.

### **AP Biology**

AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes, energy and communication, genetics, information transfer, ecology, and interactions.

### **Introduction to Engineering**

Introduction to Engineering exposes students to the engineering design process, research and analysis, teamwork, communication methods, global and human impacts, and technical documentation. Through practical, real-world connections, students have an opportunity to see how science, mathematics, and engineering are part of their everyday world, and why it is important for every citizen to be technologically and scientifically literate.

### **Science Curriculum**

Below are the best current examples of materials that support the vision and mission of We the People High School in science:

- [Activate Learning: It's About Time Project-Based Learning Curricula](#): The courses offered here are NSF-vetted resources that are structured as project-based and result in student performance tasks aligned to the NGSS standards. Each unit of study begins with an engaging question relevant to students and progresses through scientific exploration with content, big ideas, and cross-cutting concepts. Courses include Environmental Science and Biocomplexity (grade 9), Active Chemistry (grade 10) and Astrobiology (grade 11), and additional courses on Astronomy, Active Physics, and Earth and Space Science.
- [California Education and the Environment Initiative](#) ("EEI"): These innovative, free resources for California students provide curricular resources that emphasize the intersection between science, history, and social change. Units range from topical (e.g.: "Liquid Gold: California's Water"), historical (e.g.: "New Imperialism: The Search for Natural Resources"), to contemporary issues and active democracy (e.g.: "Many Voices, Many Visions: Analyzing Contemporary Environmental Issues").
- [Exploring Computer Science](#): A project- and inquiry-based curriculum that introduces the big ideas of computer science to high school students. Resources include ways of supporting students to develop computational thinking, use of algorithms and statistics, and the intersection of math, science, and other disciplines with civic engagement.
- [Introduction to Data Science](#): This curriculum is built to engage students to understand data and how it is used in different contexts. It is an active statistics curriculum that supports both math and science standards and includes application to everyday life as part of its core content.

### **B. History/ Social Studies Pedagogy, Course Descriptions, and Sample Curriculum**

We the People High School will use the *College, Career and Civic Life ("C3") Framework for Social Studies State Standards* to provide structure and guidance on how concepts, skills, disciplinary tools, and content are integrated to prepare students for college, career, and civic life. The C3 Framework takes the form of an inquiry arc — a set of interlocking and mutually reinforcing ideas that feature the four Dimensions of informed inquiry in social studies: (1) developing questions and planning inquiries; (2) applying disciplinary concepts and tools; (3) evaluating sources and using evidence; and (4) communicating conclusions and taking informed action. This Framework supports the mission and vision of We the People High School, enabling students to develop the skills, knowledge, and dispositions to act on real-world problems and issues.



### ***History/Social Studies Pedagogy***

The ability to frame and answer big overarching questions about the past and present is a skill that develops over time. In the initial years of high school, teachers will design these overarching questions using the curricular materials and processes mentioned below. The following is a description of what a high-quality inquiry arc in history/social science entails within a unit of study (3–6 weeks of instruction):

#### **1. Access Prior Knowledge (1–2 days)**

- Students engage in the overarching question for the unit via material that enables them to do two things:
  - i. Review what they already know about the topic; and
  - ii. Learn something new about that topic OR think about that topic in a new way.

#### **2. Engage (1–3 days)**

- In the “engage” portion of a unit of study, initial learning is anchored around a particular source or artifact that becomes a touchstone source for the unit. The teacher typically models ways of analyzing the source (including specific reading strategies that are source-specific), and students practice using evidence from analysis to answer the overarching question.
- Students then practice the disciplinary strategy with additional sources and with guidance from the teacher.
- Opportunities for differentiation, formative assessment, and academic talk are provided in instructional formats relevant to student needs and to the content.

#### **3. Investigate (5–8 days)**

- During this period of study, students develop the expertise they need to fully answer the overarching question for the unit. Building on habits they develop in the “engage” portion of the unit (and on the disciplinary habits they develop in previous units), students spend several days analyzing multiple sources.
- Where needed and where relevant, specific ways of reading and analyzing sources are modeled by the teacher or other students.
- This is where teachers can differentiate the source material based on student needs. This is also when student choice may come into play as students incorporate additional source material outside of what is provided to augment their study and understanding.
- Instruction is designed to highlight teacher scaffolding techniques, and texts are chosen to meet the needs of diverse students where all students are exploring the same big ideas through challenging text (including visual texts).

#### **4. Explain/ Act (2–5 days)**

- Students work on the culminating assessment for the unit, which incorporates reading, writing, speaking, and listening standards.
- Argument and explanation writing are emphasized and supported.

- Use of new media to argue, explain, propose, persuade, and educate are incorporated based on the content of the unit.

### ***History/Social Studies Courses Descriptions***

Students at We the People High School are required to take four years of course work in the social sciences. Each history course is designed based on the California History-Social Science Framework.

#### **Civics: Be the Change (Core, College preparatory)**

This 9<sup>th</sup> grade course is an introduction to the social science of civics, history, economics and geography through the lens of Long Beach/Los Angeles. Students gain an understanding of who the residents of Long Beach are through the study of modern immigration and migration; how citizens make change through government, law, politics, and community action; and how public policy can be influenced. Students also gain an understanding of the effects of human environment interaction and economic systems.

#### **Big History (Core, College preparatory)**

Taught in 10<sup>th</sup> grade, Big History is the study of change over time from the Big Bang to the future. The course is built around essential historical and scientific questions and major turning points in planetary and human history, such as: *where did we come from? What causes change? Where are we heading?* Students analyze and synthesize a wide range of progressively complex historical and scientific texts. Students use primary and secondary sources, graphs, charts, data, and maps to write evidence-based narratives, explanations, and arguments. Through research, investigation, and debate, students develop their capacity to use technology and digital media strategically and capably. Through an examination of the historical roots of current world challenges, students develop an understanding of patterns across time and place and debate solutions to contemporary global problems.

<p><b><u>U.S. History (Core, College preparatory)</u></b></p> <p>This 11<sup>th</sup> grade course explores the history of political and social movements in the United States from Reconstruction to the present. Students explore cause and effect and change over time through the analysis of primary and secondary source documents about key historical periods and movements. Principles of economics and economic systems are introduced in conjunction with relevant historical periods. Students gain an understanding of the strategies and techniques used by individuals and social movements in the 20<sup>th</sup> and 21<sup>st</sup> Centuries to expand civil rights and to create a “more perfect union.”</p>	<p><b><u>AP United States History (Core, College preparatory)</u></b></p> <p>Advanced Placement U.S. History engages students in an in-depth study of American history from its earliest origins to the present day. Emphasis is placed on understanding themes, cause and effect, and change over time about political, social, cultural, and economic issues that have shaped the history of our nation. This is an advanced college-level course that emphasizes source analysis, research, writing, and discussion. Primary and secondary source readings form the basis of the course, and students are expected to keep pace with a rigorous weekly reading schedule. This course prepares students for the AP U.S. History exam.</p>
<p><b><u>AP U.S. Government/ Economics (Core, College preparatory)</u></b></p> <p>This college-level course focuses on the functions of the United States government and the significance of politics in our everyday lives. Students examine political institutions, interest groups, agencies, and individuals that make, influence, and uphold our democratic institutions. Through the lens of the Constitution, students evaluate functions of government, how rights are granted and gained, and how to influence government institutions and policies through various channels. Students participate in debates, Mock Congress, speechmaking, and conducting media campaigns. In addition, students continue their study of economics, focusing on the intersection of economics, governance, and politics. Students also learn macroeconomic concepts, including international trade, inflation and deflation, and fiscal and monetary policy. This course prepares students for the AP American Government exam.</p>	

### ***History/Social Studies Electives***

During their 11<sup>th</sup> and 12<sup>th</sup> grade years, students will have the option to take social science elective courses in addition to their core courses. These courses are semester-long, project-based offerings. Additional elective courses will be developed in response to student interest.

**Contemporary World Issues (Non-core, College preparatory)**

This course engages students in understanding, considering, and debating current international policy issues. Using curriculum and topics from The Choices Program at Brown University, students examine the history of contemporary world problems, gaining understanding of the context, values, and culture of the period from the perspective of those who lived it. Students then explore the questions and choices that people face currently while debating and proposing solutions. Topics may include: climate change and questions of justice, confronting genocide, immigration and the U.S. policy debate, and the U.S. role in a changing world.

**Facing History and Ourselves (Non-core, College preparatory)**

Facing History integrates the study of history and literature with ethical decision-making through project-based learning. This course focuses on the Holocaust and Human Behavior curriculum and is an in-depth study of the choices Germans made in the 1920s and 30s as a powerful example of how individual choices affect history. Students explore the themes of participation, community, responsibility, evil, and judgment through literature and other modern historical examples.

**Women's Studies (Non-core, College preparatory)**

This course examines the history of women's rights over time in the U.S. and abroad, as well as contemporary issues shaping the lives of women and girls today. Through literature, film, memoir, and primary and secondary sources, students will analyze various perspectives on women's roles, their place in society, and how they have achieved change over time. Students create a product to educate and/or inform others about a topic of interest to them.

**Anthropology (Non-core, College preparatory)**

This course is an introduction to the discipline of anthropology, with a focus on the four traditional sub-disciplines (cultural anthropology, linguistics, archeology, and biological/physical anthropology). Students will become familiar with the theory and methods of each sub discipline and the major practitioners and theorists in the field. Students will analyze how humans have lived in the distant past, how they have adapted to diverse environments, and how cultural diversity affects our world today. Students will use anthropological theory and methods to design and conduct original research and analyze their own data.

### **Economics (Non-core, College preparatory)**

This course depends upon students' understanding of basic economic problems and institutions and focuses on thinking like an economist. Students analyze and interpret data and consider economic issues in today's world. From economics in the world of business, money, banking, and finance, students see how economics is applied both domestically and globally. They explore economic policies that advance social justice and create a campaign or project that applies key learnings to a local, national, or global problem.

### ***History/Social Studies Curriculum***

We the People High School will combine high-quality existing materials with instructional design based on *Understanding by Design* to create a rigorous, powerful curriculum sequence for students. Below are some of the best current sources of curricular materials that support the vision and mission of our school.

- [The Big History Project](#): This is a free online curriculum that explores history from the Big Bang to the present. Centered around major thresholds in the development of the Earth and human history, Big History engages students in studying multiple sources to determine how we know about the past and about the science that created the solar system and the Earth. Big History is an inquiry-based curriculum that integrates video, primary source material, and project-based approaches to asking questions about the past and future in ways that are engaging and important.
- [The Choices Program](#), Brown University: The Choices Program develops curricula on current and historical international issues. In each unit, a central activity challenges students to consider multiple viewpoints on a contested issue. Students examine the historical, cultural, and political background of the issue to prepare a coherent presentation.
- [We the People & Project Citizen](#), Center for Civic Education: Project Citizen teaches a process for identifying problems and issues and carrying out the research and methodology to propose change, and then implementing that change at the local and national level. The We the People textbook series is part of this body of work as well, offering an overview of civics in the U.S.
- [Facing History & Ourselves](#): Facing History offers courses and units of study that look at the historical roots of the Holocaust and large social movements across time in ways that prompt students to think critically about their role in history and social change.

### ***C. Mathematics Pedagogy, Course Descriptions, and Sample Curriculum***

We the People High School will adopt the integrated approach to mathematics at the high school level. Integrated math more closely aligns with how all other industrialized nations approach math instruction for 15 to 18 year olds, particularly those scoring highest in the Trends in International Mathematics and Science Study ("TIMSS") studies of the past decade. An integrated approach teaches students to use a variety of mathematical content to approach problems, and is a continuation of how students learn math in middle school. The CCSS for mathematics requires all high school students to develop integrated understandings of algebra, geometry, and data

analysis where concepts, skills, and representations in each content strand support the development of these skills and reasoning in other strands.<sup>42</sup> An integrated course sequence allows students to master depth in each area of mathematics over time and prevents a year-long “vacation” from algebra. The concept of function can be fleshed out in multiple disciplines and utilized in disciplinary ways to solve problems. We also value a balance between “pure” math and real world mathematical problem-solving. In real world mathematical problem-solving, solutions and solution paths are generated from multiple strands of mathematics depending on the problem. Real life applications of mathematics do not artificially separate problems into algebra, geometry, or statistics problems. It makes sense to organize high school mathematics so that students develop problem-solving skills and techniques in all strands of math, learning to use the math practices adeptly to problem-solve and communicate.<sup>43</sup> Characteristics of integrated CCSS mastery by eleventh grade (or earlier) include:

- Effective and accurate use of formal mathematical notation, vocabulary, and concepts.
- Integrated understandings of algebra, geometry, number, and data analysis (students are expected to tie things together).
- Connections and distinctions among functions, expressions, equations, and inequalities.
- Graphic technology is utilized, especially for graphical solutions of equations.
- Symbolic techniques emphasize structure and equivalent forms and serve a purpose (rather than a mere drill), and results are interpreted in the problem context.

### ***Mathematics Pedagogy***

The California Common Core State Standards for mathematics emphasize the integration of mathematics content and skills and the mathematical practices to promote student mastery of both through the development of engaging lessons, units, and curricula. The standards move away from past practice of “I do, we do, you do” in mathematics to, in the words of Magdalene Lampert, “You, Y’all, We.” In addition, the new standards place the math practices at the center of instruction. They are the means by which students learn to do math. This pedagogical shift is meant to foster problem-solving, rather than answer-getting.<sup>44</sup> To accomplish this shift from teacher-driven answer-getting to student-driven problem-solving, math lessons are designed with the following features:

#### **1. Engage: Opening**

- Students make sense of the problem or concept they will be working on. The opening is a brief, teacher-directed session meant to give students an understanding of what they are about to work on.

#### **2. Explore: Work Time**

---

<sup>42</sup> J. Michael Shaughnessy, “An Opportune Time to Consider Integrated Mathematics,” *NCTM*, National Council of Teachers of Mathematics, March 2011. <https://www.nctm.org/News-and-Calendar/Messages-from-the-President/Archive/J.-Michael-Shaughnessy/An-Opportune-Time-to-Consider-Integrated-Mathematics/>

<sup>43</sup> Robert Reyes & Rustin Reys, “Two High School Mathematics Curricular Paths - Which One to Take?,” *Mathematics Teacher* 102, no. 8 (April 2009): 569.

<sup>44</sup> Elizabeth Green, “Why Do Americans Stink at Math?,” *The New York Times*, July 23, 2014.

- Individually, in pairs, or both, students produce work on a problem or series of problems with the expectation that they will be asked to share and explain their work to the class. Beginning with individual think time, students work to make sense of the problem and work on solving it on their own. Then, they turn to a partner and share their work and discuss where there are similarities and differences among their respective approaches. During this phase of the lesson, students explore different solution paths and the teacher provides guidance, one-on-one support, and gathers information about student thinking.

### **3. Explain & Connect: Structured Share-out**

- Students are asked to share and explain their work. The teacher facilitates discussion to help students clarify their explanations, connect to each other's explanations, and explain the thinking of others. This is the most crucial phase of the lesson as it lays out the different solution paths and thinking routines used by students to come to the solution. Speaking and listening become the vehicles by which sense-making happens. This is also the phase of the lesson where the "text" is generated by students. That "text" then becomes the vehicle for further exploration of similar mathematics.

### **4. Application of Learning**

- In some lessons, students are given the opportunity to apply what they learned in the Explain & Connect phase of the lesson to new problems that are similar to those they tackled initially. This promotes application and transfer of knowledge and allows time and space for differentiated support.

### **5. Summary of the Math & Reflection**

- In this phase of the lesson, students revisit and refine their explanations and work toward a summary of the work in their own words using mathematical notation and text.
- In some cases, students will be asked to reflect on the day's learning to promote metacognition and self-management of learning, to tie work back to specific math practices and ways of learning, and to promote learning transfer.

At each phase of the lesson cycle mentioned above, teachers are gathering information about student thinking and using that information to determine what students will need to accomplish the lesson goals, providing differentiated support on the spot and in future lessons. All instruction is designed with the following goals in mind:

- Build student proficiency with reasoning and procedural fluency.
- Facilitate internalization of the mathematical practices through a learning environment that fosters collaboration, questioning, and investigation.
- Identify trends and patterns in student thinking for use in designing the next phase of instruction.

To accomplish all of the above, throughout each year and each course, students develop the capacity to use routines for reasoning, such as connecting representations, recognizing repetition, and capturing quantities. These routines are meant to help foster mathematical reasoning. As students become more adept with math routines, they develop the capacity to meet standards.<sup>45</sup>

### **Mathematics Course Descriptions**

#### **Integrated Math I (Core, College Preparatory)**

Integrated Math 1 is the first of a sequence of three courses from Integrated Math 1, 2, and 3. The purpose of the course is to formalize and extend the mathematics that students learned in the middle grades. This course covers algebraic topics including linear equations/functions and inequalities, exponential functions, as well as arithmetic and geometric sequences. Geometric topics covered begin with reviewing rigid transformations and extend to using rigid motions to develop proofs of congruence and other geometric properties. Also included in Integrated Math 1 are statistical topics in which students model 2-variable data in order to summarize and interpret various types of data.

#### **Integrated Math II (Core, College Preparatory)**

Integrated Math 2 is the second of a sequence of three courses: Integrated Math 1, 2, and 3. This course covers algebraic topics, including quadratic expressions, equations, and functions, including complex numbers, as well as combines the algebraic concepts of Integrated Math 1 & 2 to include piece-wise functions. Geometric topics covered include similarity, right-triangle trigonometry, angle pair relationships and proofs, as well as topics on circles, polygons, and solids. For statistics, the link between probability and data is explored through conditional probability and counting methods, including their use in making and evaluating decisions.

#### **Integrated Math III (Core, College Preparatory)**

Integrated Math 3 is the third of a sequence of three courses; Integrated Math 1, 2, and 3. This course extends previous algebraic and geometric topics by using trigonometric functions as models of real situations, transforming parent functions, and solving systems of nonlinear equations and inequalities. Students also expand their understanding of functions as they explore polynomials, inverses, logarithms, and radicals. Statistical topics covered include involve sampling variability and normal distribution.

---

<sup>45</sup> Grace Kelemanic et al., *Routines for Reasoning: Fostering the Mathematical Practices in All Students*, (Portsmouth: Heinemann, 2016), pp. 208.



## **Mathematics Elective Course Descriptions**

### **Statistics (Core, College Preparatory)**

This non-AP course covers the basic principles of descriptive statistics, exploratory data analysis, design of experiments, sampling distributions and estimation, and fitting models to data. Statistical concepts are studied in order to understand related methods and their applications. Other topics include probability distributions, sampling techniques, binomial distributions, and experimental design. Applications involving games of chance, business, medicine, policy-making, the natural and social sciences, and sports will be explored. A graphing calculator (Texas Instruments TI 83+) is used extensively as a learning tool and is required for the course.

### **AP Statistics (Core, College Preparatory)**

The purpose of the AP Statistics is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. This course draws connections between all aspects of the statistical process, including design, analysis, and conclusions. Additionally, using the vocabulary of statistics this course will teach students how to communicate statistical methods, results and interpretations. Students will learn how to use graphing calculators and read computer output in an effort to enhance the development of statistical understanding.

### **Pre-Calculus (Core, College Preparatory)**

Pre-Calculus begins the year with an in-depth review of some of the topics of Algebra II such as: conic sections, exponential and logarithmic functions, sequences and series, statistics and probability, and matrices and determinants. Vectors, polar and parametric equations, and limits are also introduced. The second semester studies trigonometry, including triangle trigonometry, trigonometric graphs and identities, and trigonometric applications. This course is designed for those students who will be taking Calculus in college.

### **AP Calculus (Core, College Preparatory)**

Calculus blends the concepts and skills that have been mastered in prerequisite mathematics courses. Topics covered include functions, limits, continuity, and differentiation rules for elementary functions, trig functions, logarithmic and exponential functions. Applications of the derivative are covered extensively. An introduction to the definite integral and integration are also included.

## **Mathematics Curriculum**

New open source math curricula are in development and We the People High School will continue to explore what comes about over the next several years. The curricula we favor, which are common core based, rigorous, and balance “pure” and real world math, include:

- [Pearson Common Core System of Courses](#), grades 9–12: These courses engage students in the concept behind the math at the beginning of a unit, teach them to develop the mathematics that explain the concept throughout the unit, and contain “galleries” of problems in each unit that can be used to differentiate for all students. The middle school system of courses has already been adopted by the state of California. Development of the full set of math courses was spearheaded by Phil Daro, one of four main authors of the CCSS – Mathematics (“CCSSM”).

- [Illustrative Mathematics](#): Founded by Bill McCallum, another of the main authors of the CCSSM, Illustrative Mathematics has recently produced a free middle school curriculum and is in the process of producing a free high school curriculum. For now, they offer course pathways for high school that demonstrate how standards can and should be sequenced for each course.
- [New Visions for Public Schools Math Curriculum](#): Stemming from the Algebra Inquiry project, New Visions now has a full sequence of high school math courses available. These courses follow the traditional math sequence (Algebra 1, Geometry, Algebra 2) and are designed to promote inquiry in math.

### ***D. English Language Arts Pedagogy, Course Descriptions, and Sample Curriculum***

The Common Core State Standards for reading, writing, speaking, listening, and language standards are the anchor for all English Language Arts instruction. These standards position students as sense-makers and prioritize the development of active use of knowledge, along with comprehension and understanding.

The literature that students read at We the People High School will mirror the history and art they study each year, drawing on themes derived from the Global Goals. Drawing primarily from canonical works in American and world literature in the modern era, the ELA curriculum will be guided by the following principles:

- **Close reading with an emphasis on the three strands of the CCSS reading standards:** key ideas and details, craft and structure, and integration of knowledge and ideas (CCSS ELA R1-10). Students will be guided to notice, comprehend, and analyze these features of core texts, and to use these skills to develop knowledge across texts.
- **Engagement with text sets** comprised of a core text (fiction and non-fiction) and related texts of different genres that support the theme or big ideas of the mentor text. Drawing from multiple sources and viewpoints is an instructional design principle of the Charter School. Text sets will be chosen or developed to mirror the big ideas and themes explored in science in social studies. Texts will also mirror the recommended 50/50 balance of fiction and nonfiction in the CCSS high school standards for English Language Arts.
- **Organization of units of study around guiding questions.** As in history/social science, ELA units of study will be organized through an inquiry arc. Students will anchor their inquiry in core texts and common reads, expand their exploration through supporting texts, and finally bring all elements of learning together to explain, argue, educate, and create in response to unit-level guiding questions.
- **Integration of reading, writing, speaking, and listening into every day of instruction.** Through quick writes, pair shares, text annotation, peer editing, write-likes, small group work, and conferencing, students will be supported to discuss and write about content every day.
- **Integration of grammar and vocabulary into instruction in ways that build student competency in using language in academic settings.** Specific supports for developing standard English Language and academic English Language skills are integrated into the

teaching practices above in ways that support comprehension and are not divorced from core content or core texts.

- **Scaffolded writing instruction.** Argument, narrative, and explanatory writing are explicitly integrated and fostered throughout the curriculum (CCSS ELA W1-3). Students learn the components of each genre through modeling and practice.

### ***Pedagogy***

In practice, what the study of language and literature described above entails is the following pedagogical structure for units of study:

#### **1. Engage (1-3 days)**

- Students explore the essential question for the unit through engaging content and activities that are both visual and text-based. In this phase, teachers build background knowledge, activate prior knowledge, and introduce the big ideas and goals for the unit.

#### **2. Explore (3-10 days)**

- Students do their initial read of the mentor text that anchors the unit, working to build conceptual understanding and comprehension. This reading can happen in a single class or over multiple days or weeks depending on the text.
- Close reading and multiple reads for different purposes are employed throughout. Students read for structure, characters, themes, imagery, and other language use features.
- Students study writing forms and techniques that emerge from the mentor text. They engage in “write-likes” and text analysis to develop their own writing abilities.

#### **3. Deepen and Extend (4-10 days)**

- Students read additional texts related to the essential question and the mentor text. These text choices can be differentiated by the teacher based on student need. This is also when student choice may come into play as students incorporate additional source material outside of what is provided to augment their study and understanding. A second mentor text may also be introduced as a common reading for the whole class.
- Students employ close reading strategies, work in groups, and develop a deeper understanding of the unit essential question.
- Students continue to study writing forms and techniques that emerge from the unit texts. Grammar skills are supported through sentence combining activities, short editing, and peer editing.
- Instruction is designed to highlight teacher scaffolding techniques and texts are chosen to meet the needs of diverse students where all students are exploring the same big ideas through challenging texts (including visual texts).

#### **4. Explain/ Act/ Produce (3-5 days)**

- Students work on the culminating assessment for the unit, which incorporates reading, writing, speaking, and listening standards.
- Teachers support the development of writing skills through mini-lessons on specific writing techniques based on their assessment of student need.
- Students complete a cold read and/or cold write assessment task as a summative assessment of unit goals.

Throughout the learning cycle described above, students are supporting EL development through targeted vocabulary support, sentence unpacking and combining activities, read-aloud-think-aloud routines, and modified guided reading. The two reading routines take place in small-group or one-on-one interactions where teachers model language use alongside comprehension, and students practice both with support.

### ***ELA Course Descriptions***

Students at We the People High School are required to take four years of coursework in English Language Arts. All courses are built from the CCSS ELA, and integrate reading, writing, speaking, and listening throughout.

ELA courses will highlight grade-level themes, and will be designed in support of core content in history and science. There will also be an emphasis on new cannon works of literature and literature that explores diversity of experience and perspectives in the U.S. and globally.

<p><b><u>ELA 9 (Core, College preparatory)</u></b></p> <p>English Language Arts 9 explores the themes of identity, belonging, power, and social change through various genres of literature in fiction and non-fiction. Students are supported to develop their reading, writing, speaking, and listening skills in daily lessons. They develop their comprehension skills through analysis of exemplar texts and through writing. Students develop the skills to determine authors' purposes and analyze the techniques they employ to achieve their goals. Informational, argumentative, and narrative writing are supported and developed in relation to anchor texts that students read, and in response to unit-level essential questions about course themes.</p>	<p><b><u>ELA 9 Plus (Non-Core, College preparatory)</u></b></p> <p>Students who enter high school reading below a 6th grade level, will be provided with an additional block of ELA for one semester or for two. Using the Strategic Adolescent Reading Intervention Program, students engage in text analysis but using texts that help develop fluency and comprehension while becoming progressively challenging over time.</p>
---	--

**ELA 10 (Core, College preparatory)**

English Language Arts 10 focuses on world literature and expository texts in the modern era, focusing on themes that cross cultures, borders, and time. The study of literature and non-fiction encompasses various genres as students improve their reading comprehension and further develop their ability to use evidence to support claims and arguments. Students will read short stories, novels, autobiographies, poetry, and plays that come from a broad range of time periods and cultures. Students explore how authors use their craft to convey ideas about what unites us as humans and how humans overcome strife and struggles. They use these texts as models for developing their own narrative writing and argument writing, further honing their grammatical skills and writing techniques.

**ELA 11 (Core, College preparatory)**

English Language Arts 11 focuses on the literature of the Americas, exploring how authors use literature and non-fiction to explore American identity and to achieve social change. Students will read novels, short stories, non-fiction, and drama and explore various new media. Students will read and analyze various genres of non-fiction (speeches, letters, foundational documents) and further develop their ability to use textual evidence to support claims and arguments. Students use what they've learned from analyzing anchor texts to inform, to argue, and to persuade.

**AP English Language and Composition (Core, College preparatory)**

Advanced Placement English Language Composition is a college-level English course is for students seeking to take the corresponding AP exam. Students deepen their awareness of rhetoric and how language works through frequent writing and close reading. Students read expository, analytical, person, and argumentative texts from a variety of authors and historical contexts. Open to 11<sup>th</sup> and 12<sup>th</sup> grade students.

**ELA 12 (Core, College preparatory)**

English Language Arts 12 explores the themes of education, identity, and growth over time. The course focuses on in-depth study of expository, analytical, and persuasive reading and writing. Students analyze rhetorical strategies employed by authors to employ these same strategies in their own writing. Close reading focuses on examining the relationships between an author's argument, purpose, audience, and impact.

**AP English Literature and Composition (Core, College preparatory)**

Advanced Placement English Literature and Composition is a college-level English course that prepares students for college-level reading, writing, speaking, listening, and thinking, and is a course for students seeking to take the corresponding AP exam. With a focus on American and British literature, this course enables students to deepen their close reading and writing skills and appreciation of literature. Open to 12<sup>th</sup> grade students.

### **ELA Curriculum**

The following ELA curricula are aligned to the instructional vision established above:

- **Pearson Common Core System of Courses, ELA, grades 9-12:** This curriculum is technology-based and integrates the major strands of the standards to support deep work on text-based comprehension and learning. There is a robust online support system for teacher and opportunities for the curriculum to be personalized for students via a “More to Explore” library of text and problem-based scenarios, embedded EL supports for the three levels of fluency, and grade-specific supports for vocabulary development and skill-building. Assessments are embedded and are aligned to SBAC.
- **SERP/ STARI - Strategic Adolescent Reading Intervention:** This curriculum is built for middle school and is intended for students who are reading far below grade level (at a 3<sup>rd</sup>, 4<sup>th</sup>, or 5<sup>th</sup> grade level). Using engaging texts, guided reading techniques, small group work, and ongoing assessment, the STARI program supports the development of grade-level skills over time. The content and approaches of STARI are consistent with the goals of We the People High School.

### ***E. Languages Other Than English (“LOTE”) Course Descriptions***

We the People High School believes that it is important for all students in California to be literate in Spanish. Although many of the students who will attend We the People High School speak Spanish, few read it or understand its grammar. Because bi-literacy is a key component of global citizenship, we offer Spanish to help each student become truly fluent in academic Spanish. Therefore, students will be expected to take a minimum of three years of Spanish coursework.

Courses begin with the grammatical groundwork for Spanish and move through successively more challenging and complex material at each level. Model sentences and reading passages gradually increase in length and complexity. Projects are designed to promote application of language skills to real-world situations and to highlight student interests. Teachers use audio, video, computer software, and authentic texts (such as newspapers) to enhance reading and listening skills. Students write on a variety of topics, ranging from personal experiences and current events in the beginning levels to literary analysis in the advanced levels. A focus on how Spanish-speaking peoples around the world have generated change in the past and present will be infused into course content at all levels.

## Spanish Language Course Descriptions

<p><b><u>Spanish 1 (Core, College preparatory)</u></b></p> <p>Students will be introduced to the basic language and cultures of the Spanish-speaking world. Language and culture are acquired and explored through meaningful communicative activities centered on real life situations involving everyday common topics. Students develop linguistic proficiency as they perform relevant tasks in the new language.</p>	<p><b><u>Spanish Native Speakers 1 (Core, College preparatory)</u></b></p> <p>The native speakers course is designed for students who demonstrate some oral fluency in the language and who are interested in acquiring reading and writing skills in their native language. The class includes a thorough review of the grammar rules and the orthography of Spanish. Students will read and write extensively, give oral presentations, and participate in debates.</p>
<p><b><u>Spanish 2 (Core, College preparatory)</u></b></p> <p>Spanish 2 continues the process of developing the speaking, listening, reading and writing introduced in Spanish 1. Students will increase the number of language functions and expand their knowledge of grammar. Vocabulary and knowledge of culture will expand with authentic materials and real-life situations allowing students to function comfortably as they express themselves in the new language.</p>	<p><b><u>Spanish Native Speakers 2 (Core, College preparatory)</u></b></p> <p>This course is intended for students who demonstrate fluency in spoken Spanish and a basic knowledge of written Spanish. This is a comprehensive course covering an introduction to literature, composition, grammar and speech. Students write narratives and informational pieces, improving vocabulary and grammar. Students give presentations, participate in debates, and demonstrate enhanced speaking and listening skills.</p>
<p><b><u>Spanish 3 (Core, College preparatory)</u></b></p> <p>Spanish 3 supports students as they move from the comfort of memorized phrases to the creation of structures that reflect exactly what they want to communicate in the Spanish language. Selection of literature is introduced to increase vocabulary and enhance cultural perspective. Spanish 3 students will communicate completely in Spanish orally and in writing and will be able to produce paragraphs and essays. The primary focus is for students to become independent users of the language.</p>	<p><b><u>Spanish Native Speakers 3 (Core, College preparatory)</u></b></p> <p>This course is intended for the student who can prove advanced oral proficiency in Spanish and basic writing skills. It covers oral and written comprehension and production with emphasis on grammatical accuracy. Complex thinking skills are required to analyze a wide variety of short works of advanced literature. Students are encouraged to advance to AP Spanish Language class the following year.</p>

<p><b><u>Spanish 4 (Non-core, College preparatory)</u></b></p> <p>Spanish 4 focuses on the refinement of speaking and listening skills. Much of the work is devoted to the study of authentic materials. Readings will include short stories, poems and expository text. These texts are used to increase vocabulary and cultural knowledge, and serve as a springboard for oral and written communication.</p>	<p><b><u>AP Spanish Language (Non-core, College preparatory)</u></b></p> <p>Advanced Placement Spanish Language is the equivalent of a third-year college course in advance Spanish composition and grammar. The course emphasizes the use of Spanish for active communication. Dedication to speaking, listening, and reading Spanish inside and outside the class are necessary for success in the course and on the AP test.</p>
---	---

## ***F. Visual and Performing Arts***

We the People High School believes that the arts are a core component of a well-rounded education and a crucial part of equipping students with the knowledge and tools to generate social change themselves. Artists have often been at the forefront of social movements throughout history. Their work can capture significant moments in time and comment on causes, impacts, and significance in ways that are unique to the visual and performing arts disciplines. A comprehensive arts education includes work with drama, film, music, dance, visual arts, and new media.

We the People High School will offer an innovative set of courses called Art and Social Change. Each course will be designed to highlight the themes and Global Goals that are explored in the science, history/social studies, and English language arts courses. Using the California County Superintendents Educational Services Association (“CCSESA”) guidelines<sup>46</sup> and the National Core Arts Standards<sup>47</sup> to frame learning goals and outcomes, and to ensure connection to the Common Core State Standards, each course will take up all five strands to provide a comprehensive arts education program. These strands include: artistic perception, creative expression, cultural and historical context, aesthetic valuing, connections, relationships, and applications. Arts teachers will use a backwards design process to create project-based units of study that integrate art analysis, art making, and presentation. Students learn to analyze artists’ intentions, methods, and the contexts in which they produce art. They make connections to historical and contemporary problems and issues through art analysis. They create their own criticism through writing and produce art using new media and methodologies.

<sup>46</sup> Patty Taylor, *Integrating Arts Learning with the Common Core State Standards*, (Sacramento: CCSESA, 2014), pp. 26, <http://ccsesa.org/wp-content/uploads/2014/12/FINAL-Common-Core-Publication.compressed.pdf>.

<sup>47</sup> *National Core Arts Standards*, State Education Agency Directors of Arts Education, 2014, [www.national-artsstandards.org](http://www.national-artsstandards.org).



**Art and Social Change 1 (Core, College Preparatory)**

In Year 1 of this three-year sequence, students will utilize local examples to investigate how art and artists tell the story of our region, its history and diversity. Through a variety of artistic mediums, students explore the connection between artist, medium, audience, and impact. They produce works of art in a variety of mediums including visual, digital, and performance.

**Art and Social Change 2 (Non-core, College Preparatory)**

Year 2 of this sequence focuses on global arts movements and artists from the ancient, early modern, and contemporary world. Students study music, drama, and visual arts and continue to develop their skills in art analysis, creation, performance, and critique.

**Art and Social Change 3 (Non-core, College Preparatory)**

Year 3 of this sequence focuses on American artists with a focus on photography, film, and drama. Drawing on themes and artists in contemporary American history and the present, students explore these genres in-depth and create their own photography, short films, and drama productions.

## ***G. Physical Education***

**Physical Education 9-10 (Year-long, Core, College Preparatory)**

This course is designed to meet the individual needs of students in the area of fitness, specifically in the areas of cardio respiratory fitness, strength fitness, flexibility, coordination, basic health, and nutrition. The class includes aerobics, steps, weight training, and body strengthening movements. Instruction in skills will be provided in each activity. Cognitive-based physical and health-related concepts and grade level physical fitness performance objectives will be reviewed, applied and evaluated for each grade level.

We the People High School, with the consent of a student and their parent/ guardian, may grant a pupil an exemption from the tenth grade physical education course, if the pupil meets satisfactorily all six standards of the physical performance test administered in grade nine pursuant to Section 60800 of the Education Code.

As funding and facilities permit, We the People High School plans to offer after school competitive team sports and dance programs for our students including cross country, soccer, track and field, step dance and/or hip-hop dance.

## ***H. Health and Wellness***

We the People High School will provide instruction that meets the goals of AB-2601 as part of every student's course of study. The focus of WTP's Health and Wellness curriculum will be to 1) provide students with the knowledge and skills necessary to protect their sexual and reproductive health from HIV and other sexually transmitted infections from unintended pregnancy; 2) provide students with the knowledge and skills they need to develop healthy attitudes concerning adolescent growth and development, body image, gender, sexual orientation, relationships, marriage,

and family; 3) promote understanding of sexuality as a normal part of human development; 4) ensure students receive integrated, comprehensive, accurate, and unbiased sexual health and HIV prevention instruction and provide educators with clear tools and guidance to accomplish that end; and 5) provide students with the knowledge and skills necessary to have healthy, positive, and safe relationships and behaviors.

Health and Wellness units of study will be integrated into coursework where appropriate in the 9<sup>th</sup> and 10<sup>th</sup> grades.

### ***I. Sample Curricula for Consideration***

The table below shows sample curriculum we will consider for instructional use. These sample curricula are subject to change based on student needs.

<b><i>Subject</i></b>	<b><i>Sample Curriculum</i></b>	<b><i>Sample Additional Materials</i></b>
English Language Arts	Pearson Common Core System of Courses Strategic Adolescent Literacy Intervention ("STARI")	Achieve 3000
Mathematics	Pearson Common Core System of Courses Illustrative Mathematics New Visions Public Schools Mathematics Curriculum	Khan Academy
Science	Activate Learning: It's About Time Project-Based Learning California Education and the Environment Initiative Exploring Computer Science	
History/Social Studies	The Big History Project The Choices Program Project Citizen Facing History and Ourselves	Generationcitizen.org CHSSP: Civic Education

## VIII. PROFESSIONAL DEVELOPMENT and TEACHER RECRUITMENT

At We the People High School, we intend to live the motto of *Envision, design, create a better world* as educators in our daily practice with students and with each other. What this means is that we rethink total student load, professional development time and content, feeding the individual soul, and leadership with and for teachers. Teachers are our most important agents of change and thus deserve ample time, resources, and tools to design learning and curricula that bring the vision of We the People High School to life. Teachers are instructional designers, action researchers, and master practitioners of their disciplines. Exceptional teachers embody the following features:

- They deeply understand the contexts and cultures of their students and themselves and draw on those sources to frame and design learning.
- They understand how historical inequality and deficit approaches to learning have perpetuated inequalities in schooling and they employ an asset-based approach to their students and to instructional design.
- They are continuously learning and drawing from their own learning to improve and inform their practice.
- They are collaborative by nature and draw on colleagues and leadership regularly to ensure they are meeting the needs of all students.

In order to empower such teachers to succeed in their work with students, they need the following structures and mindsets to be in place:

- Deep, meaningful collaboration with colleagues about teaching, students, and designing learning.
- Be challenged to think creatively and differently.
- Time and space to think, collaborate, plan, and act.
- Time to develop relationships with students.
- Resources to produce meaningful, engaging experiences for students.

The professional structures and school schedule at We the People High School will be built to accomplish all of the above on behalf of the staff. Often in school design, we start with the schedule itself, then plug courses, students, and teachers into that schedule. Here, we intend to start with defining the ideal, but realistic, student to teacher ratio – or total student load -- to promote the conditions listed above and to promote deep learning opportunities for students. Each teacher at We the People High School will have no more than 80 students per school year, which is an optimal ratio for supporting students to think, write, and produce work that reflects the goals of the Charter School and its curriculum.<sup>48</sup> Practically, this translates to three sections of 25–28 students per section. We intend to work toward this goal realistically, understanding that growing a new school grade-by-grade may not produce these ideal conditions in the first two to

---

<sup>48</sup> Ouchi, W. G., *The Secret of TSL: The Revolutionary Discovery That Raises School Performance*, (New York: Simon & Schuster, 2013), 336.

three years. In any given year, a subset of teachers may have three sections of 25 students each, while others may have four sections.

We the People High School teachers are instructional designers as well as daily instructors. Drawing from the best resources and curricula to offer in each content area, teachers will engage in unit and curriculum planning throughout the school year and in up to two weeks of paid time during the summer. The staff will work together to determine the best planning supports and the best discipline-specific instructional supports, and learn about where their discipline overlaps with others and where it is unique. Using the instructional design sequence of Engage, Explore, and Act, teachers will plan their units of instruction with the end performance task in mind, collaborating with their peers to ensure structured interdisciplinary work and goals. All courses will go through the UC approval process. We are committed to allocating our own time to develop an understanding of the goals and strategies of each course as linked to the overall goals of the grade and school in conversation with the UC approval process. Teachers must own the process of articulating the goals, key understandings, and assessments of their courses. The UC A-G course approval process provides a structure for this ownership. Specific professional development time, structures, and foci are described below.

We the People High School teachers are also leaders. As the Charter School grows, as teachers show growth in their own practice, content leads (or department chairs) will be identified to be on the leadership team for the Charter School. By Year 4, these positions will carry with them some course release time to support the growth of teachers within their departments and to provide extra support for students who need it.

Perhaps most of all, We the People High School teachers are collaborators who believe deeply in the democracy building potential of education. Those with past teaching experience may have lived with Horace's Compromise,<sup>49</sup> knowing that their profession could be so much more. They will have yearned to bring an exciting new article or book to their peers and to have the time and space to discuss these materials and apply collective learning to collective planning and teaching. They may have been frustrated in the past with not enough time to develop students' skills in writing, speaking, and problem-solving because of short classes and large student loads. Novice teachers are hungry for collaboration and feedback. They brim with new ideas and approaches and thrive on conversation about students and content. Within their weekly schedule, core content teachers will have department common planning time. Monthly whole faculty development will also be part of the schedule, with an early release for students scheduled for the third Thursday of every month.

### **Professional Development**

We the People High School subscribes to a practice-based approach to teacher professional development. In practice-based professional development, teachers are given the opportunity to learn, to examine artifacts of classroom practice, to analyze exemplars of teaching and learning,

---

<sup>49</sup>Sizer, T. *Horace's Compromise: The Dilemma of the American High School*, (Boston: Houghton Mifflin Company, 1984), 272.

and to translate all of this to their own upcoming practice. The content of such sessions focuses on curricular materials and illuminations of student thinking together. Such an approach reaches towards transforming teaching practice, rather than adding on to existing practice. The content and methods of a democracy-building school dedicated to reaching the Global Goals cannot be achieved simply through additive professional development activities devoid of artifacts of teaching practice. The reason for dedicating so much time to teacher professional learning is grounded in the need to build the content and pedagogy of We the People High School from the bottom up and to make instructional design and professional learning democracy-building enterprises.

Professional development must also have students' learning as the ultimate goal. All professional development for teachers will be designed according to the following principles:

- Engage teachers in content-specific tasks.
- Be inquiry-driven and model the pedagogy of good instruction.
- Be directly connected to the work of teachers and their students.
- Create some disequilibrium for teachers while encouraging collective problem-solving.
- Be collaborative and take into account specific contexts and specific students.
- Draw on the expertise of teachers and encourage metacognition about practice.
- Be connected to other aspects of school change.<sup>50</sup>

Professional development for the founding staff will focus on the thematic development of instruction and performance tasks that take up the thematic focus of 9<sup>th</sup> grade through adopting, utilizing, and adapting curriculum materials and resources. We will also focus on foundational literature for democracy building among youth, as well as pedagogical practices that promote student agency and voice through content and the development of twenty-first century skills. We the People High School will draw on experts in the academic fields of science, history/social science, mathematics, literacy, and the arts to support the content-specific and cross-disciplinary work of teachers. Teachers will also engage in defining learning outcomes linked to Elements 2 and 3, and creating syllabi for submission to the UC. They will engage in their own Democracy In Action workshops led by staff, the Executive Director, and/or outside partners, bringing practices and ideas to life in their planning and instructional practice.

Throughout the year, teachers will monitor student progress through protocols for studying student work, conducting descriptive reviews of individual students, and data analysis via research-based processes. In weekly department or grade-level meetings, monthly whole faculty professional development, and quarterly whole staff pupil-free days, teachers will engage in digging in to student performance to understand patterns and trends, and work to meet the needs of all students. Specific strategies and processes for progress monitoring are described below in the Plan for Special Learners and in Element 3.

---

<sup>50</sup> See L. Darling-Hammond and M.W. McLaughlin, "Policies That Support Professional Development in an Era of Reform," *Phi Delta Kappan* 92, no. 6 (March 2011): pp. 597—604; Margaret S. Smith, *Practice-Based Professional Development for Teachers of Mathematics*, (Reston: National Council of Teachers of Mathematics, 2001), pp. 81.

## **Time**

Professional development will be ongoing and built into the school calendar and into individual teacher schedules. We the People High School builds in 20 cumulative days. Structured professional development and collaboration will occur during the following times:

- Two weeks (10 days) of learning seminars and planning during the summer (June in Years One through Four; August in Year Five and beyond).
- Weekly departmental common planning time.
- Monthly full faculty professional development.
- Quarterly professional development days that will be pupil-free (four per year)
- Half-day professional development and planning during DIA weeks for staff who are not facilitating DIA sessions. These days will be differentiated and customized to suit the needs of the faculty and staff in service of advancing student achievement and learning.

Sample professional development topics for these times are presented below.

### **Summer Professional Development**

Teachers meet all day for one to two weeks to learn together and plan curriculum for the upcoming year. Mornings will be spent in whole group professional development. Afternoons will be spent in department planning time and individual planning time. Potential topics include:

- Establishing a school-wide culture for social justice.
- Backwards planning using the principles of Understanding by Design and differentiating instruction.
- Global Citizenship standards, process, and outcomes.
- Using the Global Goals for Sustainable Development in project-based planning.
- ELD supports and practices (designing instruction to support Long Term English Learners (“LTELs”)).
- Special education supports (modifications and co-teaching).
- Restorative justice practices.
- Advisory content and planning.

The Executive Director will lead teachers in a cycle of learning about one or more of the topics in the morning, including analyzing curriculum and models, integrating new learning into planning, and articulating next steps for instructional design. Specific goals for teacher work products will be articulated, and teachers will be supported individually and in departments to apply key learnings to their unit and lesson planning each afternoon. These key areas and topics are introduced at the start of the school year with the understanding that they will be woven into the structures described below throughout the school year.

### **Weekly Department and/or Grade-Level Planning Time**

All teachers meet weekly for one to two 90 minute blocks with their department and/or grade span. The Executive Director and school leadership co-lead these planning times when needed to address specific student learning needs. Potential topics include:

- Analyzing formative and summative student data to inform planning, instruction, and interventions.

- Sharing unit and lesson plans to receive feedback from colleagues.
- Addressing curricular and academic issues (such as homework load, differentiation, grading, rubric development, project development).
- Coordinating thematic projects.
- Planning instruction and DIAs collaboratively.
- Discussing and strategizing supports for students with special needs or who are having behavioral problems.
- Developing common assessments.

### **Monthly Full Faculty Professional Development**

The full faculty meets on the third Thursday each month after students' early release day for two and a half to three hours. The content and foci for full faculty meetings will be determined by the Executive Director and school leadership based on classroom observation data, student performance data, and department and grade-level goals. The trends and patterns that emerge from these data sources, along with additionally identified student needs, will drive the learning for staff during these meetings. Potential topics and practices include:

- Analyzing student data to identify trends and patterns.
- Differentiating and modifying instruction to support student needs in the upcoming month.
- Reflecting on student progress and create goals for upcoming learning.
- Advisory content and foci.
- Using of protocols to study student work.
- Presentation of promising practices with students (from teachers and staff).
- Planning for DIAs, exhibitions of learning, and other school-wide events.
- Ongoing professional development for special education as needed.

### **Quarterly Pupil-Free Professional Development**

These are full pupil-free days where faculty are supported to learn and collaborate to meet the needs of all students and to enact the principles and goals of the Charter School. In addition to the topics mentioned above for monthly professional development, potential topics and practices include:

- Quarterly data deep-dive to assess student progress and plan for the next quarter.
- Differentiation to support unfinished learning.
- Learning from and work with experts in outside fields and in education fields related to the overall mission of the Charter School.
- Analyzing curricula and materials for use in instruction.
- Practicing deliberative democracy ourselves through discussion, debate, and open forum structures
- Reading and discussing literature and readings relevant to our work, our students, and the mission and vision of our school.
- Planning DIA sessions and testing out new content and curriculum with colleagues.
- Ongoing professional development for special education as needed.

### **Feedback and Support**

We the People High School will operate with open doors and encourage collaboration and observation of peers to promote a culture of learning among adults. The best way to help students is to know them in the different spaces and classes in which they interact. Teachers will be observed regularly and feedback will be provided that is directly linked to practice, students, and learning in timely, useful ways. Using a Danielson-based rubric, teachers will also identify growth goals each year to shape the kind and nature of feedback they receive from the principal and from peers. The rubric will be co-constructed with staff and revisited with the school leadership team on an annual basis to determine its effectiveness in supporting growth of teaching practice. In addition to school-based professional development designed and led by the principal, teachers will identify professional development opportunities related to their course design and the growth of their students. This additional professional learning could come from local arts organizations, experts in the academic disciplines, and organizations in their respective fields. A structure for proposing outside professional learning will be provided by school leadership, and all teachers will be expected to demonstrate how their learning impacts their teaching practice and/or their instructional design.

#### *Observation*

Teachers are observed regularly by the Executive Director, who spends 50% of her time inside of classrooms. Informal observations can take place at any time, can be informed by a particular problem of practice posed by the teacher or the E.D., and are meant to provide coaching and support to improve the teacher's practice. Informal observations can range in length of time. Teachers are observed formally twice per year. These observations are scheduled in advance, and the teacher provides all instructional materials for review by the E.D. prior to the observation. Formal observations take place for a full class period.

#### *Instructional Rounds*

The Instructional Rounds process provides a vehicle for a school-wide problem of practice focus leading to improvement over time. The Executive Director leads this process by engaging staff in the identification of a problem of practice stemming from student data, then leading a series of walkthroughs to gather data around that problem of practice. Rounds may include staff and teachers and are used to create a culture of continuous improvement in the Charter School.

#### *Peer Observation*

We the People High School believes that collaboration is key to improvement and learning. As such, we will provide opportunities for teachers to shadow each other to observe effective strategies, problem-solve around specific students or groups of students, and collaborate with peers and leadership to grow each other's practice.

#### **Recruitment**

We the People High School intends to recruit experienced teachers through practice-based professional development in topics related to social justice, the Global Goals, and climate change, as linked to the C3 and NGSS. We the People High School intends to offer professional development opportunities in the summer of 2019 and throughout the 2019-2020 school year through CSU Long Beach, and via professional associations in history/social science and science



in the region (such as the California History Social Science Project). Through these PD offerings, the We the People High School Executive Director and affiliated content experts intend to engage practicing teachers in learning about and incorporating global citizenship content and practices into their current instruction. Our first line of recruitment therefore involves enlisting practicing teachers in the county to our cause through learning and application.

We the People High School will also conduct regional and national outreach to teachers and teacher preparation programs via the following means:

- Posting to national and regional job websites specializing in education such as edjoin.org, topschooljobs.org, SchoolSpring.com, K12Jobs.com, and the National Association of Special Education Teachers – Career Center.
- Advertising via LinkedIn, Facebook, and other appropriate social media outlets.
- Advertising at targeted schools of education at local, state, and national teacher preparation programs.

## **Hiring**

In addition, We the People High School runs student and parent workshops and events in Long Beach in activism, media literacy, and school design. These events can become sites for interested teachers to experience the We the People High School approach first-hand, and/or contribute their own time and expertise to facilitating work with students.

Our teacher selection process is designed to be rigorous and practice-based. A robust, rigorous hiring process is a two-way endeavor: how candidates experience the process sends a clear message about the goals and priorities of the Charter School, just as the process itself draws in teachers who are interested in being equal partners in the design and growth of the Charter School. The hiring process consists of a multi-step application, interview, and performance task process. First, applicants complete and submit their application online with a writing sample, including required credential documentation to enable the search committee to assess whether the candidate's professional capabilities as well as qualifications fit the needs of the students and the position (see Element 5). Selected candidates participate in a 30-minute screening call and complete one to three job-embedded performance tasks (paper, video). Applicants demonstrate their teaching skills through in-class observation or submission of a video. The hiring committee helps recruit, screen, and interview candidates and makes a recommendation to the Executive Director, who then makes the final hiring decision.

We the People High School strives to hire a diverse group of teachers who reflect the diversity of the students of Long Beach, have strong knowledge in their fields, experience planning new curricula and/or adapting curricula, and can successfully implement the mission and vision of We the People High School. Before an offer is made, We the People High School will verify all teaching credentials of candidates with the California Commission on Teacher Credentialing, ensuring that each teacher possesses credential subject authorization that meets state and NCLB requirements to teach the subject that he/she is being hired to teach. Candidates must also have DOJ clearance and a negative TB assessment result prior to starting employment. Candidates who are offered employment will receive an at-will employee agreement.

We the People High School believes that all persons are entitled to equal employment opportunity. The Charter School shall not discriminate against qualified applicants or employees on the basis of the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment. Once teachers are employed at the Charter School, we will seek to retain them by providing or promoting the following:

- *High quality, job-embedded professional development.* As discussed above, professional development will provide ongoing opportunities for teachers to learn, practice, receive feedback, and lead.
- *Time and space to think, collaborate, plan, and act.* The schedule will be designed to provide individual and collective time for collaboration and planning.
- *Joint, productive work on democracy-building inside and outside of school.* Teachers will be challenged to think creatively and differently and to access sources and people outside of school to allow them to grow and flourish as educators.
- *Competitive compensation.* Teachers will be compensated at rates that are competitive in the region, and paid for their time beyond the contracted school day and school year should they need this extra time.
- *Effective leadership.* Teachers are entitled to a school leader who knows them well and provides the feedback, resources, and support they need to do their jobs well. We the People High School will provide the school leadership necessary.

## **IX. PLAN FOR SPECIAL LEARNERS**

We the People High School is a school for ALL students. We believe firmly in effort-based education and using diversity as an asset in schooling. As such, we look forward to welcoming students of all abilities and language backgrounds and know that our primary job is to engage each individual student where she or he is and design a pathway through instruction that grows the capacity of that individual student. Differentiation isn't a set of approaches or techniques separate from core instruction – it IS core instruction. Students will enter high school with vastly different experiences than in their previous nine-plus years of school. They will also enter with different learning and social/emotional needs that impact their stance toward school, their perceptions of themselves as students, and their abilities to self-advocate. High-quality instruction addresses all of this diversity as an asset through content and through thoughtful approaches to teaching students explicit strategies for learning. The founders of this school have many years of experience designing instruction that meets the needs of special education-identified students,

as well as newcomers and long-term English learners alike. The program of study described above in Section V A (Program of Study) will be the program for ALL students. The job of the teaching staff and school leadership is to design supports and learning experiences that allow all students to access and flourish within the program of study.

After a student has enrolled in We the People High School, a baseline assessment will be given to each student. Included in the baseline assessment are the following:

- A registration form asking families to provide information that they wish to share about their student's strengths, interests, and areas of need.
- A diagnostic assessment in mathematics from the Mathematics Diagnostic Testing Project ("MDTP").
- A diagnostic assessment in literacy via Achieve 3000 or similar CCSS-aligned instrument.

Student diagnostic assessments will be built into orientation week prior to the start of school. In addition, We the People High School will seek 8<sup>th</sup> grade California Assessment of Student Performance and Progress ("CAASPP") scores from enrolled students in order to create learning targets and growth goals for individual students and groups of students. For students transferring into the Charter School after the beginning of 9<sup>th</sup> grade, the diagnostic assessments mentioned above will be used to assess student learning and to determine the best course of study for transfer students.

### ***A. Plan for Students Who Are Academically Low-Achieving***

#### **Assessment and Identification**

A variety of tools and data sources will be used to assess and identify struggling students, with the knowledge that students struggle at different points in time and in different subject areas. In addition to the diagnostic assessments listed above, the first three weeks of school will be designed to formatively assess student abilities in the core skills of reading, writing, speaking, listening, problem-solving, and performing operations in mathematics. We will also work to analyze students' mental health and sense of self-advocacy through advisory and through course-embedded assignments. Throughout the year, teachers will assess students through standards-based rubrics, observation, and interviews to assess speaking and listening. Students will be formally assessed through their writing, projects, standards-based assessments, and quizzes.

Students who are academically low-achieving come to high school with many years of experience being unsuccessful in one or more content areas. Our job is to empower them with tools and time to grow their capacity to think and reason within and across subject areas. Struggling students will be fully integrated into the regular We the People High School student body. Our approach to serving students who are traditionally low-achieving is to provide differentiated instruction, content, and assessments enabling students to address the guiding inquiry for the unit. Through regular class time, office hours, and "flex time," teachers will work one-on-one and in small groups with students to build knowledge and skills in ways that help students find agency and success through speaking, writing, and reading. Response to Intervention ("RTI") identifies three tiers of

instruction and intervention helpful in identifying the level of need for students who struggle with academic work. Figure X below details our tiered approach to assessment, intervention, when and how interventions will be provided, and the curriculum to be used.

Tier	Benchmark	Intervention	When & How	Curriculum
Tier 1	On grade level, falling behind in mastery of some subject area standards.	Differentiation occurs inside the classroom and within the Core Curriculum.	During the academic block, teachers can work one-on-one with the student, or pull together a small group of students who have similar needs.	Text sets in text-based disciplines are provided that include visual sources, different lexile levels of reading, and different genres of text.  In mathematics, galleries of problems are provided at differing levels of access and complexity.
Tier 2	Inadequate progress on interim and/or course-embedded assessments, e.g. scoring below a C.  Needs additional intervention to remediate unfinished prior learning of standards and skills.	Supplemental instruction in fundamental content or skills (as connected to Core curriculum) to remediate learning or practice skills.  Extra help to master standards provided in different setting.  Weekly ongoing assessment of specific skills to monitor progress.  Instruction using appropriate leveled texts where big ideas are tied to Core Curriculum.  Additional scaffolds are provided for comprehension in language and for practice standards in mathematics.	Student receives additional intervention during their ELA and/or math block and additional practice with core teacher.  Student receives additional instruction and help during their “flex time” block up to three times per week as needed.  Student receives additional checks for understanding within core class and within flex time block.	Use of texts at students’ level as tied to core curriculum.  Use of supplemental online programs (such as Khan Academy and Achieve 3000) to enable students to work individually at their own pace (these are used sparingly, and only when directly tied to the content of the unit or lesson).  Teacher-designed scaffolds for comprehension and skill-building, emphasizing standards from prior grade levels.

Tier 3	<p>Inadequate progress on interim and/or course-embedded assessments, e.g. consistently scoring a D or lower.</p> <p>Needs-intensive intervention to either remediate unfinished learning or master standards.</p>	All of the above, plus access to a multi-week remediation curriculum that is selected to build the specific skills and competencies that the student needs.	<p>Student will receive an additional class (ELA or math) during his/her flex time for up to one semester.</p> <p>Student receives Tier 2 supports described above in history/social studies and science classes.</p>	<p>In ELA, we will offer the Strategic Adolescent Reading Intervention program for students reading at or below a 5<sup>th</sup> grade level.</p> <p>In math, we will offer units of study on specific mathematics strands where the student is struggling from lower grade levels of the Core Curriculum, as deemed appropriate. If the student's needs can be met through use of problem galleries from grade-level curriculum, mathematics teachers will design additional supplemental instruction, modeling, and problem scaffolds using grade-level curricular materials.</p>
--------	--	---	---	---

We the People High School's overall instructional design addresses barriers commonly faced by academically low achieving students in the following ways:

#### Curriculum and Instruction

- **Use of text sets.** In ELA, history/social studies and science classes, students will have access to texts at different Lexile levels through core instruction and through supplemental programs like Achieve 3000, when appropriate.
- **Modeling and guided practice in daily instruction.** The “engage” phase of learning may require teacher modeling and guided practice to launch students into the exploration phase. During this phase of instruction, teachers may pull small groups of students aside or work individually with students to provide additional support as needed.
- **Culturally responsive curriculum.** When students see themselves, their histories, and their experiences in curricular materials, they are more likely to engage academically and develop the critical thinking skills needed within content and themes that are familiar.
- **Integration of reading, writing, speaking, and listening in every class, every day.** Instructional blocks are designed for students to do the sensemaking through small group and pair work, and whole class deliberation and debate. Often students performing below grade-level have not been provided adequate time to try out their thinking verbally and by writing multiple times in every class.

### Scheduling

- **Block scheduling.** 90-minute class periods enable students to delve deeply into academic content and receive additional support inside of class. Having four classes per day maximum enables students to better manage their work inside and outside of class, and concentrate on fewer subjects per day, thus reducing cognitive load.
- **Low student-teacher load.** When teachers are responsible for knowing 75–80 students deeply and well, they are better able to assess their needs each day and provide ongoing support for low-achieving students.
- **Just-in-time access to instructional support.** Throughout the day, students have access to teachers and technology during class and outside of class to support their progress and to allow for additional time and attention needed to complete work through office hours and advisory. In addition, flex time periods throughout the week provide 90-minute blocks of time where students can receive extended support.

### Personalization

- **Individualized pacing:** Students have time throughout the semester to revise work, to complete work, and to achieve at higher levels.
- **Exhibitions of learning:** Students have opportunities in the last month of school to return to areas where they struggled and focus on those areas in their end of year exhibition, thereby impacting their overall grade in the course. This process teaches development of learner autonomy and self-management of learning.
- **Democracy in practice and action:** In every class and in their DIA intensives, students try out articulating current problems and issues they face every day, and that we face as a city and a nation. Transfer of learning is supported through scaffolded instruction and curricula organized around essential questions. In addition, students learn and practice argument, deliberation, and debate within coursework and within DIA intensives, thereby honing their communication skills.

### **Family Notification**

Teachers will contact the parents/guardians of struggling students to discuss student performance and strategies for improvement. Parents will receive notification in writing or verbally through email or phone conference. All parent/guardian recommendations and insights will be recorded by the subject area teacher in the Charter School's data system. Parents/guardians will have daily access to student progress through our online parent portal system, such as PowerSchool or Illuminate.

### **Monitoring Progress**

Student progress will be monitored on an ongoing basis by their teachers. Through weekly grade-level and/or department meetings and monthly whole faculty meetings, teachers will analyze student progress to ascertain whether the differentiated supports provided are indeed impacting student learning and progress. Monitoring activities and exercises will include:

*Weekly department and/or grade level meetings*

- Studying student work to identify trends and patterns in student understanding. Work stems from curriculum-embedded assessments, pre- and post-assessments, and/or summative assessments.
- Using this process to plan for interventions and extended learning as needed.
- Benchmarking student work against standards-based rubrics.

*Monthly whole faculty meetings (half day)*

- Discussing and analyze student progress by content area and by performance.
- Focusing on low-performing groups of students to identify trends and patterns. Use this analysis to plan for the next month's instruction, including interventions.
- Collaborating across content areas to support skill building and proficiency.
- Analyzing sub-group data to benchmark progress against goals.

*Quarterly whole faculty meetings (full day)*

- Benchmarking student progress against grade-level standards and expectations.
- Receiving professional development on formative assessment and differentiation.
- Forming working groups to develop strategies and interventions for sub-groups and low performing groups of students.

If tiered intervention supports do not lead to sufficient progress, a Student Success Team ("SST") will be convened to consider alternative intervention strategies before the reporting period (quarter) is over. This team will be made up of a subject area teacher, the counselor, the Executive Director or Associate Director, and other support providers as necessary. The team will discuss observed areas of concern and brainstorm interventions. The team will designate a period for monitoring the students' progress, after which it will reconvene to evaluate the effectiveness of the interventions. Should the SST process fail to yield adequate progress, additional steps, such as a referral for special education evaluation and/or 504 services, will be taken.

Additionally, students will be closely monitored in the development of skills and mindsets that demonstrate emotional maturity and citizenship. Teachers and advisors can monitor these skills by communicating with students and parents, observing student work habits in class, in advisory, and in flex time. Teachers will use the Charter School's data management system to track the rate of progress in a course and areas of strength and weakness. These SEL and citizenship skills will be evaluated using rubrics, just like other academic skills. These data points will allow teachers to identify possible causes of low achievement. We see 9<sup>th</sup> and 10<sup>th</sup> grade as apprenticeship years precisely because students are learning how to ask for help when needed, how to persist in the face of challenge, and how to move beyond immediate failures toward long-term success. Parents/guardians will be provided with weekly updates about student progress. Should the student not improve, the intervention plan will be re-examined and revised until the student and their teachers/counselor find what works.

Parents and guardians will be formally notified of student progress through progress reports sent home every five weeks. In addition, parents, teachers, and administration will be able to access individual student data and progress at any time through our online student information system.

### ***B. Plan for Students Who Are Academically High-Achieving***

We the People High School will utilize a number of strategies to serve students who are academically high achieving. Students may be high achieving in specific courses and content areas and may become high achieving at different points over the course of their high school career. Students will be identified as high achieving through the following means:

- Diagnostic testing administered at the beginning of 9th grade, or when a student enrolls at We the People the High School.
- Past performance on CAASPP.
- Formative and benchmark assessments administered as part of instructional program.
- Additional individualized testing in particular areas (reading comprehension, mathematics) to determine performance level of the student. This may happen inside of class, in office hours, or in flex time.

Parents will be notified prior to any additional individualized testing that the staff has identified their student as performing beyond grade level. Parent permission will be requested and required before any additional individualized testing is administered. Parents will be enlisted as partners in developing a plan to meet the needs of their student.

In closely monitoring student progress and achievement, teachers may deem certain students in need of more challenge. There are many opportunities at We the People High School for these students to pursue their interests at their level. We the People High School emphasizes depth of study for high-achieving students, as opposed to acceleration through coursework. What this means in practice is that high-achieving students will have access to additional coursework that delves deeply into the essential questions of the curriculum through additional materials and resources. We the People High School will differentiate instruction for academically high achieving students through the following means:

- Use of advanced texts above grade level as core texts for the student in ELA, history/social studies, and/or science.
- Opportunities to delve deeper into topics and Global Goals, with additional readings and resources to support learning and engagement.
- Access to supplemental online material and courses that enable students to work individually at their own pace and to pursue personal interests.
- Opportunities to demonstrate learning through platforms and mediums that inform and teach the outside community.
- DIA sessions focused on college-level work.
- Access to AP coursework prior to grade 11.



## **X. PLAN FOR STUDENTS WHO ARE ENGLISH LEARNERS**

We the People High School expects to enroll a majority of students from homes where the primary language spoken is not English, and thus expects that a significant portion of its student body will be classified as English Learners. As a school focused on fostering global competence, we value bilingualism as a core skill that fosters understanding of different cultures and peoples around the world. Bilingual students will be fully supported to become fluent in academic English. They will also have opportunities to use their speaking and writing skills in languages other than English in school and in their DIA experiences.

We the People High School will serve ELs in accordance with all applicable Federal Laws and regulations related to the education of language minority students as stated under Title IV of the Civil Rights Act of 1964 and the Equal Education Opportunities Act of 1974. We the People High School will comply with all federal, state, and district mandates regarding English Learner education and re-designation of ELs, and will meet all requirements of federal and state law to ensure equal access to the curriculum for ELs.

The Education Code requires that English Learners continue to receive additional and appropriate educational services until they have demonstrated English-language skills comparable to that of the district's average native English speakers and have recouped any academic deficits which may have been incurred in other areas of the core curriculum. Services must continue until EL's meet objective reclassification criteria, which means that EL students must be provided with ELD classes and specially designed academic instruction in English ("SDAIE") strategies in all core content classes as needed until they are Reclassified Fluent English Proficient ("RFEP").

RFEP students will be monitored for a minimum of two years through data reviews to ensure EL and RFEP students are successfully accessing the core curriculum. Measures will include students' performance on standardized benchmark assessments, reading assessments, and course grades. Students who demonstrate an area of need will be provided the appropriate support classes or scaffolds in core instruction to ensure success.

### **A. English Learner Assurances**

We the People High School is required to timely identify potential English Learners and provide them with an effective English language acquisition program that affords meaningful access to Charter School's academic core curriculum. Instructional plans for English Learners must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

Each year, We the People High School shall provide to the LACOE Charter Schools Office ("CSO") a report on its annual EL program assessment. Upon request, Charter School shall provide a copy of its current EL Master Plan to the CSO.

We the People High School shall administer the ELPAC annually in accordance with federal and state requirements.

We the People High School shall reclassify English Learners in accordance with federal and state requirements.

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

We the People High School is committed to ensuring students who are classified as ELs and will meet all federal and state requirements for serving these students, including initial and annual identification and assessment of primary and secondary language fluency in listening, speaking, reading, and writing, reclassification of ELs, and communication with parents/guardians of ELs. If the Charter School enrolls more than 21 ELs, there will be an English Learner Advisory Committee ("ELAC"). Teachers, administrators, and advisors will work collaboratively to provide ELs full access to the curriculum and to facilitate English language development.

### ***B. Identification of English Learners***

We the People High School will take the following steps to identify and assess ELs:

- Upon enrollment, all students will be given the Home Language Survey (Education Code § 52164.1).
- All students who indicate that their home language is other than English will be tested with the English Language Proficiency Assessments for California ("ELPAC"). The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards. The ELPAC consists of two separate assessments:
  - Initial Assessment ("IA"): The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a student's time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in grades K–12 whose primary language is not English to determine their English proficiency status.
  - Summative Assessment ("SA"): ELs will take the SA every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

- Both the ELPAC SA and IA are paper–pencil assessments administered in seven grade spans—K, 1, 2, 3–5, 6–8, 9–10, and 11–12. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test is administered in groups, exclusive of speaking, which is administered individually. Testing times will vary depending upon the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows through the school year.
  - The IA testing window will be year-round (July 1–June 30). Any student whose primary language is other than English as determined by the home language survey and who has not previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.
  - The SA testing window will be a four-month window after January 1 (February 1–May 31). The English language proficiency of all currently enrolled English Learners shall be assessed by administering the test during the annual assessment window.
- The ELD Coordinator assesses English language proficiency of all currently enrolled English learners in accordance with California Education Code guidelines and test contractor’s directions.<sup>51</sup> Students with disabilities will be permitted to take the test with the accommodations listed in the Education Code if they are specified in the student’s Individualized Education Program (“IEP”) or Section 504 plan. An alternate assessment for English language proficiency will be administered to students who are unable to participate in the ELPAC, according to the guidelines set forth in the student’s IEP.
- WTP staff will notify parents of the Charter School’s responsibility to conduct ELPAC testing and will inform parents of ELPAC assessment results within 30 calendar days following receipt of test results from the test contractor. Parents and guardians will be informed of their rights, and they will be encouraged to participate in the reclassification process.
- Once an EL is identified, a conference will be scheduled with the child’s parents to outline the instructional program, the teacher’s role in its implementation, and the teachers’, parents’, and school’s roles in providing support.

Based on these multiple measures, students will be classified as either Fluent in English or English Learner. A Fluent English Proficient (“FEP”) student is not eligible for English Learner services. These students will receive grade-level instruction in the mainstream program designated for native-English and fluent English speakers. Upon parent notification, English Learners will be placed in the following EL programs:

---

<sup>51</sup> During the first 2 years of operation, these duties will be performed by an ELD teacher and overseen by the Executive Director.

ELPAC Level 1 or 2 → Structured English Immersion (SEI) Program
ELPAC Level 3 or 4 → English Language Mainstream (ELM) Program

### ***C. Educational Program for English Language Acquisition***

The chart below summarizes the EL programs offered at We the People High School

Type of Setting	Eligible Students	Program Overview
Structured English Immersion (“SEI”) Program	English Learners ELPAC Level 1 ELPAC Level 2	<ul style="list-style-type: none"> <li>• <b>Designated ELD:</b> Students in SEI will take this class as their 8th class, which meets for 90 minutes 3 times per week. Students have designated ELD instruction aligned to the CA ELD standards and framework, using a designated ELD curriculum (likely, McGraw Hill’s Study Sync), and supplementary materials.</li> <li>• <b>Integrated ELD:</b> Students in SEI will receive daily integrated ELD instruction (based on the CA ELD standards and framework) provided throughout the day in all core content areas. Students will also have Grade 9 ELA core, in addition to their Designated ELD class.</li> <li>• <b>Access to Core:</b> Students in SEI will receive scaffolded and differentiated instruction in core subjects, delivered using a variety of strategies and supplemental materials.</li> <li>• <b>Primary Language Support:</b> When available, used to support language development in English.</li> </ul>
English Language Mainstream (“ELM”) Program	English Learners ELPAC Level 3 ELPAC Level 4	<ul style="list-style-type: none"> <li>• <b>Designated ELD:</b> Students in ELM will receive daily designated ELD instruction (based on the CA ELD standards and framework) in their English Language Arts class. Appropriate time for designated instruction will be determined by the ELA teacher and ELD Coordinator.</li> <li>• <b>Integrated ELD:</b> Students in SEI will receive daily integrated ELD instruction (based on the CA ELD standards and framework) provided throughout the day in all core content areas. Students will also have Grade 9 ELA core, in addition to their Designated ELD class.</li> <li>• <b>Access to Core:</b> Students in SEI will receive scaffolded and differentiated instruction in core subjects, delivered using a variety of strategies and supplemental materials.</li> <li>• <b>Primary Language Support:</b> Very minimal, only when needed and when available.</li> </ul>

English Learners fully participate in all core classes and core curriculum at We the People High School, with varying degrees of scaffolding to develop content knowledge and knowledge of standard English. We believe – and research confirms – that participation in activity is central to the development of knowledge, including acuity with the English language. We also believe that expanding the definition of scaffolding to include modeling, deliberate practice with feedback, independent practice in speaking, listening, reading, and writing is central to building ELs’

competency with English language use. Quality Teaching for English Learners (“QTEL”) necessitates that students are engaged in intellectual challenge as the primary means of scaffolding English Language Development.<sup>52</sup>

At We the People High School, units and lessons are designed with an array of texts/tasks to accommodate and scaffold entry into core content.<sup>53</sup> Taking the idea of “amplify, not simplify” seriously in instructional design means making an array of resources available and combining visual and textual sources to illustrate key ideas and content. At each of the three stages of ELD (emerging, expanding, bridging), learners need to demonstrate proficiency in three modes of communication: Collaboration (dialogue with others), Interpretation (comprehension and analysis of written and spoken texts), and Production (creation of oral presentations and written texts).<sup>54</sup> Each modality is consistent with the pedagogy and goals of We the People High School.

#### English Language Mainstream Program: Integrated ELD Supports

The goal of this program is to ensure that ELs continue to progress linguistically and academically to meet ELD and grade-level content standards, with the goal of reclassification as English fluent. Students receive appropriately differentiated instruction and scaffolded academic content instruction and support. Teachers will integrate research-based SDAIE strategies and language scaffolds throughout the instructional day. We the People High School will incorporate the following best practices to support English Learners:

#### ***High Quality Student-to-Student Interaction***

A critical element of language development is providing time and space for students to use language in writing, reading, listening, and speaking. As a school we commit to providing opportunities throughout each lesson for students to discuss ideas and process information.

- 1) **Read, retell, and summarize:** An activity in which teachers dictate a list of key words in the passage to learners. In pairs, ELs read the passage and then summarize the passage using the key words as their prompt.
- 2) **Think-Pair-Share:** In this oral exchange technique, all students are encouraged to answer orally with a peer and are given time to prepare their thoughts on paper beforehand. In this manner, all ELs are asked to engage.
- 3) **Reciprocal teaching:** Teachers will use reciprocal teaching paired work to support the development of comprehension through reading, speaking, and listening. In paired reciprocal teaching, two students work together to read a passage. Student A reads a section aloud, then asks Student B one or two questions based on the reading. Student B answers. Students A and B discuss questions and answers and repeat the process.

---

<sup>52</sup> Walqui, A. & van Lier, L., *Scaffolding the Academic Success of Adolescent English Language Learners: A Pedagogy of Promise*, (San Francisco: West Ed., 2010), pp. 240.

<sup>53</sup> Tomlinson, C.A. and McTighe, J., *Integrating Differentiated Instruction and Understanding by Design*, (Alexandria: ASCD, 2006), pp. 199.

<sup>54</sup>One, F. & McLean, J. (eds.), *California English Language Development Standards: Kindergarten Through 12th Grade*, (Sacramento: CDE Press, 2014), 19, <https://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf>.

### ***Explicit Vocabulary and Language Development***

Strategies for developing language are central to advance ELs and will be incorporated into small and whole group instruction during core classes.

- 1) **Tiered vocabulary instruction:** Tier 1 vocabulary will be explicitly taught in mini-language lessons to students who need this level of support. Tier 2 vocabulary will be taught in the context of the text(s) or academic situations in which the vocabulary is utilized. This includes ensuring ELs have the opportunity to practice using the word in multiple contexts and multiple texts through speaking, listening, reading, and writing. Tier 3 vocabulary that is highly discipline-specific is taught to all students, regardless of EL status, through multiple uses in context.<sup>55</sup>
- 2) **Front-load Language:** The teacher provides ELs with new vocabulary and with sentence models and frames before the lesson.
- 3) **Sentence frames:** Teachers provide the grammar and syntax needed to help ELs use learned vocabulary to express their thinking. Sentence frames allow students to express thoughts and ideas that are more complex than their current English proficiency level. They are typically provided in a cloze format that allows the English Learner to start the sentence, as in, “For my argument, I contend that \_\_\_\_\_.”
- 4) **Sentence deconstruction and reconstruction:** Sentences are chosen from the text and analyzed linguistically to support comprehension.
- 5) **Chunking:** A comprehension strategy that helps ELs break down difficult text into more manageable pieces. Dividing content into smaller parts helps them identify key words and ideas, develops their ability to paraphrase, and makes it easier to organize and synthesize information.
- 6) **Modified guided reading:** An adjustment to usual guided reading process that incorporates EL scaffolds, including additional time, repetition, vocabulary guidance, and varied read-aloud strategies. Teachers point out and explain confusing syntax, highlight vocabulary in context, ask students to identify and explain figurative language, and ask students to answer increasingly complex comprehension questions by modeling.

### ***Non-Linguistic Visual Representations and Scaffolds to Support Comprehension***

Non-linguistic representations help English Learners associate meaning with academic language through sensory and mental images. These include real objects, pictures, pictographs, diagrams, physical models, video clips, recorded sounds, gestures, and movement.

- 1) **Use of visual “texts” to develop language proficiency:** In all subject areas, ELs will be supported to develop language proficiency through analysis of visual materials, including numerical visuals, infographics, and pictorial/representational sources.
- 2) **Use of graphic organizers:** Teachers will support students to develop deep comprehension by providing content-specific and content-appropriate graphic organizers that help students process new learning in their own words and develop comprehension of Tier 3 vocabulary and concepts.

---

<sup>55</sup> Beck, I. et al., *Bringing Words to Life, Second edition: Robust Vocabulary Instruction*, (New York: The Guilford Press, 2013), pp. 210.

- 3) **Explicit teaching of text type, or genre:** In all subject areas, teachers will explicitly teach strategies for comprehending various types of texts used for instruction based on the features of text and on meaningful engagement with the structures of specific types of texts with the goal of comprehension and interpretation.

#### ***Active Use of Knowledge and Transfer***

- 1) **Accessing prior knowledge/anticipatory set:** Teachers design initial phase of instruction so as to elicit what students may already know about a particular topic, honoring the background knowledge and experience they may bring and collecting various aspects of understanding that exist.
- 2) **Extending understanding:** Students re-create text in a new genre or create a new text based on new understanding (summary, rewriting), apply newly gained knowledge to a new situation or use to problem-solve, and connect ideas learned to other ideas outside the text.<sup>56</sup>

#### ***Affirming Culture, Identity and Agency***

- 1) **Cultural contributions that affirm identity and emphasize connections.** These include ethnic examples of a person, place, or event that shows connections to the cultural identity of students and connects to the big ideas of the content (e.g., “One way we honor important people or monuments in U.S. history is to display their image on money. How does your culture show honor? Students share multiple examples.”)
- 2) **Cultural transformation:** These would be personal connections that inspire change culturally on a personal level (e.g., in reflecting on the unit assessment, students discuss what was hard and what was easy, how they handled mistakes and success, and the concept of persistence — comparable to a concept in Latinx culture called *ganas* — or the drive to succeed).
- 3) **Cultural action:** These expand connections beyond the personal level to the family, community, or global level. This is a core component of We the People High School’s model — to inspire students to act on behalf of their communities.

In addition, teachers will employ SDAIE methodology to ensure that the above tasks are well-scaffolded for English learners. These strategies include:

- Modifying the language of instruction through simplification of directions and explanations.
- Providing instructions in written and verbal form.
- Modifying assignments for new students to scaffold them into the content.
- Working toward depth, not breadth, of information.
- Imparting information through several modalities: oral, visual, auditory, and kinesthetic.
- Utilizing word walls and images to develop key content area vocabulary that is developmentally appropriate.
- Using of graphic organizers
- Ensuring information about assignments or homework is communicated orally, in writing, and that students understand the expectations.

---

<sup>56</sup> Walqui and van Lier, *Scaffolding* ,152.

### Structured English Immersion Program: Designated ELD Classes

All English Learners receive daily designated ELD in their core classes. EL students who are Levels 1 and 2 receive one full, additional class period of Designated ELD. This program is designed to ensure acquisition of English language, as well as to provide students with additional support so that they can readily access core content. Students will be grouped and taught at their assessed ELD proficiency level. These Designated ELD classes are separate from core content to ensure a focus on language development. Students who are assessed as needing SEI will be assigned this class during their “flex time” period. At the end of each semester, students will be assessed to determine if they should continue on with the SEI program or can leave the program and be supported to continue their ELD within their core classes.

We the People High School ELD lessons shall include:

- Clearly stated language objective based on a scope and sequence of language skills and focus on the language form and function.
- Language patterns and vocabulary.
- Structured language practice, or student talk, at least 50% of the time.
- Engaging topics and instructional practices that mirror the work of the core curriculum.

Teachers in ELD classes will be fully credentialed and most will have a CLAD or BCLAD credential. Teachers will receive extensive professional development in the stages of language acquisition and structures to practice language to ensure quality implementation of the adopted designated ELD program. The curriculum under consideration for Designated ELD is McGraw Hill’s Study Sync. This curriculum is designed to provide additional supports to ELs by scaffolding content that they are learning in their ELA class. Study Sync is aligned to the CA ELD Standards and Framework and supports academic vocabulary development.

We recognize that Long Term English Learners may require additional supports. These students are entering middle school still with a language level classification. Students will be empowered to understand the reclassification criteria and track their own progress in all four areas. In addition to targeted ELD classes and core content, Long Term English Learners or newcomer students at We the People High School may be supported with an online language practice program. These students will receive explicit, strategic, domain-targeted instruction to prepare them for the summative assessment. Coursework will focus on oral language development, listening skills, academic vocabulary, and expository writing. The goal is to prepare students with the essential knowledge and skills necessary to reclassify.

### ***D. Process and Specific Criteria for Reclassification***

Before the issuance of each progress report card, teachers will summarize students’ mastery of standards for their current ELD level by looking at assessment material collected throughout the quarter. Teachers will report on students’ proficiency level progress along the ELPAC criteria levels with specific benchmark progress-learning identified, in addition to ELA grades in reading, writing, listening, and speaking. At the end of the trimester, teachers will also go through the list



of standards for a student's current ELD level and determine if the student has mastered every standard for his or her current level and is ready to move to the next ELD level. Teachers will present evidence (e.g. scored writing samples, rubrics from oral presentations) to the Executive Director, who will work with teachers to make the final decision regarding progression to the next ELD Proficiency Level.

Reclassification criteria and procedures are outlined below.

*Reclassification Criteria:*

- ELPAC: Overall performance level of four (4).
- Standards Based Report Card: Meets or exceeds expectations in all ELA (Reading, Writing, and Listening/Speaking) strands, as evidenced by a grade of three or four in a one to four grading system or a grade of C or above in a letter grade system.
- Teacher/designated EL Specialist judgment: Classroom teacher and the designated EL Specialist judge that the student will be successful in a mainstream English program. This judgment may be based on teacher observation, review of student work samples, analysis of past report cards and grades.
- Parent Opinion and Consultation: Notice will be provided to parents/guardians of their rights, and they will be encouraged to participate in the reclassification process. Teachers will provide an opportunity for a face-to-face meeting with the parents/guardians to discuss their child's progress toward English language proficiency.
- Comparison of Basic Skills: Performance in basic skills means the score and/or performance level resulting from a recent administration of an objective assessment of basic skills in English, such as the California English– Language Arts Standards Test (CAASPP for ELA) and the California Modified Assessment for ELA ("CMA"). Range of performance in basic skills means a range of scores on the assessment of basic skills in English that corresponds to a performance level or a range within a performance level. Students of the same age refers to students who are enrolled in the same grade as the student who is being considered for reclassification.

*Reclassification Procedures*

The following reclassification procedures will be used:

- At least two times per year, the ELD Coordinator will create a list of all students who meet the ELPAC and CAASPP criteria for reclassification, as well as an updated potential reclassification list to teachers. This document lists by class all students who meet the ELPAC and CAASPP criteria for reclassification.
- Each teacher is responsible for completing the report card grade and teacher judgment columns of the reclassification list for their students.
- In some cases, the ELD coordinator works with the teacher to determine the ability of individual students to master grade level standards without language support.
- Based on the information provided by teachers, the ELD coordinator identifies students ready to be reclassified and submits these names to the Program Administrator. The Program Administrator sends a reclassification letter to these students' parents and submits their names and report cards to the school district.

- Reclassified students continue to be monitored to ensure their continued ability to achieve mastery of the CCSS for ELA/Literacy.

We the People High School has set a reclassification target for annual student progress (see Element 2: Measurable Student Outcomes). Our goal is that all EL students progress at least one proficiency level on the ELPAC each year, or maintain their level from the prior year. Our 3-year goal is that one hundred percent of EL students who have been enrolled at We the People High School for three years with an attendance rate of at least 90% will be reclassified as English language proficient. In addition, all EL students with an attendance rate of at least 90% will advance at least one performance level per the ELPAC each academic year. Students who enroll at the Charter School in subsequent years whose language development is still in the beginning or early intermediate stage will receive added intervention within their ELA classes through small group instruction using materials targeted to meet their individual needs with a goal that they will stay on target to advance one to two levels more per year such that they can be reclassified during their high school career.

### ***E. Monitoring and Evaluation of Program Effectiveness***

When the number of EL students enrolled reaches 21 students, WTP will establish an English Learner Advisory Committee which will serve in an advisory capacity to school administrators regarding the programs and services available for English learners. The advisory committee will consist of the Executive Director, the ELD teacher, the EL Coordinator, and the appropriate grade level ELA teacher(s).

We the People High School's ELAC will evaluate the effectiveness of its education program for ELs by:

- Meeting monthly to assess the progress of individual students in both Integrated and designated ELD instruction.
- Classroom observations to monitor teacher use of appropriate instructional strategies based on program design and determining professional development needed as a result.
- Monitoring student identification and placement, including advancing students out of designated ELD classes when appropriate.
- Monitoring availability of adequate resources and adding access to resources when needed.
- Adhering to school-adopted academic benchmarks by language proficiency level and years in program to determine adequate yearly progress.

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

- **Emerging:** Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use Tier 2 vocabulary and other features of academic language.
- **Expanding:** Students at this level are challenged to increase their English skills in more contexts, and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways appropriate to their age and grade level.
- **Bridging:** Students at this level continue to learn and apply a range of high-level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. The “bridge” alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction. However, ELs at all levels of English language proficiency fully participate in grade level tasks in all content areas with varying degrees of scaffolding in order to develop both content knowledge and English. This includes the use of text sets at varying levels of complexity in history/social science, science, and ELA classes, as well as the instructional strategies described above to embed supports for ELs into core instruction.

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

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

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

The above descriptors will be used to analyze each individual student’s progress quarterly as part of their quarterly report card. Progress will be communicated to parents and parents will be consulted as to next stage of placement as needed.

## Monitoring

English learners will continue to be re-evaluated annually using the ELPAC assessments until such time as they have demonstrated that they are reclassified as fluent English proficient/Level 4. Reclassified Fluent English Proficient (RFEP) students will be monitored for four (4) years after redesignation, as required by state education code (20 U.S.C. § 6841). The Executive Director in collaboration with the ELD teacher will serve as the testing coordinator in Years 1–2, and the ELD Coordinator in collaboration with the Co-Director will serve as the testing coordinator in Years 3 and beyond. The testing coordinator will continue to monitor students who are re-designated as RFEP to ensure that they are able to keep up with their peers for a period of 4 years, or until they graduate as is required by schools receiving Title I or Title II funds. ELPAC testing will not be required during the monitoring period.

### Assessments

The ELPAC is used for the annual assessment of each student's ELD level, along with scores on the Smarter Balanced ELA/Literacy test, MAP tests, teacher evaluation, and parent consultation. The ELPAC scores (overall and subtest data), MAP, and Smarter Balanced ELA/Literacy test scores are shared with teachers, and student performance is closely monitored by the teachers and administrators throughout the school year and for two years after the student reclassifies.

ELs are consistently monitored through assessments for English language development and academic progress. Students are assessed (formally and informally) throughout, and at the end of each ELD curricular unit via both teacher-created and computer-generated assessments. They will also be assessed with the MAP tests for academic progress in Reading/Literacy, Language Usage, and Mathematics.

MAP tests are administered at least two times per year. We the People High School generates reports from MAP that include student performance data for each test administration. We the People High School's administration team and staff analyze the student performance data and focus on addressing areas of need. A summary of assessments used to monitor progress is outlined below:

Beginning of Year	Weekly	End of Unit/Quarterly	Year-End/Annually
<ul style="list-style-type: none"> <li>• Home Language Survey</li> <li>• MAP Test</li> <li>• ELPAC</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher created formal and informal assessments</li> </ul>	<ul style="list-style-type: none"> <li>• End of ELD curricular unit assessment</li> <li>• Publisher provided assessments</li> <li>• Progress reports with grades and teacher comments</li> </ul>	<ul style="list-style-type: none"> <li>• ELPAC Summative Assessment</li> <li>• MAP Test</li> <li>• CAASPP ELA/literacy test</li> </ul>

Per Title III accountability, students that are reclassified as fluent English proficient are considered English Learners until having demonstrated proficiency on the CAASPP Summative Assessment in ELA for four years after their reclassification date. The ELAC shall review performance of recently re-designated ELD students at least once a year. For this review, the ELAC will produce a roster of students that have failed to meet or exceed the ELA standards on the summative

CAASPP ELA assessment in grade 11, or on equivalent measures through NWEA assessments in grades 9 and 10. The ELAC shall forward this roster to the Program Administrator, the counselor and other supplemental service providers. The Program Administrator will maintain this roster on file for at least five years. This process shall be repeated in the following RFEP monitoring review meeting.

Parents of RFEP students that have reclassified within the past two years must be informed of their child's academic progress at least once per year. To meet this requirement, the administrator overseeing ELD will send the Notification of Student Progress letter to parents of all RFEP students reclassified in the past years. This letter shall include, at minimum:

- Course marks from the most recent term;
- Most recent CAASPP ELA achievement level or NWEA achievement level;
- Indication whether the student is or is not making adequate academic progress;
- If applicable, interventions that are being provided or recommended at this time;
- Executive Director signature with date; and
- Space for parent signature.

The Executive Director must review and sign any Notification of Student Progress letters and the Office Manager must keep one copy of each letter for school records. Parents will be given two weeks to return the letter. If a signed letter is returned, the letter will be placed in the student's ELD file. If a signed letter is not returned, the Charter School must issue a second letter. If the second letter is not returned after two weeks, the Charter School will telephone the parent. If the Charter School still cannot obtain a parent signature, the Office Manager will note attempts to contact the parent regarding the Charter School's copy and place the copy in the student's ELD file.

## ***XI. PLAN FOR STUDENTS WITH DISABILITIES***

The Charter School shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act (“Section 504”), the Americans with Disabilities Act (“ADA”) and the Individuals with Disabilities Education Improvement Act (“IDEA”).

### ***A. SELPA Affiliation***

The Charter School shall be its own local educational agency (“LEA”) and shall apply directly for membership in a Special Education Local Plan Area (“SELPA”) in conformity with Education Code Section 47641(a). The Charter School shall consider membership in the following SELPA: Los Angeles County Office of Education SELPA.

In the event the Charter School seeks membership in a different state-approved SELPA, the Charter School shall provide notice to LACOE, the SELPA, and the California Department of Education before June 30<sup>th</sup> of the year before services are to commence.

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

The Charter School may seek resources and services (e.g. Speech, Occupational Therapy, Adapted P.E., Nursing, and Transportation) from the SELPA, subject to SELPA approval and availability. The Charter School may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

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

### ***Funding***

The Charter School understands that it will be subject to the allocation plan of the SELPA.

### ***B. Child Find***

We the People High School understands its responsibility to ensure that all children with disabilities who need special education and related services are identified, located, and evaluated, regardless of the severity of the disability.

We the People High School will implement a multi-tiered instructional and support framework, often referred to as RTI or MTSS, prior to referring a child for an evaluation under IDEA. However,

We the People High School shall ensure that child find identification occurs in a timely manner and that no procedures or practices result in delaying or denying this identification. A parent/guardian or We the People High School staff member may request an initial evaluation at any time to determine if the child is a child with a disability, regardless of whether the child has participated in an RTI/MTSS framework. Special education referrals shall be made only after general education supports and interventions have been considered and provided, as appropriate. We the People High School may also choose to refer a student for services through the provisions of a Section 504 Plan, if appropriate. No assessment or evaluation will be used for admission purposes.

#### LEA for Special Education

We the People High School shall be solely responsible for compliance with state and federal Child Find requirements. We the People High School shall implement policies and procedures of the SELPA in which it is a member to ensure timely identification and referral of students suspected of having a disability.

#### ***C. Referral for Assessment***

The term “assessments” shall have the same meaning as the term “evaluation” in the IDEA, as provided in Section 1414, Title 20 of the United States Code. We the People High School’s internal method for referral for assessment will be through implementation of a SST. The purpose of the SST is to problem solve and to find adaptations in the general education setting which allow a student to be successful in that setting. The SST is a school site team which includes the parent and the student. This team:

- Is a function of general education;
- Uses a systematic problem-solving approach to assist students who are not progressing at a satisfactory rate;
- Clarifies problems and concerns;
- Develops strategies and organizes resources;
- Provides a system for accountability.

A student may be referred to the SST by a teacher, counselor, advisor, parent, or school administrator for:

- Lack of academic progress;
- Increasing behavioral concerns;
- Consideration for retention;
- Attendance/ truancy issues;
- Parent concerns which do not appear to be resolved.



The purpose of the SST is to identify and assist students and teachers in a collaborative process to find ways to address individual student needs. In addition, the SST process is meant to improve communication between families and school, coordinate services a student is currently receiving, and plan for further supports. When possible, the student will be provided with Tiered supports

through our RTI model described above in the “Plan for Students who are Academically Low-Achieving” section, pp. 90-95.

The SST team will consist of the referring person (teacher, counselor, advisor, school administrator), the parent, the student, the Charter School administrator, and any relevant additional staff members. The table below describes the SST process.

<b>Step 1:</b> A student is referred to the SST and the reason for referral is stated on a submitted referral form	
<b>Step 2:</b> Data is collected in response to the reason/stated concern	
<u>For All Student Referrals:</u> <ul style="list-style-type: none"> <li>• Cumulative and Health Records</li> <li>• Home Language Survey</li> <li>• Grades</li> <li>• Work Samples</li> <li>• Interventions</li> <li>• Previous Educational History</li> <li>• Standardized Test Scores</li> <li>• Teacher Interviews</li> <li>• Parent Interviews</li> <li>• Student Interviews</li> <li>• Teacher-Parent Conference Notes</li> <li>• Behavioral issues and how they have been addressed</li> </ul>	<u>English Learners</u> <ul style="list-style-type: none"> <li>• Language Usage - home, community, school</li> <li>• EL supports and support programs, past and current</li> <li>• Support Services</li> <li>• ELPAC Testing data</li> </ul>
<b>Step 3:</b> The SST meets; identifies student strengths; clarifies concerns; indicates what is known, and what needs to be determined; develops an action plan and establishes appropriate time lines for implementation and follow-up meeting. During this meeting, an SST chair is chosen.	
<b>Step 4:</b> The SST action plan is implemented. Updated information is provided to the SST chair.	



<b>Step 5:</b> The SST reconvenes to review results of the recommended action.  	
<b>Actions Successful:</b> <ul style="list-style-type: none"> <li>• Continue with interventions and monitor progress</li> <li>• Close SST file on student</li> </ul> <b>Progress Demonstrated; More follow-up desired</b> <ul style="list-style-type: none"> <li>• Continue monitoring</li> <li>• Change/modify interventions</li> <li>• Expand original action plan</li> <li>• Establish follow-up meeting date</li> </ul>	<b>Progress Not Demonstrated:</b> <ul style="list-style-type: none"> <li>• Make additional recommendations</li> <li>• Expand SST for increased resources</li> <li>• Suggest additional school-based support programs</li> <li>• Determine what additional information is needed</li> <li>• Referral for assessment for special education consideration if deemed appropriate</li> </ul>

If referral to special education is the outcome, the SST fulfills the legal function of ensuring that documented attempts have been made to modify the general education program before referring the individual student for special education.

Parents/guardians will be informed that special education and related services are provided at no cost to them.

#### LEA for Special Education

In the event that We the People High School receives a written request for evaluation, it will be solely responsible for working with the parent/guardian to address the request and shall follow SELPA policies, procedures, and timelines. We the People High School shall respond to a written request for assessment within 15 days.

If We the People High School concludes that an assessment is appropriate, the parent/guardian will receive a written Assessment Plan within 15 days. The parent will be given at least 15 days to provide written consent to the Assessment Plan. Assessments will be done only upon receipt of written parent/guardian permission. The assessment will be completed and an IEP meeting held within 60 days of receipt of the parent's/guardian's written consent for assessment.

### ***D. Assessment***

#### LEA for Special Education

We the People High School shall be solely responsible for conducting special education assessments deemed necessary and appropriate by We the People High School. The Executive Director will be responsible for gathering all pertinent information and arranging for assessments to be conducted in all areas of suspected disability.

Information gathered will be used as tools to determine the student's disability, eligibility for services, and determining the nature and extent of required services. The types of assessments that may be used for determining eligibility for specialized instruction and services will include, but not limited to:

- Individual testing;
- Teacher observations;
- Interviews;
- Review of school records, reports, and work samples; and
- Parent input.

We the People High School will follow the following assessment guidelines. If a conflict with SELPA policies and procedures exists, then SELPA policies and procedures will govern.

- Parents or guardians of any student referred for assessment must give their written consent for the Charter School to administer the assessment;
- The assessment will be completed and an IEP meeting held within 60 days of receipt of the parent's written consent for assessment;
- The student must be evaluated in all areas related to his/her suspected disability;
- Assessments must be conducted by a person with knowledge of the student's suspected disability and administered by trained and knowledgeable personnel and in accordance with any instructions provided by the producer of the assessments. Individually administered tests of intellectual or emotional functioning must be administered by a credentialed school psychologist;
- Assessments will be selected and administered so as not to be racially, culturally, or sexually discriminatory;
- Assessments will be delivered in the student's primary language, and a qualified interpreter will be provided if needed;
- Assessment tools must be used for purposes for which the assessments or measures are valid and reliable; and
- Assessments will be adapted as necessary for students with impaired sensory, physical or speaking skills; and
- A multidisciplinary team will be assembled to assess the student, including a teacher knowledgeable in the disability.

Upon completion of the assessment, an IEP team will be assembled to review the results of the assessment and determine the student's eligibility for special education. We the People High School will be responsible for scheduling, coordinating, and facilitating the IEP meeting. Educators qualified to interpret test results will present the assessment data at the IEP meeting. Parents/guardians will be provided with written notice of the IEP meeting, and the meeting will be held at a mutually agreeable time and place.

### ***E. Development and Implementation of IEP***

Every student who is assessed for special education will have an IEP that documents assessment results and eligibility determination for special education services.

### LEA for Special Education

We the People High School shall be solely responsible for ensuring that all aspects of the IEP and school site implementation are maintained. We the People High School will provide modifications and accommodations outlined within each individual's IEP and serve each student in the Least Restrictive Environment.

Each student who has an IEP will have an IEP team that oversees the IEP Development, implementation, and progress of the student. All decisions concerning the special education programs and services to be provided to a student with a disability are to be made by the IEP team. The IEP team will include all of the following members:

- The parent or guardian of the student for whom the IEP was developed;
- The Student, if appropriate
- The Executive Director or Co-Director;
- At least one special education teacher;
- A General Education teacher who is familiar with the curriculum appropriate to that student, if the student is, or may be, participating in the general education environment;
- A SELPA Special Education Representative, if appropriate;
- If the child was recently assessed, the individual who conducted the assessment or who is qualified to interpret the assessment results;
- Others familiar with the student may be invited as needed.

We the People High School views the parent/guardian as a key stakeholder in these meetings and will make every effort to accommodate parents' schedules and needs so that they will be able to participate effectively on the IEP team. We the People High School will provide an interpreter if necessary to ensure that all parents and/or guardians understand and can participate in the IEP process. If a parent cannot attend the IEP meeting, the Charter School will ensure his/her participation using other methods, such as conferencing by telephone or meeting at the parent's home.

A copy of the IEP will be given to the parent/guardian in accordance with state and federal laws. Upon the parent or guardian's written consent, the IEP will be implemented by We the People High School. The IEP will include all required components and be written on SELPA forms.

The student's IEP will include the following:

- A statement of the student's present levels of academic achievement and functional performance;
- The rationale for placement decisions, including cogent and responsive explanations for the recommendations;
- The services the student will receive and the means for delivering those services;
- A description of when services will begin, how often the student will receive them, who will provide them, and where they will be delivered;

- Measurable annual goals and short-term objectives focusing on the student's current level of performance and appropriately ambitious for his/her circumstances; the goals and objectives will also be linguistically appropriate, as per Ed Code Section 56345(b).
- A description of how the student's progress toward meeting the annual goals will be measured and monitored and when reports will be provided;
- Accommodations necessary to measure the academic achievement and functional performance of the pupil on state and district assessments;
- For students 16 years of age and older, measurable postsecondary goals related to training, education, employment and independent living skills, along with transition services needed to assist the student in reaching those goals;
- The IEP shall be reasonably calculated to enable the child to make progress appropriate in light of his/her circumstances.

IEP meetings will be held according to the following schedule:

- Yearly to review the student's progress and make any necessary changes;
- Every three years to review the results of a mandatory comprehensive reevaluation of the student's progress;
- After the student has received a formal assessment or reassessment;
- When a parent or teacher feels that the student has demonstrated significant educational growth or a lack of anticipated progress (consistent with state and federal law, IEP meetings will be held within 30 days of a parent's request);
- When an Individual Transition Plan (ITP) is required at the appropriate age; and
- When We the People High School seeks to suspend or remove the student for a period of 10 days or more for the same behavior, in order to determine if the student's misconduct was a manifestation of his/her disability.

### ***F. IEP Review***

The IEP team will formally review the student's IEP at least once a year to determine how the IEP is meeting his/her needs. In accordance with IDEA regulations, the IEP team will also conduct a formal review of the IEP once every three years, in which the student is reassessed and the IEP is reviewed as part of an overall comprehensive reevaluation of the student's progress.

### **LEA for Special Education**

We the People High School shall be responsible for conducting IEP reviews and determining necessary supports, services, placements, in accordance with SELPA policies and all applicable laws.

Unless otherwise specified on the student's IEP, parents will be informed four times a year (which is the same frequency as progress is reported to all students and parents) of the student's progress toward meeting annual goals and whether the student is expected to meet his/her annual goals. The Goals and Objectives section of the IEP will be an attachment to the general progress report. This will serve to document the method by which the student's progress toward achieving the annual goal is measured, the student's progress during the relevant period, the extent to which

it is anticipated the student will achieve the annual goal prior to the next annual review, and where needed, the reasons the student did not meet the goal.

If a parent/guardian or faculty member feels the student's educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to the Charter School. Once the request is received, We the People High School will have thirty days, not including school vacations greater than five days, to hold the IEP meeting.

### ***G. Special Education Strategies for Instruction and Services***

We the People High School will implement a full inclusion model for our special education students, allowing all students to interact and learn from each other. Support will be provided in a co-teaching model that will include daily high-quality, differentiated instruction in the general education setting. All students will have maximized access to the general education curriculum and setting, with varying levels of support as needed. Data from regular progress monitoring will be used to constantly adapt to the changing needs of students with and without identified special needs.

A key component to having a strong special education program is great first teaching in the general education classroom. We the People High School will ensure all students are working toward meeting common core standards and state standards. We are aware that many of the students who will enroll will have academic deficits and unfinished learning. Teachers will be provided with training and tools (including appropriate technology-based programs) to remediate instruction to meet the needs of all students. In a full inclusion model, teachers and instructional aids work together to provide the supports special education students need to engage in learning with their peers and receive individualized support.

The Executive Director will provide professional development to general education teachers outlining the special education program prior to the start of the school year. It will be imperative that teachers are aware of the Charter School's policies and procedures for the referral process, as they are usually the first to notice that a student is struggling and may have a suspected disability.

We the People High School will employ a Positive Behavior Intervention System ("PBIS") to establish a culture that welcomes and supports students with special needs. One of the major goals of high school is to prepare students to succeed in social interactions, in academic interactions, and in expressing their identities and thoughts. A well-designed set of strategies through PBIS can support students' self-management skills to develop social, emotional, and intellectual maturity over time.

We the People will employ a restorative justice approach to discipline that builds from the three "A"s mentioned under Instructional Program (Advocacy, Apprenticeship, Action), and positions students to understand how words and actions contribute to community-building and democracy. Because many of the communities where our students live are under attack, it is crucial that

school is a place that is just and fair. In addition, the problems and issues students may face at home or in their neighborhoods - as well as their past experience in public schooling - may contribute to disruptive behavior in school. These problems and issues must also become the content of coursework and DIAs if we are to address systemic racism and oppression as a school and as a society.

Conflict is natural and likely to occur when people with diverse opinions and experiences unite. Restorative justice practices view conflict as an opportunity to foster meaningful learning about self and others. These practices enable students to make amends for wrongdoing and learn how to productively manage conflict. As a school, we intend to engage all staff in restorative justice training, and to utilize existing tools and protocols that help us understand individual student behavior in ways that contribute to building a healthy learning environment.

We the People High School reserves the right to contract with agencies and vendors outside of the authorizer, when appropriate, to secure special education services, including administrative support services.

#### LEA for Special Education

We the People High School will offer a comprehensive inclusion program that includes the following supports for students with special needs, with the understanding that these supports may be customized to suit the student's IEP.

<b>Type of Support</b>	<b>Provided by</b>	<b>Setting</b>	<b>Structures to Provide this Support</b>
Push-in academic and/or behavioral support	Special Education teachers or specialists	Inside of the mainstream classroom	Scheduling to allow Special Education teachers to provide push-in and/or co-teaching supports.
PBIS strategies	Special Education teachers or specialists, Counselor, Advisor, Core Instructional Staff, School administration	In all core classes  Advisory  IEP meetings with student  Individual meetings with student as needed	Teachers will receive professional development on PBIS in the first month of school and go through a process of identifying behavioral goals and strategies for individual students to be implemented school-wide.

Co-teaching of core classes	Special Education teachers/ specialists and core content teachers	Inside of the mainstream classroom	Teachers will receive professional development on co-teaching during monthly staff meetings and/or quarterly staff meetings to support the development of effective co-teaching. Support will be targeted to subjects and courses where staff sees the most need.
Pull-out academic support/ specialized individual supports  Participation in STARl intervention course  Individualized academic tutoring	Special Education teacher/ specialist and/or core ELA teacher  Additional core teachers as needed	During the student's "flex time" block, 360 minutes per week	Access to intervention course materials.  Access to online programs to support academic growth.
Restorative Justice Study and Practices	Advisors, Special Education teachers, School administration, Core teachers	Advisory  Social Studies coursework  DIA intensives	Teachers will be engaged in learning restorative justice Practices during summer PD prior to year 1. They will use what they learn to create curricula and projects on systems of injustice in the past and present.
Ongoing review of student progress with students and families outside of formal IEP meetings	Special education teachers/ specialists, Advisors and School Leadership	Advisory  Individual meetings with students during flextime	Staff and students will be supported to meet regularly to assess how students are progressing in meeting their goals and set short-term and long-term targets together.

Each student's IEP requires different kinds of accommodations and modifications for instruction and services. Therefore, the educational strategies of the IEP will be built around the student's needs. If a student's IEP team determines that the student requires placement outside of a general education classroom, We the People High School will provide the necessary placement and/or services. The instruction outlined in each student's IEP will be delivered by personnel qualified to do so.

#### ***H. Interim and Initial Placements of New Charter School Students***

We the People High School shall comply with Education Code Section 56325 with regard to students transferring into We the People High School within the academic school year.

#### **LEA for Special Education**

We the People High School shall provide transferring students with free and appropriate public education, including services comparable to those listed in the existing IEP.

For students transferring to We the People High School from another school within the same SELPA, We the People High School, pursuant to Education Code Section 56325(a)(2), shall continue to provide services comparable to those described in the existing approved IEP, unless parents/guardians and We the People High School agree to develop and implement a new IEP.

For students transferring to We the People High School from another school within a different SELPA, We the People High School, pursuant to Education Code Section 56325(a)(1), shall continue to provide services comparable to those described in the existing approved IEP for a period of up to 30 days, by which time We the People High School shall adopt the previous IEP or, in consultation with parents/guardians, develop and implement a new IEP that is consistent with federal and state law.

For students transferring to We the People High School from a school outside of California, We the People High School shall provide the student with a free appropriate public education, including services comparable to those described in their existing IEP, until We the People High School conducts an assessment pursuant to Section 1414 of Title 20 of the United States Code, if determined to be necessary by We the People High School, and develops a new IEP, if appropriate, in accordance with federal and state law.

## ***I. Staffing***

### **LEA for Special Education**

We the People High School will assume responsibility for special education staffing and service delivery. We the People High School will be responsible for hiring, training, and/or contracting with the staff necessary to provide special education services to its students. We the People High School shall ensure that all special education staff hired or contracted by We the People High School is qualified to provide services in accordance with all applicable laws, regulations, and SELPA policies.

In Year 4, pending budgetary availability, We the People High School plans to employ a Special Education Teacher/ Coordinator that will have the following duties:

- Ensure that all aspects of the IEP are followed;
- Arrange for the teacher of the student to attend the team meetings;
- Communicate with parents about progress made toward attaining the goals stated on the student's IEP, and inform them of due process procedures and rights;
- Consult quarterly with the Principal to ensure that the objectives and goals of students with IEP's are being met;
- Complete the requisite paperwork, updating and filing of necessary information for initial referrals, triennial evaluations, ongoing monitoring of student progress, and appropriate provision of any/all test modifications as stipulated in the IEP;
- Maintain a central file with all special education evaluation material and IEP's in accordance with FERPA and IDEA guidelines; and
- Provide a report of student progress on the same schedule as students in general education)



All teaching staff at We the People High School will also be involved in assuring that all IEPs and 504 plans are properly implemented.

### ***J. Professional Development for Charter School Staff***

We the People High School administrators, general and special education teaching staff, as well as other appropriate faculty and staff members will attend professional development and/or training meetings necessary to comply with state and federal special education laws, including training sponsored by the SELPA.

#### **LEA for Special Education**

We the People High School shall seek professional development opportunities for its staff through potential trainings facilitated by the County Office of Education, SELPA, colleges and universities, and private companies or agencies to ensure compliance with state and federal special education laws as well as implementation of best practices for students with disabilities.

### ***K. Reporting***

We the People High School, in collaboration with the SELPA where appropriate, will collect and maintain the following information on disabled students as required by IDEA:

- A calculation of all school-age students with disabilities being provided special education services by age, grade, category of disability and the number of students with disabilities who are English Language Learners;
- The number of students provided with test modifications and the types and the number of students exempted from Statewide assessments;
- The settings in which students with disabilities receive their services, specifically including the portion of the school day they receive services with non-disabled peers and time away from the regular classroom;
- The number of students with disabilities suspended "in-school" and out of school, organized by disability and length of suspensions; and
- The basis of exit from We the People High School of students with disabilities (i.e., attainment of diploma and type, declassified, moved, etc.).

All necessary procedures and practices to ensure confidentiality and accurate/timely reporting will be the responsibility of the Executive Director. The Executive Director will ensure that a central file with all special education evaluation material and IEP's is maintained and that this file is locked and confidential, in accordance with IDEA guidelines. The Director of Operations (in Y1-2) or the Program Administrator (in Y3 and beyond) will oversee access to these records, and will be responsible for ensuring that all providers responsible for the implementation of a student's IEP will have access to a copy of the IEP and will be informed of their specific responsibilities in implementing the IEP.

### ***L. Procedural Safeguards***

Parents or guardians of students with IEPs at We the People High School must give written consent for the evaluation and placement of their child, be included in the decision-making process when change in placement is under consideration, and be invited, along with teachers, to conferences and meetings to develop their child's IEP.

The Charter School will provide the parent with a written Notice of Procedural Safeguards, which will include information on the procedure to initiate both formal and informal dispute resolutions, at least once per year. We the People High School will utilize the Notice of Procedural Safeguards used by the SELPA in which it is a member.

#### LEA for Special Education

Concerns or disagreements raised by parents/guardians will be acknowledged by the Charter School within **five days**. We the People High School shall work to arrange a meeting with the parents/guardians to seek resolution of the disagreement. If a disagreement or concern persists, parents or guardians have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child.

### ***M. Dispute Resolution***

#### LEA for Special Education

We the People High School acknowledges its responsibility to resolve disputes or defend due process complaints arising as a result of We the People High School's alleged failure to provide FAPE to students enrolled in the charter school. We the People High School may also initiate a due process hearing or request for mediation with respect to a student enrolled in We the People High School if it determines such action is legally necessary or advisable.

### ***N. Complaint Procedures***

Parents or guardians also have the right to file a complaint with LBUSD and/or California State Department of Education if they believe that the Charter School has violated federal or state laws or regulations governing special education.

### ***O. Section 504 of the Rehabilitation Act***

We the People High School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of We the People High School. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

We the People High School shall be solely responsible for its compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. All facilities of the We the People High School shall be accessible for all students with disabilities in accordance with the ADA.

We the People High School will designate one employee to coordinate the Charter School's compliance with its responsibilities under Section 504. A 504 team will be assembled by the Executive Director and shall include the parent/guardian, the student, a qualified staff member, and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate.

If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team who will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials include those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person without a disability is made by the 504 team in writing. Written notice of the eligibility determination will be provided to the parent or guardian of the student in their primary language, along with notice of the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team.

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

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

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

### ***P. Students in Other Subgroups***

We the People High School may enroll a number of foster youth and homeless youth. In response to their needs, We the People High School will seek to work closely with Los Angeles County agencies in identifying and monitoring foster and homeless youth who enroll. We the People will coordinate with the Department of Children and Family Services to account for the Charter School's foster and homeless youth population. Throughout our Charter School, we will cultivate a respectful and nurturing school culture in which foster and homeless youth can feel secure approaching adults on campus regarding difficulties accessing resources, or for general counseling and guidance. We the People High School has included funding for counseling support in our financial projections. Foster and homeless youth with specific needs that cannot be met on campus will be referred to local partner resources that are gratis to the student whenever possible.

We the People High School will collaborate with the child welfare system to determine how to best serve youth in foster care. Our primary goal is to create systems and processes to serve the emotional, social and academic needs of each student. Below are some examples of policies and guidelines that we plan to use to support successful transition to school and attendance at school:

- A policy that ensures immediate enrollment, even if there are missing required educational, health, or special education records;
- A policy that expedites convening a special education meeting if the child needs to receive services immediately through an IEP or 504 plan;
- A policy about information-sharing that clarifies what information can be shared about the child and with whom; and
- Guidelines that outline the roles and responsibilities of support staff and foster care parents when enrolling a child in a new school.

The following are additional strategies that We the People High School will employ, when possible, to promote educational stability and academic success for children in foster care:

- Hold regular meetings with an education team of school staff and staff from other agencies involved with the child (e.g. caseworker, teacher, guidance counselor, mental health professional, social worker, juvenile probation officer, special education liaison, older brother/older sister, mentor, educational advocate) to discuss the child's educational progress and needed resources and services.
- Involve the child's caseworker, Court Appointed Special Advocates, birth parents, and/or caregivers, as appropriate, in education planning.

- Identify a school staff person (e.g., counselor, teacher) whom the youth can talk to about any problems or concerns.

## ***XII. CHARTER SCHOOL GOALS AND ACTIONS TO ACHIEVE THE EIGHT STATE PRIORITIES***

Please see the section “Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities” in Element 2 of the charter for a description of the Charter School’s annual goals to be achieved in the Eight State Priorities schoolwide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals, in accordance with Education Code Section 47605(b)(5)(A)(ii).

## ELEMENT 2: MEASURABLE STUDENT OUTCOMES

*“The measurable pupil outcomes identified for use by the charter school. ‘Pupil outcomes,’ for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in paragraphs (2) to (8), inclusive, of subdivision (d) of Section 52060, that apply for the grade levels served by the charter school.” Education Code Section 47605(b)(5)(B).*

### MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

We the People High School shall comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula) and AB 484, as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

As a California charter school, We the People High School will assume accountability for all aspects of its programs and for achieving the goals described within the mission and vision of the Charter School. We the People High School will adopt and implement a comprehensive set of benchmarks for student and school outcomes based on state standards, state priorities, and our definition of an educated person in the 21st Century. On an annual basis, We the People will engage our stakeholders to prepare a Local Control and Accountability Plan that details specific goals aligned with each of the state’s priorities, along with specific actions to realize each goal and fiscal allocations to support attainment of each goal.

We the People High School has the following overall goals for all students:

#### College-Directed Learners

- Able think critically and analytically to understand complex concepts and problems across the curriculum.
- Prepared for curriculum meeting A-G requirements and beyond
- Knowledgeable of college requirements and the application process
- Knowledgeable of career choices and educational pathways

#### Civic Leaders

- Participate actively in democratic institutions and processes
- Communicate ideas effectively with diverse audiences, bridging geographic, linguistic, ideological, and cultural barriers.
- Take action to improve conditions, viewing themselves as players in the world and participating reflectively.
- Seek out and apply an understanding of different perspectives to problem solving and decision making

- Form opinions based on exploration and evidence

**Social Justice Activists**

- Ability to understand and access cultural differences to bring people together
- Recognize perspectives, others' and their own, articulating and explaining such perspectives thoughtfully and respectfully.
- Model ethical behavior through problem-solving to promote agency for all
- Adopts shared responsibility and takes cooperative action with empathy and humility

**Life-Long Learners**

- Able to investigate the world beyond their immediate environment, framing significant problems and conducting research to solve problems.
- Responsible, mature decision-makers
- Goal-oriented in their personal pursuits
- Adaptive to different professional and cultural settings through exposure to a variety of settings outside their immediate community

***A. We the People High School Goals, Actions and Measurable Outcomes  
Aligned with the Eight State Priorities***

In Element 1: Students To Be Served, we describe our estimated student population based on the demographics of high schools in the 90805, 90806, 90813 and 90812 zip codes:

Number of students when opening school	80
Grades served when opening school	Grade 9
Year school plans to achieve full enrollment	2024
Estimated number of students at full enrollment	400
Grades served at full enrollment	9 - 12
Socio-economically disadvantaged (%)	65 – 84%
Classified as English learners (%)	25-35%
Classified as students with disabilities (%)	10 – 15%
Other special student populations served	Foster/homeless youth: 6-12%
Asian/ Pacific Islander/Filipino	8-15%
Black or African American	11-18%
Latinx	55 – 65%
White	10 – 15%
Two or More Races	1-2%

Given our estimated student population above, which is based on analysis of current area high schools, below we provide an estimated number of potential students within each sub-group at We the People in Year 1 with the understanding that these numbers are merely estimates, and that our student population will be determined by actual enrolled students in the fall of 2020.

All students	Year 1:80 students
Socio-economically disadvantaged	52-67 students
English Learners	20-28 students
Students with Disabilities	8 – 12 students
Foster or Homeless Youth	4 – 9 students
Latinx Students	44 – 52 students
Black or Af Am Students	8 – 14 students
White Students	8 – 12 students
Asian/Pac Is Students	6 – 12 students
Two or More Races	1-2 students



The table below depicting goals and outcomes for the eight state priorities was constructed with these potential Year 1 student demographics in mind, understanding that these numbers will increase as our population increases and that actual subgroups will be determined based on actual student enrollment.

Pursuant to Education Code Sections 47605(b)(5)(A)(ii) and 47605(b)(5)(B), the Charter School has established goals, actions, and measurable outcomes, both schoolwide and for each subgroup of pupils, which address and align with the eight state priorities identified in Education Code Section 52060(d).

GOAL #1: Provide for Basic Services					
<b>STATE PRIORITY #1.</b> The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully creden- tialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. §60119), and school facilities are maintained in good repair (E.C. §17002(d))					
Specific Annual Actions to Achieve Goal					
<b>Outcome #1:</b> Maintain the appropriate assignment of teachers, fully credentialed in the sub- ject areas and for the pupils they are teaching <ul style="list-style-type: none"><li>• All teacher candidates screened for employment will hold a valid single-subject CA Teaching Credential.</li><li>• Teachers responsible for teaching ELD coursework will possess appropriate BCLAD certification.</li><li>• Administrators will check teacher credentials before finalizing the school's master schedule.</li><li>• Teachers remaining through year 3 will be offered a bonus to encourage retention.</li></ul>					
Outcome, Metric and Method for Measuring					
<b>Outcome #1:</b> Maintain the appropriate assignment of teachers, fully credentialed in the sub- ject areas and for the pupils they are teaching <ul style="list-style-type: none"><li>• Metric: Percent of credentialed teachers</li><li>• Measure: 100% of all teachers will be fully credentialed with the appropriate creden- tials for teaching secondary school subjects for all students. 0% teacher mis-assign- ments.</li></ul>					
APPLICABLE STUDENT GROUPS	Baseline	2020-21	2021-22	2022-23	2023-24
All students (School- wide)	100%	100%	100%	100%	100%
Specific Annual Actions to Achieve Goal					
<b>Outcome #2:</b> Students will have access to standards-aligned materials and additional instruc- tional materials as outlined in the Charter School's charter petition <ul style="list-style-type: none"><li>• Charter School will adopt CCSS, NGSS and C3-aligned curricular materials.</li><li>• Appropriate allocations will be made for standards-aligned materials in the school budget.</li><li>• Instructional materials will be adopted and purchased to meet the needs of students in need of intervention, and EL/ELD students.</li></ul>					
Outcome, Metric and Method for Measuring					

<b>Outcome #2:</b> Students will have access to standards-aligned materials and additional instructional materials as outlined in the Charter School's charter petition <ul style="list-style-type: none"> <li>• Metric: Percent of ELA, science, social studies, and math teachers using standards-aligned materials</li> <li>• Measure: 100% of all students, all subgroups, will have access to standards-aligned instructional materials</li> </ul>					
APPLICABLE STUDENT GROUPS	Baseline	2020-21	2021-22	2022-23	2023-24
All students (School-wide)	100%	100%	100%	100%	100%
<b>Specific Annual Actions to Achieve Goal</b>					
<b>Outcome #3:</b> Charter School facilities are maintained in good repair <ul style="list-style-type: none"> <li>• Daily general cleaning by custodial staff will maintain campus cleanliness.</li> <li>• Conduct regular facility inspections and annual audits using a checklist to screen for safety hazards.</li> <li>• The Charter School will coordinate maintenance and repairs with facility owner and external providers, as appropriate.</li> <li>• The Charter School will maintain all appropriate insurances to ensure safety of facility.</li> </ul>					
<b>Outcome, Metric and Method for Measuring</b>					
<b>Outcome #3:</b> Charter School facilities are maintained in good repair <ul style="list-style-type: none"> <li>• Metric: percent of facilities in good repair according to checklist</li> <li>• Measure: 90% of school facilities will be in good or exemplary repair</li> </ul>					
APPLICABLE STUDENT GROUPS	Baseline	2020-21	2021-22	2022-23	2023-24
All students (School-wide)	90%	90%	90%	90%	90%

<b>GOAL #2: Proficiency in State Standards for All Students</b>
<b>STATE PRIORITY #2.</b> Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency
<b>STATE PRIORITY #4.</b> Pupil achievement, as measured by all of the following, as applicable: A. Statewide assessments (CAASPP, or any subsequent assessment as certified by SBE) B. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education C. Percentage of ELs who make progress toward English language proficiency as measured by the ELPAC D. EL reclassification rate E. Percentage of pupils who have passed an AP exam with a score of 3 or higher F. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness
<b>Specific Annual Actions to Achieve Goal</b>

**Outcomes #4 & 5:** All students have access to rigorous, standards-aligned curriculum and instruction in all core content areas, leading to increased student performance on CAASPP year over year

- Teachers develop and implement strong CCSS, NGSS, and C3-aligned units of study and lessons that push student thinking.
- Students have access to instructional materials at varying levels of complexity and spend the majority of their time working with grade-level texts, problems and materials.
- Curriculum-embedded assessments and unit assessments align to appropriate grade-level standards and outcomes and are used to track student progress toward meeting standards.
- School aligns and leverages data management systems to track student progress toward proficiency in relation to growth targets.
- Maintain small class sizes and flexible groupings to ensure that all students are known well and are able to develop at their optimum rate.
- Teachers will be provided with high-quality professional development focused on standards-aligned instructional practices and pedagogies, along with coaching to ensure they can effectively implement standards-aligned curricula.
- Classroom instruction will incorporate testing strategies in preparation for the CAASPP
- Formative and summative assessments will be used to measure student progress and learning in core subject areas and progress toward proficiency on CAASPP, as outlined in Element 3.
- Students in need of intervention will be provided with appropriate instructional materials meant to scaffold their progress toward meeting grade-level standards in addition to core coursework on grade level in math and ELA.
- Ensure CAASPP scores are reported to the CSU system for the Early Assessment Program
- Ensure all students pass the EAP portion of the CAASPP or any subsequent measure of college-readiness

Teachers will be provided with professional development and resources to support the development of English language proficiency for English learners

- Teachers and students will have access to curriculum appropriate for designated ELD as needed
- Teachers and students will have access to integrated ELD curricula and resources aligned to the California ELD standards and framework within core content classes.
- Teachers will receive professional development and planning support to integrate research-based SDAIE strategies and language scaffolds inside of their instruction.

#### **Outcome, Metric and Method for Measuring**

**Outcome #4:** Increase the percent of students scoring Met or Exceeded Standard on ELA CAASPP assessment

- Metric #1: = Percent of students who grow their percentile rank on NWEA MAP (since there is no state testing in 9<sup>th</sup> and 10<sup>th</sup> grade, we will use MAP as our formative and summative measure). We will determine our baseline for individual students and sub-groups via the MAP initial assessments in reading and language use each year.
- Metric #2 = Proficiency rates on CAASPP in Year 3 as compared to students' 8<sup>th</sup> grade CASSPP scores (*included below are the average percentages for each subgroup in middle schools closest to our proposed facility on the 8<sup>th</sup> grade ELA CAASP in 2018*)

<ul style="list-style-type: none"> <li>Measure: % increase of students scoring proficient or higher each year for total student body and for subgroups</li> </ul>					
APPLICABLE STUDENT GROUPS	Baseline	2020-21	2021-22	2022-23	2023-24
All students (Schoolwide)	Benchmark: NWEA MAP score on Fall initial assessment each year	Percent of students who grow their percentile rank = 50% or higher	Percent of students who grow their percentile rank = 55% or higher	Percent of students who grow their percentile rank = 58% or higher	Percent of students who grow their percentile rank = 60% or higher
	(8 <sup>th</sup> grade CASSPP Scores: 38% met or exceeded standard)	No CAASPP Administered	No CAASPP Administered	Benchmark: % of students who meet or exceed standard on CAASPP = 8 <sup>th</sup> grade scores +5% = 43%	Benchmark + 3% = 46%
Socio-economically Disadvantaged	Benchmark: NWEA MAP score on Fall initial assessment each year	Percent of students who grow their percentile rank = 50% or higher	Percent of students who grow their percentile rank = 55% or higher	Percent of students who grow their percentile rank = 58% or higher	Percent of students who grow their percentile rank = 60% or higher
	(8 <sup>th</sup> grade CASSPP Scores: 38% met or exceeded standard)	No CAASPP Administered	No CAASPP Administered	Benchmark: % of students who meet or exceed standard on CAASPP = 8 <sup>th</sup> grade scores +5% = 43%	Benchmark + 3% = 46%
English Learners	Benchmark: NWEA MAP score on Fall initial assessment each year	Percent of students who grow their percentile rank = 50% or higher	Percent of students who grow their percentile rank = 55% or higher	Percent of students who grow their percentile rank = 60% or higher	Percent of students who grow their percentile rank = 62% or higher
	(8 <sup>th</sup> grade CASSPP Scores: 29% met or exceeded standard)	No CAASPP Administered	No CAASPP Administered	Benchmark: % of students who meet or exceed standard on CAASPP = 8 <sup>th</sup> grade scores +5% = 34%	Benchmark + 5% = 39%
Students with Disabilities	Benchmark: NWEA MAP score on Fall initial assessment each year	Percent of students who grow their percentile rank = 50% or higher	Percent of students who grow their percentile rank = 52% or higher	Percent of students who grow their percentile rank = 55% or higher	Percent of students who grow their percentile rank = 57% or higher

	(8 <sup>th</sup> grade CASSPP Scores: 10% met or exceeded standard)	No CAASPP Administered	No CAASPP Administered	Benchmark: % of students who meet or exceed on CAASPP = 8 <sup>th</sup> grade scores +5% = 15%	Benchmark + 3% = 18%
Foster or Homeless Students	Benchmark: NWEA MAP score on Fall initial assessment each year	Percent of students who grow their percentile rank = 50% or higher	Percent of students who grow their percentile rank = 55% or higher	Percent of students who grow their percentile rank = 58% or higher	Percent of students who grow their percentile rank = 60% or higher
	(Note: CA Dashboard does not report on this subgroup for 2018 CAASPP. Therefore we assume the schoolwide percentage of 38%)	No CAASPP Administered	No CAASPP Administered	Benchmark: % of students who meet or exceed standard on CAASPP = 8 <sup>th</sup> grade scores +5% = 43%	Benchmark + 3% = 46%
Latinx Students	Benchmark: NWEA MAP score on Fall initial assessment each year	Percent of students who grow their percentile rank = 50% or higher	Percent of students who grow their percentile rank = 55% or higher	Percent of students who grow their percentile rank = 58% or higher	Percent of students who grow their percentile rank = 60% or higher
	(8 <sup>th</sup> grade CASSPP Scores: 38% met or exceeded standard)	No CAASPP Administered	No CAASPP Administered	Benchmark: % of students who meet or exceed standard on CAASPP = 8 <sup>th</sup> grade scores +5% = 43%	Benchmark + 3% = 46%
Black/Af Am Students	Benchmark: NWEA MAP score on Fall initial assessment each year	Percent of students who grow their percentile rank = 50% or higher	Percent of students who grow their percentile rank = 55% or higher	Percent of students who grow their percentile rank = 60% or higher	Percent of students who grow their percentile rank = 65% or higher
	(8 <sup>th</sup> grade CASSPP Scores: 26% met or exceeded standard)	No CAASPP Administered	No CAASPP Administered	Benchmark: % of students who meet or exceed standard on CAASPP = 8 <sup>th</sup> grade scores +5% = 31%	Benchmark + 5% = 36%
White Students	Benchmark: NWEA MAP score on Fall initial assessment each year	Percent of students who grow their percentile rank = 50% or higher	Percent of students who grow their percentile rank = 55% or higher	Percent of students who grow their percentile rank = 60% or higher	Percent of students who grow their percentile rank = 62% or higher

	(8 <sup>th</sup> grade CASSPP Scores: 65% met or exceeded standard)	No CAASPP Administered	No CAASPP Administered	Benchmark: % of students who meet or exceed standard on CAASPP = 8 <sup>th</sup> grade scores +5% = 70%	Benchmark + 1% = 71%
Asian/ Pac Islander Students	Benchmark: NWEA MAP score on Fall initial assessment each year	Percent of students who grow their percentile rank = 50% or higher	Percent of students who grow their percentile rank = 55% or higher	Percent of students who grow their percentile rank = 60% or higher	Percent of students who grow their percentile rank = 62% or higher
	(8 <sup>th</sup> grade CASSPP Scores: 53% met or exceeded standard)	No CAASPP Administered	No CAASPP Administered	Benchmark: % of students who meet or exceed standard on CAASPP = 8 <sup>th</sup> grade scores +5% = 58%	Benchmark + 3% = 61%

**Outcome #5:** Increase the percent of students scoring Met or Exceeded Standard on Mathematics CAASPP

- Metric #1: = Percent of students who grow their percentile rank on NWEA MAP (since there is no state testing in 9<sup>th</sup> and 10<sup>th</sup> grade, we will use MAP as our formative and summative measure). We will determine our baseline for individual students and subgroups via the MAP initial assessments in mathematics each year.
- Metric #2 = Proficiency rates on CAASPP in Year 3. as compared to students' 8<sup>th</sup> grade CASSPP scores (*included below are the average percentages for each subgroup in middle schools closest to our proposed facility on the 8<sup>th</sup> grade Mathematics CAASPP in 2018*)

Measure: % increase of students scoring proficient or higher each year for total student body and for subgroups

APPLICABLE STUDENT GROUPS	Baseline	2020-21	2021-22	2022-23	2023-24
All students (Schoolwide)	Benchmark: NWEA MAP score on Fall initial assessment each year	Percent of students who grow their percentile rank = 40% or higher	Percent of students who grow their percentile rank = 42% or higher	Percent of students who grow their percentile rank = 44% or higher	Percent of students who grow their percentile rank = 46% or higher
	(8 <sup>th</sup> grade CASSPP Scores: 38% met or exceeded standard)	No CAASPP Administered	No CAASPP Administered	Benchmark: % of students who meet or exceed standard on CAASPP= 8 <sup>th</sup> grade scores +5% = 43%	Benchmark + 2% = 45%
Socio-economically Disadvantaged	Benchmark: NWEA MAP score on Fall initial	Percent of students who grow their percentile rank = 40% or higher	Percent of students who grow their percentile rank = 42% or higher	Percent of students who grow their percentile rank = 44% or higher	Percent of students who grow their percentile rank = 46% or higher

	assessment each year				
	(8 <sup>th</sup> grade CASSPP Scores: 40% met or exceeded standard)	No CAASPP Administered	No CAASPP Administered	Benchmark: % of students who meet or exceed standard on CAASPP = 8 <sup>th</sup> grade scores +5% = 45%	Benchmark + 2% = 47%
English Learners	Benchmark: NWEA MAP score on Fall initial assessment each year	Percent of students who grow their percentile rank = 45% or higher	Percent of students who grow their percentile rank = 47% or higher	Percent of students who grow their percentile rank = 49% or higher	Percent of students who grow their percentile rank = 50% or higher
	(8 <sup>th</sup> grade CASSPP Scores: 30% met or exceeded standard)	No CAASPP Administered	No CAASPP Administered	Benchmark: % of students who meet or exceed standard on CAASPP = 8 <sup>th</sup> grade scores +5% = 35%	Benchmark + 3% = 38%
Students with Disabilities	Benchmark: NWEA MAP score on Fall initial assessment each year	Percent of students who grow their percentile rank = 30% or higher	Percent of students who grow their percentile rank = 33% or higher	Percent of students who grow their percentile rank = 35% or higher	Percent of students who grow their percentile rank = 37% or higher
	(8 <sup>th</sup> grade CASSPP Scores: 11% met or exceeded standard)	No CAASPP Administered	No CAASPP Administered	Benchmark: % of students who meet or exceed standard on CAASPP = 8 <sup>th</sup> grade scores +5% = 16%	Benchmark + 3% = 19%
Foster or Homeless Students	Benchmark: NWEA MAP score on Fall initial assessment each year	Percent of students who grow their percentile rank = 45% or higher	Percent of students who grow their percentile rank = 47% or higher	Percent of students who grow their percentile rank = 49% or higher	Percent of students who grow their percentile rank = 50% or higher
	(Note: CA Dashboard does not report on this subgroup for 2018 CAASPP. Therefore we assume the schoolwide percentage of 38%)	No CAASPP Administered	No CAASPP Administered	Benchmark: % of students who meet or exceed standard on CAASPP = 8 <sup>th</sup> grade scores +5% = 43%	Benchmark + 3% = 46%
Latinx Students	Benchmark: NWEA MAP score on Fall initial	Percent of students who grow their percentile	Percent of students who grow their	Percent of students who grow their percentile	Percent of students who grow their percentile

	assessment each year	rank = 40% or higher	percentile rank = 42% or higher	rank = 44% or higher	rank = 46% or higher
	(8 <sup>th</sup> grade CASSPP Scores: 40% met or exceeded standard)	No CAASPP Administered	No CAASPP Administered	Benchmark: % of students who meet or exceed standard on CAASPP = 8 <sup>th</sup> grade scores +5% = 45%	Benchmark + 3% = 48%
Black/Af Am Students	Benchmark: NWEA MAP score on Fall initial assessment each year	Percent of students who grow their percentile rank = 40% or higher	Percent of students who grow their percentile rank = 42% or higher	Percent of students who grow their percentile rank = 44% or higher	Percent of students who grow their percentile rank = 46% or higher
	(8 <sup>th</sup> grade CASSPP Scores: 29% met or exceeded standard)	No CAASPP Administered	No CAASPP Administered	Benchmark: % of students who meet or exceed standard on CAASPP = 8 <sup>th</sup> grade scores +5% = 34%	Benchmark + 5% = 39%
White Students	Benchmark: NWEA MAP score on Fall initial assessment each year	Percent of students who grow their percentile rank = 50% or higher	Percent of students who grow their percentile rank = 51% or higher	Percent of students who grow their percentile rank = 52% or higher	Percent of students who grow their percentile rank = 53% or higher
	(8 <sup>th</sup> grade CASSPP Scores: 55% met or exceeded standard)	No CAASPP Administered	No CAASPP Administered	Benchmark: % of students who meet or exceed standard on CAASPP = 8 <sup>th</sup> grade scores +5% = 60%	Benchmark + 2% = 62%
Asian/ Pac Islander Students	Benchmark: NWEA MAP score on Fall initial assessment each year	Percent of students who grow their percentile rank = 50% or higher	Percent of students who grow their percentile rank = 51% or higher	Percent of students who grow their percentile rank = 52% or higher	Percent of students who grow their percentile rank = 53% or higher
	(8 <sup>th</sup> grade CASSPP Scores: 53% met or exceeded standard)	No CAASPP Administered	No CAASPP Administered	Benchmark: % of students who meet or exceed standard on CAASPP = 8 <sup>th</sup> grade scores +5% = 58%	Benchmark + 2% = 60%
<b>Specific Annual Actions to Achieve Goal</b>					
<b>Outcomes #6 &amp; 7:</b> Increase the percent of EL students who reclassify as Fully English Proficient and Increase the percent of EL students improving one level or maintaining the previous year's level on the ELPAC annual assessment. <ul style="list-style-type: none"> <li>Annual ELPAC results will be tracked for all applicable students.</li> </ul>					



<ul style="list-style-type: none"> <li>Based on student needs, EL students will receive differentiated support inside of core instruction and via additional intervention as needed.</li> <li>Teachers and students will have access to curriculum appropriate for designated ELD as needed</li> <li>Teachers and students will have access to integrated ELD curricula and resources aligned to the California ELD standards and framework within core content classes.</li> <li>Teachers will receive professional development and planning support to integrate research-based SDAIE strategies and language scaffolds inside of their instruction.</li> <li>Instructional Leadership Team and the English Learner Advisory Committee will review the progress of EL students twice per year to make recommendations for program supports and individual student supports.</li> </ul>					
<b>Outcome, Metric and Method for Measuring</b>					
<b>Outcome #6:</b> Increase the percent of EL students who progress at least one proficiency level on the ELPAC each year, or maintain the previous year's level <ul style="list-style-type: none"> <li>Metric: Percent of EL students who progress at least one proficiency level on the ELPAC each year, or maintain their previous year's level</li> <li>Measure: Increase 5% over previous year or maintain same percentage of previous year.</li> </ul>					
APPLICABLE STUDENT GROUPS	Baseline	2020-21	2021-22	2022-23	2023-24
English Learners	Benchmark	Benchmark +5% or Maintain Benchmark	Previous Year +5% or Maintain Previous Year	Previous Year +5% or Maintain Previous Year	Previous Year +5% or Maintain Previous Year
<b>Outcome #7:</b> Increase the percent of EL students who reclassify as fully English proficient (RFEP) <ul style="list-style-type: none"> <li>Metric: Percent of RFEP English Learners</li> <li>Measure: Increase 5% over previous year or maintain same percentage of previous year.</li> </ul>					
APPLICABLE STUDENT GROUPS	Baseline	2020-21	2021-22	2022-23	2023-24
English Learners	Benchmark	Benchmark +5%	Previous Year +5% or Maintain Previous Year	Previous Year +5% or Maintain Previous Year	Previous Year +5% or Maintain Previous Year
<b>Specific Annual Actions to Achieve Goal</b>					
<b>Outcome #8:</b> School will meet the annual Growth Targets as set by the state via the California Dashboard for similar populations and similar schools in the District <ul style="list-style-type: none"> <li>Quarterly review of all outcomes and metrics will take place via whole staff professional development.</li> <li>Annual review and goal-setting to take place during annual Board retreat and via whole staff professional development prior to the beginning of each school year.</li> <li>All stakeholders will be engaged in setting growth targets each year via the annual LCAP process</li> </ul>					
<b>Outcome, Metric and Method for Measuring</b>					

**Outcome #8:** School will meet the annual Growth Targets as set by the state via the California Dashboard for similar populations and similar schools in the District

- Metric: Maintain or grow Index level according to the California Dashboard's measure for student growth.
- Measure: Maintain or grow Index level for all students, all subgroups

APPLICABLE STUDENT GROUPS	Baseline	2020-21	2021-22	2022-23	2023-24
Socio-economically Disadvantaged	Benchmark	+ 1 Index level or maintain	Previous Year + 1 Index level or maintain	Previous Year + 1 Index level or maintain	Previous Year + 1 Index level or maintain
English Learners	Benchmark	+ 1 Index level or maintain	Previous Year + 1 Index level or maintain	Previous Year + 1 Index level or maintain	Previous Year + 1 Index level or maintain
Students with Disabilities	Benchmark	+ 1 Index level or maintain	Previous Year + 1 Index level or maintain	Previous Year + 1 Index level or maintain	Previous Year + 1 Index level or maintain
Foster or Homeless Students	Benchmark	+ 1 Index level or maintain	Previous Year + 1 Index level or maintain	Previous Year + 1 Index level or maintain	Previous Year + 1 Index level or maintain
Latinx Students	Benchmark	+ 1 Index level or maintain	Previous Year + 1 Index level or maintain	Previous Year + 1 Index level or maintain	Previous Year + 1 Index level or maintain
Black/Af Am Students	Benchmark	+ 1 Index level or maintain	Previous Year + 1 Index level or maintain	Previous Year + 1 Index level or maintain	Previous Year + 1 Index level or maintain
White Students	Benchmark	+ 1 Index level or maintain	Previous Year + 1 Index level or maintain	Previous Year + 1 Index level or maintain	Previous Year + 1 Index level or maintain
Asian/ Pac Islander Students	Benchmark	+ 1 Index level or maintain	Previous Year + 1 Index level or maintain	Previous Year + 1 Index level or maintain	Previous Year + 1 Index level or maintain

**Specific Annual Actions to Achieve Goal**

**Outcome #9:** Ensure all students successfully complete coursework that satisfies UC/CSU entrance requirements

- All core courses will undergo the UC/CSU approval process
- All students will be provided access to UC/CSU courses with differentiated instruction and scaffolds built in to ensure they meet standards and pass their courses
- Teachers will implement Tiered interventions to support students who need it within and across each course, utilizing "flex time" to provide students with individualized support
- Students with IEPs will be provided with supports appropriate to their individual education plan to meet standards and complete their coursework

<b>Outcome, Metric and Method for Measuring</b>					
<b>Outcome #9:</b> Ensure all students successfully complete coursework that satisfies UC/CSU entrance requirements <ul style="list-style-type: none"> <li>• Metric: Percent of students passing and completing coursework that satisfies UC/CSU “A-G” requirements</li> <li>• Measure: Course enrollment, master schedule</li> </ul>					
APPLICABLE STUDENT GROUPS	Baseline	2020-21	2021-22	2022-23	2023-24
All students (Schoolwide)	100% of students enrolled in UC/CSU “A-G” curriculum	100% of students enrolled in UC/CSU “A-G” curriculum %	100% of students enrolled in UC/CSU “A-G” curriculum	100% of students enrolled in UC/CSU “A-G” curriculum	100% of students enrolled in UC/CSU “A-G” curriculum
Socio-economically Disadvantaged	100% of students enrolled in UC/CSU “A-G” curriculum	Maintain 100%	Maintain 100%	Maintain 100%	Maintain 100%
Students with Disabilities	100% of students enrolled in UC/CSU “A-G” curriculum	Maintain 100%	Maintain 100%	Maintain 100%	Maintain 100%
Foster or Homeless Students	100% of students enrolled in UC/CSU “A-G” curriculum	Maintain 100%	Maintain 100%	Maintain 100%	Maintain 100%
Latinx Students	100% of students enrolled in UC/CSU “A-G” curriculum	Maintain 100%	Maintain 100%	Maintain 100%	Maintain 100%
Black/Af Am Students	100% of students enrolled in UC/CSU “A-G” curriculum	Maintain 100%	Maintain 100%	Maintain 100%	Maintain 100%
White Students	100% of students enrolled in UC/CSU “A-G” curriculum	Maintain 100%	Maintain 100%	Maintain 100%	Maintain 100%
Asian/ Pac Islander Students	100% of students enrolled in UC/CSU “A-G” curriculum	Maintain 100%	Maintain 100%	Maintain 100%	Maintain 100%
<b>Specific Annual Actions to Achieve Goal</b>					
<b>Outcome #10:</b> Support students taking Advanced Placement classes to take and pass the AP exam with a score of 3 or higher <ul style="list-style-type: none"> <li>• Teachers will be provided with access to AP Insight for applicable courses to enable them to utilize formative assessments aligned to the AP exam throughout the year</li> <li>• Student performance on Insight formative assessments will be tracked and teachers will differentiate instruction based on student need</li> <li>• Students will be provided with opportunities to take mock or released AP exams regularly throughout the course.</li> </ul>					
<b>Outcome, Metric and Method for Measuring</b>					
<b>Outcome #10:</b> Support students taking Advanced Placement classes to take and pass the AP exam with a score of 3 or higher <ul style="list-style-type: none"> <li>• Metric: AP exam passage rate</li> </ul>					

<ul style="list-style-type: none"> <li>Measure: % of students passing the AP exam for each AP course</li> </ul>					
APPLICABLE STUDENT GROUPS	Baseline	2020-21	2021-22	2022-23	2023-24
All students (School-wide)	AP exam passage rate of 40%	AP courses not offered yet	AP courses not offered yet	Baseline: AP exam passage rate of 40%	+ 3% or maintain baseline
Socio-economically Disadvantaged	AP exam passage rate of 40%	AP courses not offered yet	AP courses not offered yet	Baseline: AP exam passage rate of 40%	+ 3% or maintain baseline
Students with Disabilities	AP exam passage rate of 40%	AP courses not offered yet	AP courses not offered yet	Baseline: AP exam passage rate of 40%	+ 3% or maintain baseline
Foster or Homeless Students	AP exam passage rate of 40%	AP courses not offered yet	AP courses not offered yet	Baseline: AP exam passage rate of 40%	+ 3% or maintain baseline
Latinx Students	AP exam passage rate of 40%	AP courses not offered yet	AP courses not offered yet	Baseline: AP exam passage rate of 40%	+ 3% or maintain baseline
Black/Af Am Students	AP exam passage rate of 40%	AP courses not offered yet	AP courses not offered yet	Baseline: AP exam passage rate of 40%	+ 3% or maintain baseline
White Students	AP exam passage rate of 40%	AP courses not offered yet	AP courses not offered yet	Baseline: AP exam passage rate of 40%	+ 3% or maintain baseline
Asian/ Pac Islander Students	AP exam passage rate of 40%	AP courses not offered yet	AP courses not offered yet	Baseline: AP exam passage rate of 40%	+ 3% or maintain baseline

<b>GOAL #3: Family Engagement</b>					
<b>STATE PRIORITY #3.</b>					
Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation					
<b>Specific Annual Actions to Achieve Goal</b>					
<b>Outcome #11:</b> At least 2 parents will serve on the School Advisory Council ("SAC") <ul style="list-style-type: none"> <li>Charter School will ask for parent volunteers to serve on the SAC and follow the process for selection of parent members of the SAC outlined in Element 4</li> </ul>					
<b>Outcome, Metric and Method for Measuring</b>					
<b>Outcome #11:</b> At least 2 parents will serve on the School Advisory Council ("SAC") <ul style="list-style-type: none"> <li>Metric: Number of parents on SAC</li> <li>Measure: At least 2 parents each year</li> </ul>					
APPLICABLE STUDENT GROUPS	Baseline	2020-21	2021-22	2022-23	2023-24
All students (Schoolwide)	At least 2 parents	2 or more parents	2 or more parents	2 or more parents	2 or more parents
<b>Specific Annual Actions to Achieve Goal</b>					
<b>Outcome #12:</b> At least 2 parent activities or events will be held per semester <ul style="list-style-type: none"> <li>Charter School staff and administration will plan activities for families and manage communications with parents/guardians.</li> </ul>					

<ul style="list-style-type: none"> <li>Charter School will host at least 2 parent events per semester (e.g., open house, parent conferences, Exhibitions of learning).</li> <li>Charter School will offer parent trainings for interested families.</li> </ul>					
<b>Outcome, Metric and Method for Measuring</b>					
<b>Outcome #12:</b> At least 2 parent activities or events will be held per semester <ul style="list-style-type: none"> <li>Metric: Number of parent activities per year</li> <li>Measure: At least 2 activities per year</li> </ul>					
APPLICABLE STUDENT GROUPS	Baseline	2020-21	2021-22	2022-23	2023-24
All students (Schoolwide)	At least 2 activities/ events per year	At least 2 activities/ events per year	At least 2 activities/ events per year	At least 2 activities/ events per year	At least 2 activities/ events per year

<b>GOAL #4: Focus on School Culture and Student Engagement</b>					
<b>STATE PRIORITY #5.</b> Pupil engagement, as measured by all of the following, as applicable: <ul style="list-style-type: none"> <li>A. School attendance rates</li> <li>B. Chronic absenteeism rates</li> <li>C. Middle school dropout rates (EC §52052.1(a)(3))</li> <li>D. High school dropout rates</li> <li>E. High school graduation rates</li> </ul>					
<b>STATE PRIORITY #6.</b> School climate, as measured by all of the following, as applicable: <ul style="list-style-type: none"> <li>A. Pupil suspension rates</li> <li>B. Pupil expulsion rates</li> <li>C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness</li> </ul>					
<b>Specific Annual Actions to Achieve Goal</b>					
<b>Outcome #14:</b> Charter School will maintain a high Average Daily Attendance (“ADA” rate) <ul style="list-style-type: none"> <li>WTP will provide a safe, nurturing and engaging learning environment for all students, all subgroups.</li> <li>Parents/guardians and families will be engaged throughout the year in activities and events at the school.</li> <li>Students not meeting the attendance requirements may be referred to the SST.</li> </ul>					
<b>Outcome, Metric and Method for Measuring</b>					
<b>Outcome #14:</b> Charter School will maintain a high Average Daily Attendance (“ADA” rate) <ul style="list-style-type: none"> <li>Metric: Percent of credentialed teachers</li> <li>Measure: Measure: Maintain at least a 94% ADA for all enrolled students, all subgroups</li> </ul>					
APPLICABLE	Baseline	2020-21	2021-22	2022-23	2023-24

STUDENT GROUPS					
All students (Schoolwide)	94%	94% or more	94% or more	94% or more	94% or more
<b>Specific Annual Actions to Achieve Goal</b>					
<b>Outcome #15:</b> Charter School will decrease student chronic absenteeism rate <ul style="list-style-type: none"> <li>Parents/guardians and students will be informed of school attendance policies specified in the Parent-Student Handbook.</li> <li>Counselors and Advisors will be assigned to all students and will schedule meetings with parents/guardians to assess student progress and interventions as needed.</li> <li>Student intervention after high truancy or absenteeism.</li> <li>Students not meeting the attendance requirements may be referred to the SST.</li> </ul>					
<b>Outcome, Metric and Method for Measuring</b>					
<b>Outcome #15:</b> Charter School will decrease student chronic absenteeism rate <ul style="list-style-type: none"> <li>Metric: Number of students who are chronically absent</li> <li>Measure: Decrease the number of students who are chronically absent for all enrolled students, all subgroups</li> </ul>					
APPLICABLE STUDENT GROUPS	Baseline	2020-21	2021-22	2022-23	2023-24
All students (Schoolwide)	<4% of all students are chronically absent	<4% of all students are chronically absent	Less than prior year, or maintain prior year	Less than prior year, or maintain prior year	Less than prior year, or maintain prior year
<b>Specific Annual Actions to Achieve Goal</b>					
<b>Outcome #16:</b> Charter School will maintain low cohort dropout rates <ul style="list-style-type: none"> <li>All students will be assigned an advisor and participate in Advisory weekly.</li> <li>Maintain frequent contact with parents and guardians; create a welcoming atmosphere for parents and guardians.</li> <li>Counselors and teachers will monitor individual student progress and intervene to offer additional academic and social-emotional supports as needed.</li> <li>Student intervention after high truancy or absenteeism, and/or referral to the SST.</li> </ul>					
<b>Outcome, Metric and Method for Measuring</b>					
<b>Outcome #16:</b> Charter School will maintain low cohort dropout rates <ul style="list-style-type: none"> <li>Metric: Number of students who drop out</li> <li>Measure: Lower than prior year for all students, all subgroups</li> </ul>					
APPLICABLE STUDENT GROUPS	Baseline	2020-21	201-22	2022-23	2023-24
All students (Schoolwide)	< 2% of students drop out	< 2% of students drop out	Lower than prior year	Lower than prior year	Lower than prior year
<b>Specific Annual Actions to Achieve Goal</b>					
<b>Outcome #17:</b> Increase graduation rate <ul style="list-style-type: none"> <li>Parents, guardians and students will be notified of graduation requirements</li> </ul>					

<ul style="list-style-type: none"> <li>• Counselors will be assigned to assist all students in remaining on track to graduate and will schedule meetings with parents/guardians to assess student progress and provide access to interventions as needed.</li> <li>• Progress reports will be sent home to parents/guardians; conferences with staff scheduled when needed.</li> <li>• Students who require more support will be provided with interventions in class, in their “flex time” period, and after school as necessary.</li> <li>• Charter School will provide access to credit recovery as needed.</li> </ul>					
<b>Outcome, Metric and Method for Measuring</b>					
<b>Outcome #17:</b> Increase graduation rate <ul style="list-style-type: none"> <li>• Metric: Graduation Rate</li> <li>• Measure: In Y5, maintain rate, or increase over Y4</li> </ul>					
APPLICABLE STUDENT GROUPS	Baseline	2020-21	2021-22	2022-23	2023-24
All students (Schoolwide)	95% graduation rate	N/A	N/A	N/A	95% or higher
<b>Specific Annual Actions to Achieve Goal</b>					
<b>Outcomes #18 &amp; 19:</b> Charter School will decrease suspension rate year-over-year or reduce its school-wide suspension rate to 2% or less; School will maintain a low annual expulsion rate <ul style="list-style-type: none"> <li>• Charter School will employ restorative justice strategies, which include alternatives to suspension.</li> <li>• All staff will undergo restorative justice professional development.</li> <li>• Charter School will promote positive behavior supports.</li> <li>• Charter School will implement consistent classroom behavior expectations school-wide.</li> <li>• Administrators will regularly review real-time discipline data and work with staff to establish a safe and productive learning environment for all students, all subgroups.</li> <li>• Parents/guardians and families will be involved in the educational process.</li> </ul>					
<b>Outcome, Metric and Method for Measuring</b>					
<b>Outcome #18:</b> Charter School will decrease suspension rate year-over-year or reduce its school-wide suspension rate to 2% or less <ul style="list-style-type: none"> <li>• Metric: Suspension rate</li> <li>• Measure: Decrease the number of students suspended each year for all enrolled students, all subgroups</li> </ul>					
APPLICABLE STUDENT GROUPS	Baseline	2020-21	2021-22	2022-23	2023-24
All students (Schoolwide)	Benchmark 2% or less	2% or less	Less than 2%	Less than 2%	Less than 2%
<b>Outcome, Metric and Method for Measuring</b>					
<b>Outcome #19:</b> Charter School will maintain a low annual expulsion rate <ul style="list-style-type: none"> <li>• Metric: Expulsion rate</li> <li>• Measure: Maintain a rate of less than 1% or less each year</li> </ul>					

APPLICABLE STUDENT GROUPS	Baseline	2020-21	2021-22	2022-23	2023-24
All students (Schoolwide)	1% or less	1% or less	1% or less	1% or less	1% or less

#### **GOAL #5: Prepared for Leadership and Life as an Active Citizen**

##### **STATE PRIORITY #7.**

The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.

“Broad course of study” includes the following, as applicable:

Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)

Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))

##### **STATE PRIORITY #8.**

Pupil outcomes, if available, in the subject areas described above in State Priority #7, as applicable.

#### **Specific Annual Actions to Achieve Goal**

**Outcome #20:** Students will have access to the educational program as outlined in the Charter School's charter petition. 100% of students are enrolled in a broad course of study that includes English, Mathematics, Social Sciences, Science, Spanish, Visual and Performing Arts, Health/Physical Education, and Academic Electives that meets or exceeds the UC/CSU A-G requirements.

- The Charter School will design its master schedule to meet the needs of all of its students.
- Master schedule will focus on core courses aligned to CCSS and CA Content Standards and include interventions as needed.
- Appropriately credentialed teachers will teach all core courses, including PE and Art
- Teachers will be provided with differentiated professional development focused on effective instructional practices and coaching to ensure that they can effectively implement standards-aligned curriculum.
- Teachers are able to teach writing across the curricula and improve ELA outcomes
- Teachers are able to teach targeted and strategic ELD and scaffold content for EL students
- Teachers are able to design and implement units of study that are multi-disciplinary, integrate technology, and build student capacity to collaborate around instructional goals.
- Teachers build student leadership and improve student academic discourse as aligned to the Speaking and Listening standards across content areas.

#### **Outcome, Metric and Method for Measuring**



**Outcome #20:** Students will have access to the educational program as outlined in the Charter School's charter petition.

- Metric: Percent of students who have access to the academic program outlined in the petition
- Measure: 100% of all students, all subgroups, will have access to the educational program outlined in the Charter School's charter petition

APPLICABLE STUDENT GROUPS	Baseline	2020-21	2021-22	2022-23	2023-24
All students (School-wide)	100% of students	100%	100%	100%	100%
Socio-economically Disadvantaged	100% of students	100%	100%	100%	100%
Students with Disabilities	100% of students	100%	100%	100%	100%
Foster or Homeless Students	100% of students	100%	100%	100%	100%
Latinx Students	100% of students	100%	100%	100%	100%
Black/Af Am Students	100% of students	100%	100%	100%	100%
White Students	100% of students	100%	100%	100%	100%
Asian/ Pac Islander Students	100% of students	100%	100%	100%	100%

### **Local Control and Accountability Plan**

In accordance with Education Code Section 47606.5, the Charter School shall comply with all elements of the Local Control and Accountability Plan ("LCAP") pursuant to regulations and a template adopted by the California State Board of Education and reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter. The Charter School shall submit the LCAP to the District and the County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

The LCAP and any revisions necessary to implement the LCAP, including outcomes and methods of measurement listed below, shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.

### ***B. Additional Non-Pupil Outcomes***

The WTP Board of Directors, Executive Director, and other Charter School administrators are responsible for assessing overall school operations and progress towards achieving our mission and vision for all students. In addition to the specific academic achievement goals detailed above, organizational goals include:

1. We the People will demonstrate a high level of parent satisfaction -- 85% or higher -- based on annual parent surveys.

2. We the People will demonstrate a high level of satisfaction among our non-profit partners within the first two years of operation.
3. The Board of Directors will carry out its responsibilities with the utmost degree of good faith, honesty, integrity, loyalty and service to the school as demonstrated by the actions of the Board and adherence to legal requirements.
4. Financial planning and annual budgets will reflect the appropriate allocation of resources to ensure achievement of the school's vision and mission as demonstrated by balanced budgets that address the school's priorities and successful external audits.

These goals and our progress toward them will be communicated with our entire school community.

### **ELEMENT 3: METHODS FOR MEASURING STUDENT OUTCOMES**

*“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.” Education Code Section 47605(b)(5)(C).*

Full implementation of the education program requires frequent monitoring of student and school outcomes through careful analysis of summative and formative assessments. To ensure the Charter School is meeting and exceeding state priorities for student achievement, We the People High School will undertake annual disaggregation of standardized assessment data to assess the performance of students by sub-groups (e.g., by ethnicity, gender, English Learner status, socioeconomic status, and students with disabilities), in attainment of skill and content proficiency targets. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. Throughout the school year, additional internal assessments will be used to assess individual student progress. Curriculum-embedded assessments, publisher-created assessments, and online assessment tools will be analyzed individually by teachers and collectively during weekly planning in order plan differentiated instruction and individual support for students. Throughout the year, benchmark student achievement data will be analyzed during pupil-free professional development days.

Our faculty will use a variety of assessments to measure individual students’ progress toward proficiency in state content standards and curriculum-based goals and objectives. Students will participate in several assessments each year, such as NWEA MAP in ELA and math, and MDTP diagnostic assessments in math. Teachers will use and develop curriculum-embedded assessments aligned to state standards in reading and writing at grade level for each unit of study. Teachers will also develop curriculum-based assessments in global competence. Ongoing assessment of daily and weekly work will ensure ongoing adjustment of instruction to meet student learning goals and outcomes for each student. In addition to paper-based assessments, teachers will administer projects and assessments of the Speaking and Listening standards in all content areas through coursework and through immersive learning experiences. Deliberative democracy requires that citizens can speak, listen, debate and argue effectively in ways that affirm and value multiple perspectives. These standards and skills form an important core of the We the People instructional program.

The Executive Director and faculty will be accountable for the academic achievement and growth of all students, ensuring all students get what they need to achieve individual and school performance goals. The Board of Directors of We the People is also responsible for monitoring academic progress. The Executive Director will present to We the People High School’s Board of Directors a review of student assessment data and analysis of its implications for instruction annually (as state testing results become available), and quarterly as a check on the academic program. This data will be used by the Board to provide guidance and oversight on the educational program and policies at We the People High School.

### ***A. Progress Reports, Grading and Communication***

Report cards will be issued twice a year, at the end of each semester. Halfway through each semester (at approximately the 9-week mark), progress reports will be issued to indicate where students are in making progress toward meeting standards in each of their courses. Progress reports and report cards will be sent home and made available to parents via our parent portal within the student information system. During the summer prior to the start of our first academic year, the Executive Director and teachers will collaboratively design our grading rubric, policies, and procedures for reporting student progress. This design will take place in tandem with professional development about our chosen student information system.

In addition, teachers will receive time, support, and professional development to create curriculum-based assessments and rubrics that assess standards-aligned content understanding, skills, and global competence skills and dispositions. Student achievement will be evaluated in relation to state standards and school-based outcomes. Student progress will be assessed on a continuum to mastery of state standards and school-based outcomes.

Twice a year, the Charter School will conduct formal parent-teacher-student conferences around the time that progress reports are issued. These conferences will be student-led, with the goal of collectively identifying what each individual student needs to work on in the second half of the semester. Throughout the school year, parents will receive updates from teachers when necessary to indicate a need for extra support, notice that the student is falling behind, or notice that the student is excelling. Frequent curriculum-embedded formative assessment will enable teachers to know how students are progressing outside of benchmarks and summative assessments. Teachers will be given time and direction to be in frequent contact with parents regarding student progress.

Annually, the Charter School will publish a School Accountability Report Card (“SARC”) that will be posted on the Charter School’s website and made available in the Charter School’s main office, upon request.

### ***B. Student Assessment Plan***

A high-performing school employs systematic methods for regularly assessing the progress of individual students and groups of students. Throughout each school year, teachers will administer several assessments to determine if students are proficient in content knowledge and disciplinary practices as defined by standards, as well as whether students are meeting growth targets toward Element 2 student achievement goals.

These assessments will include, but not be limited to:

- Achieve 3000 or other literacy support tool progress

- Mathematics Diagnostic Testing Project
- Curriculum-embedded benchmark assessments that are standards-aligned (teacher-created, and/or publisher-provided)
- NWEA MAP
- CAASPP
- AP Insight assessments (for AP courses only)

Teachers will be provided with time and support for understanding the data generated by these assessment programs, and using that data to improve student outcomes. Teachers will also be provided time and guidance in studying student work against standards to inform instruction. An effective school-wide data driven culture melds curriculum-based assessments with standardized assessments in order to ensure that students are proficient in college-ready standards. Weekly content department meetings and regular whole faculty meetings will dedicate time for assessment of student progress. Quarterly whole-school professional development will focus on key areas of growth for both students and teachers, based on formative, benchmark, and summative assessment data. Below is a description of how progression monitoring will occur with faculty, led by the Executive Director.

*Weekly department and/or grade level meetings*

- Study student work to identify trends and patterns in student understanding. Work stems from curriculum-embedded assessments, pre- and post- assessments, and/or summative assessments.
- Use this process to plan for interventions and extended learning as needed.
- Benchmark student work against standards-based rubrics.

*Monthly whole faculty meetings (half day)*

- Discuss and analyze student progress by content area and by performance
- Focus on low-performing groups of students to identify trends and patterns. Use this analysis to plan for the next month's instruction, including interventions.
- Collaborate across content areas to support skill-building and proficiency.
- Analyze sub-group data to benchmark progress against goals.

*Quarterly whole faculty meetings (full day)*

- Benchmark student progress against grade-level standards and expectations.
- Receive professional development on formative assessment and differentiation.
- Form working groups to develop strategies and interventions for sub groups and low performing groups of students.

Below is a proposed assessment plan and its various components. The plan represents a comprehensive approach to monitoring student progress. Diagnostic assessments are administered at the beginning of the year to establish a proficiency baseline, and to inform early differentiation planning. Summative assessments are issued at the end of the year to measure student proficiency as it relates to grade level standards. Formative assessments are

administered throughout the year to measure progress toward proficiency and to inform instructional planning.

Assessment	Type	Grade Levels	Timing/ Schedule	Purpose	Alignment to Element 2 Goals
MDTP	Diagnostic, Formative	9 - 11	First week of class, 2-3 times per year	Establish baseline understanding of math standards, assess progress in proficiency along the way	Goal 1: Outcome 2  Goal 2: Outcomes 5, 6, 7, 9  Goal 5
Achieve 3000 or similar reading assessment	Diagnostic, Benchmark, Summative	All	First two weeks of classes, January, May	Assess reading level, determine growth in lexile and comprehension, use to inform instruction	Goal 1: Outcome 2  Goal 2: Outcomes 4, 5, 6, 7, 9  Goal 5
Curriculum embedded assessments that are standards-aligned	Formative, Benchmark, Summative	All	Weekly, bi-weekly, or at the end of curricular units (every 3-6 weeks)	Determine progress toward standards; design differentiated instruction and in-class intervention as needed	Goal 1: Outcome 2  Goal 2: Outcomes 4, 5, 6, 7, 9, 10  Goal 5
NWEA-MAP	Formative	9 - 11	Annually, September, December & March,	Determine progress toward grade level standards	Goal 2: Outcomes 4, 5, 6, 7, 9
CAASPP	Summative	11	Annually, April - May	Identify areas for strengthening instructional program and plan for following year	Goal 2: Outcomes 4, 5, 6, 7, 9

AP Insight Assessments	Benchmark, Formative	11-12	End of units in AP courses/ 5-6 times per course	Determine progress toward passing AP exam; design differentiated instruction	Goal 2: Outcome 10
CA Physical Fitness Testing	Summative	9	End of year	Determine whether students have met the state physical fitness requirements	Goal 5

The electronic data management and assessment tools described above will be used to analyze student performance and inform instructional planning. In addition, the following data items will be retained as hard copy files to inform how We the People is serving all students and achieving Element 2 goals. These may include, but are not limited to:

- Special Education IEPs
- State achievement data such as CAASPP
- Student health information
- Student work
- Advanced Placement testing information and results

### ***C. Data Management and Student Information Systems***

To promote and monitor student achievement goals outlined in Element 2, We the People will utilize several electronic data management and student information system software tools. These tools will be utilized by teachers and administrators to routinely track student progress, identify trends for individual students and groups of students, and use the data to inform instruction. Data and learning management systems we are considering include:

Program	Purpose and Use	Persons Responsible for Use
Illuminate Student Information System  OR PowerSchool Information System	Warehouse for: <ul style="list-style-type: none"> <li>• Classroom assessment data</li> <li>• Benchmark test data</li> <li>• NWEA Map student results</li> <li>• ELPAC</li> <li>• CAASPP data</li> <li>• Student attendance, parent information</li> <li>• Student suspensions, expulsions, school climate</li> <li>• Student report cards</li> </ul> Also contains a student portal and parent portal	Teachers Executive Director Administrative Staff Students Parents
Google classroom	Instructional management tool used by teachers to design, facilitate, and manage instruction and student work.	Teachers Students

#### ***D. Promotion/Retention Policy***

Students shall be placed at the appropriate grade level based on number of credits earned each year. Accordingly, the following minimum number of credits must be earned for each grade level to be promoted, based on the 230 minimum credits required for high school graduation:

- 9th to 10th grade -- 55 credits
- 10th to 11th grade -- 110 credits
- 11th - 12th grade -- 170 credits
- Graduation - 230 credits

Only those students who earn this baseline number of credits shall be promoted to the next grade level. Students shall be retained at the end of the school year if they do not have sufficient credits to progress to the next grade. The Executive Director may promote a student at any time during the school year when evidence has been received that the student has earned the minimum number of credits or classes for advancement. Requirements for graduation are included in Element 1: The Educational Program.



## **ELEMENT 4: GOVERNANCE STRUCTURE**

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

### **1. Non-Profit Public Benefit Corporation**

Upon charter approval, We the People High School will be an independent, directly funded charter school operated by We the People Public Schools, a California Nonprofit Public Benefit Corporation, pursuant to California law. We the People Public Schools has received recognition of its tax-exempt status as a 501(c)(3) organization by the Internal Revenue Service. The Charter School corporation shall comply with the provisions of the California Corporations Code governing nonprofit corporations.

The Charter School will operate autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the District and the Charter School. Pursuant to Education Code Section 47604(c), the District will not be liable for the debts and obligations of the Charter School, operated by a California nonprofit public benefit corporation, or for any claims arising from the performance of acts, errors, or omissions by the Charter School, as long as the District has complied with all oversight responsibilities required by law.

The Charter School Corporation’s Articles of Incorporation, Bylaws, and Conflict of Interest Code are included in Appendix E.

### **2. Board of Directors**

#### **A. Board composition, selection, qualifications and training**

Building a stable and committed Board with a clear focus on supporting and protecting the Charter School’s mission is critical to We the People’s success. As a democracy-building school, governance is a key focus and process for ensuring thoughtful and equitable functioning of the organization. The Board shall have a minimum of five (5) and no more than thirteen (13) directors. One (1) Parent Representative director may be appointed by the Board. Parents of Charter School’s current year students may make nominations for a parent representative to the nomination committee. The Board will consider nominations and make the final decision regarding the parent representative Board member. The existing Board of Directors shall designate all other directors, excluding the District Representative and the Parent Representative.

The Chairperson of the Board, or if none, the President of the Board, may appoint a committee to nominate qualified candidates for election to the Board at least thirty (30) days before the date of any election of directors. Although the Board strives for unanimous support for new Board

Members, per the Bylaws, a simple majority vote is all that is needed to designate a Director. The Executive Director and other employees of the Charter School shall not serve on the Board and shall not vote in Board elections.

Board members are selected based upon who can best serve the needs of the Charter School and further the Charter School's vision and mission. Board members must possess a deep commitment to improving the quality of education for Long Beach children and the quality of life for the Long Beach community. Directors must also possess an unwavering belief that all children can achieve the highest levels of academic excellence, regardless of the circumstances into which they are born. Board members demonstrate their willingness to serve through their regular and generous dedication of personal time, interpersonal and networking skills, professional expertise, and necessary resources to the timely and responsible completion their oversight duties on behalf of stakeholders for the benefit of the Charter School's students. Although not mandatory, the Board will seek directors who provide a balance of knowledge and expertise in community leadership and service, education, finance, facilities, and fundraising.

The Board of Directors may, in its discretion, form Committees in accordance with its Bylaws and applicable law, to accomplish the objectives and responsibilities of the Board and to ensure that the Charter School achieves its mission and goals, which may include a Finance Committee, Governance Committee, Academic Committee, Diversity and Community Outreach Committee, and an Audit Committee.

Each director shall hold office unless otherwise removed from office in accordance with these bylaws for three (3) years and until a successor director has been appointed or elected as required by the position as described below. Directors may be elected for multiple consecutive or non-consecutive terms without limit.

The Board shall receive regular training on their responsibilities as Board members, with topics to include Conflicts of Interest laws and rules, the Brown Act, charter school finance, monitoring student achievement, and roles and responsibilities of the Board. Board and Charter School staff members shall also attend trainings and conferences, with topics such as facilities, policy development, governance, team building, fundraising, measuring school and student success, and other best practices.

### ***B. Board Meetings***

The Charter School Board of Directors will hold meetings quarterly during the Charter School's start-up phase and monthly beginning in the first year of operations. Additional meetings may be called as necessary and will comply with all of the provisions of the Brown Act and the corporate bylaws. Meetings shall be held at the school site, or another suitable location within the physical boundaries of the county in which the Charter School is located, and shall establish a two-way teleconference location at each school site, as set forth in Education Code Section 47604.1. Agendas for regular meetings will be published in advance and distributed to each member of the Board of Directors and will be posted near the entrances of the Charter School, at the entrance of the Charter School's main office, and on the Charter School's website for public viewing at least

72 hours in advance of scheduled meetings. Agendas for special meetings will be posted at least 24 hours before the meeting.

An Annual Meeting will be held on a date chosen by the Board in accordance with its Bylaws for the purpose of electing Board members, designating officers, making and receiving reports on corporate affairs, setting calendar of meetings for upcoming year, and transacting other business as comes before the meeting.

Accurate minutes of meetings are maintained by a secretary or other individual as designated by Board. Meeting agendas, minutes, and documents shall be maintained in the Charter School office.

All Board meeting notices will be provided and all Board meetings will be held in accordance with the Brown Act.

### ***C. Board of Directors Roles and Responsibilities***

We the People High School is governed by the We the People Public Schools Board of Directors ("Board"). The Board's powers and duties over corporate affairs include, but are not limited to, establishing, preserving, and protecting the Charter School's vision, mission, and goals, fiscal and administrative soundness, and successful performance of the Charter School. The Board adopts policies that are aligned with the Charter School's mission and evaluates the performance of the Executive Director.

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

- Promote, guard and guide the vision and mission of the Charter School;
- Ensure the Charter School meets its mission and goals;
- Hire, supervise, and evaluate the Executive Director;
- Approve all contractual agreements in compliance with the Charter School's procurement policy;
- Approve and monitor the annual budget, budget revisions, and monthly cash flow statements;
- Act as a fiscal agent. This includes but is not limited to the receipt of funds for the operation of We the People High School in accordance with applicable laws and the receipt of grants and donations consistent with the mission of the Charter School;
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices;
- Establish operational committees as needed;
- Recruit and appoint new Board members and provide orientation training;
- Participate in fundraising to support the Charter School;
- Execute all applicable responsibilities provided for in the California Corporations Code;
- Monitor student achievement to ensure progress toward fulfillment of the Charter School's mission;
- Engage in ongoing strategic planning;

- Approve the schedule of board meetings;
- Participate in dispute resolution procedure and complaint procedures when necessary;
- Approve charter amendments as necessary and submit requests for material revisions as necessary to the District for consideration;
- Approve annual independent fiscal audit and performance report;
- Appoint an administrative panel or act as a hearing body and take action on recommended student expulsions.

The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with, inconsistent with, or preempted by any law, and which are not in conflict with the purposes for which the Charter School was established.

The Board may execute any powers delegated by law to it and discharge any duty imposed by law upon it, and may delegate to an employee of the Charter School or third party vendor any of those duties with the exception of budget approval, and approval of fiscal audits, provided that the activities and affairs shall be managed and all corporate powers shall be exercised, communicated to and remain under, the ultimate direction of the Board. An example of a third party vendor is ExED, We the People High School's contracted back office provider. All third party vendor contracts must be approved by the Board via the process outlined below for contracted services. No third party vendor shall participate in any aspect of governance or decision-making for the school. The Board retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

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

Contracted services shall be chosen, negotiated, monitored, audited and evaluated by the Board, to ensure the following:

- the reasonableness of the terms of the contract with costs reflecting a fair market value of services provided;
- fidelity to the Charter School;
- the academic success as measured by federal and state performance standards and the methods of measurement described herein; and
- the fiscally sound condition of the Charter School.

The Charter School will contract with a business services provider with expertise in supporting charter schools for back-office support with payroll, budgeting, and financial reporting compliance, and will be guided by the above principles in doing so. The Board will not enter into a contract with an EMO/CMO, nor will it delegate the management of the corporation's governance duties to an outside vendor.

We the People Public Schools will comply with the Brown Act (Govt. Code § 54950 *et seq.*).

We the People Public Schools, as a corporation, will be solely responsible for its own debts and obligations.

We the People Public Schools has adopted a Conflict of Interest Code which complies with the Political Reform Act, Government Code Section 1090, and Corporations Code conflicts of interest rules, and which shall be updated with any charter school-specific conflicts of interest laws or regulations. As indicated above, the Conflict of Interest Code is attached in Appendix E.

### **3. Executive Director**

The Executive Director is responsible for the daily operation of the Charter School and leading the instructional program for the Charter School. The Executive Director reports directly to the Board of Directors, and the Board will be responsibility for the evaluation, support, and -- if needed -- termination and replacement of the Executive Director.

The responsibilities of the Executive Director are introduced below, and are more fully discussed in Element 5:

The Executive Director will:

- Recruit, select, hire, train, support and evaluate all instructional and support staff.
- Coach and mentor teachers; manage observation/feedback cycle for teachers.
- Design or oversee all teacher professional development.
- Serve as the Charter School's instructional leader.
- Facilitate curriculum and assessment design, including ensuring all appropriate courses are A-G approved through the UC Regents' approval process.
- Track academic performance of students.
- Oversee special education and other student supports.
- Build a culture that nurtures and grows student and teachers in accordance with the mission and vision of the Charter School.
- Manage discipline using restorative practices in collaboration with administrative and counseling staff.
- Serve as primary liaison with District and work with District in promptly responding to inquiries and facilitating oversight visits.
- Manage day-to-day operations through and with non-instructional staff.
- Work with the Director of Real-World Learning to manage the recruitment and enrollment process and procedures, coordinate DIA workshops, establish and maintain relationships with community and business organizations.
- Oversee facilities and fiscal management of the Charter School.
- Serve as liaison with the Board, preparing materials and content for Board meetings.

#### ***4. School Advisory Council***

We the People High School can only be a school “of the people” if parents, families, and the community at large are fully engaged in forwarding the mission and vision of the Charter School. We the People is committed to engaging in a collaborative decision-making process with staff, families, students and community members when appropriate, and ensuring that all stakeholder groups have a voice in matters critical to the Charter School’s success. WTP shall have a School Advisory Council, to be comprised to reflect the composition of school districts’ School Site Councils (Education Code Section 52852) and shall include the Executive Director, teachers, other personnel, parents, and students. Since We the People High School intends to accept categorical funding (e.g., designated monies from Title I and Title III), we understand our legal obligation to establish this school site governing body.

The SAC will review and approve the Charter School’s Single Plan for Student Achievement, monitor its implementation throughout the year, and recommend it to the Board for approval. The SAC may also recommend modifications to the strategic plan to reflect changing needs and/or priorities. The SAC may provide input on: LCAP, curricula, the school budget, parent involvement, student involvement, school events, and the school calendar. Members of the Charter School community will be invited to attend SAC meetings in a non-voting capacity. The SAC will meet monthly during the academic year. Ultimately, the goal is to ensure that there is two-way communication between the Charter School, parents and management.

The SAC will help ensure that parents and students are involved in the governance decisions at the Charter School. The SAC shall be constituted to ensure parity between:

- (a) the Executive Director, classroom teachers, and other Charter School personnel; and
- (b) an equal numbers of parents or community members selected by parents and students.

All members must be chosen by their peers. Parent-elected, teacher-elected, other personnel-elected, and student-elected representatives will serve for one-year renewable terms selected each September, via procedures and policies set by the Executive Director. To broaden the support for the SAC membership selection process, and to avoid controversy over the selection of SAC members, board policy, or SAC bylaws may specify:

- The means of selecting members and officers;
- Terms of office for members and officers;
- The notice of elections for each peer group;
- The responsibilities of the SAC and time commitment involved;
- A policy of nondiscrimination.

In order to conduct business effectively, the SAC may include officers with stated responsibilities and authority, including:

- A chairperson to organize, convene, and lead meetings of the SAC;
- A vice chairperson to serve in the absence of the chairperson;
- A secretary to record actions taken at SAC meetings and keep SAC records;
- A parliamentarian to resolve questions of procedure, often with the help of Robert's Rules of Order or similar guide;
- Other officers as necessary to perform state duties in support of the work of the SAC.

## ***5. Parent Participation and Involvement***

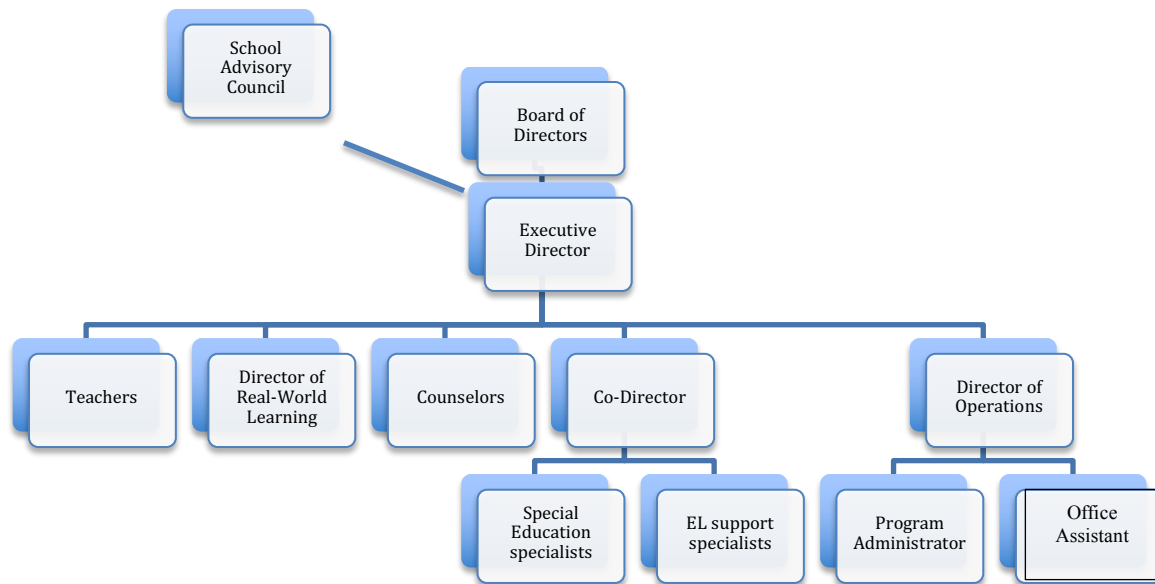
We the People is deeply dedicated to involving parents' in their children's education and growth throughout high school. Each student and family will be individually known by the Executive Director, staff and faculty. We the People will enact frequent and open communication between parents and Charter School staff, including:

- Quarterly community Town Hall meetings on topics relevant to students, communities, and parents/guardians;
- Weekly e-news updates via email;
- The Charter School website, phone messaging system, and/or announcements/communications sent home with students in hard copy;
- Multiple parent-teacher conferences per year;
- School Advisory Council and Board of Director meetings open to all parents/guardians;
- Individual college counseling meetings during 11th and 12th grade;
- The We the People Handbook, containing WTP's mission, vision, instructional program, behavioral guidance, and emergency procedures will be distributed to all families annually in all relevant home languages.

The Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child's admission, continued enrollment, attendance, or participation in the Charter School's educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.

## 6. Organizational Structure

Below is a diagram of We the People High School's governance structure:





## **ELEMENT 5: EMPLOYEE QUALIFICATIONS**

*“The qualifications to be met by individuals to be employed by the charter school.” Education Code Section 47605(b)(5)(E).*

We the People High School is committed to recruiting and hiring a community of professionals who are dedicated to the mission and vision of the Charter School, and who demonstrate dedication to best practices in educating all students.

### **1. Qualifications of All Employees**

All employees shall be employees of We the People Public Schools. We the People Public Schools is an equal employment opportunity employer. Unlawful discrimination or harassment based on race, color, religion, sex, gender identity, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, sexual orientation, genetic information, or any other characteristic protected by state or federal law is strictly prohibited. We the People is committed to providing a school environment that is free from sexual harassment or any other type of harassment or discrimination based upon protected characteristics.

Employees’ job duties and work basis will be negotiated in individual employment agreements, and general job descriptions will be developed for each staff position in alignment with this charter petition. The Charter School is committed to recruiting and hiring a community of professionals who are dedicated to the education of all students and the mission of the Charter School.

We the People High School is a school of choice, and no employee will be required to work at the Charter School.

We the People High School will comply with all applicable state and federal laws regarding background checks and clearance of all personnel, and prohibitions regarding the employment of any person who has been convicted of a violent or serious felony. Charter School teachers and all paraprofessionals will meet the requirements for employment of California Education Code Section 47605(l) and the applicable provisions of ESSA. The Charter School shall ensure that all core, college preparatory teachers hold a Commission on Teacher Credentialing certificate, permit or other document that a teacher in other public schools would be required to hold.

The Charter School will comply with all State and federal laws concerning the maintenance and disclosure of employee records. The Charter School will comply with all applicable State and federal mandates and legal guidelines relative to ESSA.

### **2. Hiring and Selection Process**

The key positions at We the People High School include but are not limited to, the Executive Director, Director of Operations, Program Administrator, Director of Real World Learning, Co-Director, teachers (including ELD coordinator and special education), office personnel, certificated and non-certificated staff. WTP will recruit through announcing openings and encouraging candidates at various locations, such as:

- Edjoin website
- California Charter School Associate recruitment fair
- University job sites (e.g. Cal States, USC, UCLA, etc.)
- The Exchange Job Board
- Word of mouth

Individuals who wish to apply for a position will be required to submit a resume and cover letter through EdJoin. We the People will review all submissions and determine which candidates are best suited for open positions at the Charter School based on their qualifications. Candidates that are selected will go through an extensive interview process which may include: phone interviews, panel interviews, lesson/unit design tasks, demonstration lessons, situational interviews, and other relevant job-embedded tasks. The Executive Director and other staff will conduct interviews with the candidates and notify each person of their status once a decision is made. Candidates that are offered employment will receive a written notice from We the People High School. Compensation will be competitive.

All employees must furnish or be able to provide:

- Medical clearance that demonstrates proof of a tuberculosis ("TB") risk assessment or examination (if necessary);
- Fingerprinting and LiveScan from the Department of Justice for criminal record check.
- Full disclosure statement regarding prior criminal record.
- Annually complete mandated reporting training on child abuse awareness.

Employees job descriptions and work schedules will be reviewed and modified as necessary to meet the needs of the Charter School and its students.

The chart below shows how we intend to build out key administrative positions and their respective responsibilities and duties over a 4-year period to ensure that all students are receiving the services that the need, and to ensure that we are able to implement the instructional program for the Charter School, as described in Element 1. Complete job descriptions of each of the roles listed below in bold are provided in the following sections.

	Year 1	Year 2	Year 3	Year 4
ELPAC testing and ELD support	<b>ELA/ELD teacher</b> to teach ELD and ELA, oversee ELPAC testing, monitoring and re-designation under supervision of ED; provides PD for EL integration		<b>ELD coordinator</b> hired Teaches all ELD courses; provides PD and support for EL integration	
Special Education Support	<b>Executive Director</b> coordinates services with <b>District</b> to ensure proper identification, assessment, IEP, and provision of services for all Special Education Students.			<b>Special Education teacher</b> hired in house to provide services
Democracy In Action (DIA) Course Development and Implementation	<b>Executive Director</b> oversees the planning and implementation of all DIAs. Plans with staff and outside agencies to provide high-quality experiences for students	<b>Director of Real-World Learning</b> hired Takes on DIA planning, implementation, and development of internship experiences for students		
School Operations and Daily Administration	<b>Director of Operations</b> oversees all aspects of operations, reporting, and finance in coordination with back office. She manages all emergency procedures and daily school operations  <b>Part-time Office Assistant</b> also on site to assist in supervision and operations		<b>Program Administrator</b> hired Takes on some daily operational duties, planning of special events, and assisting in reporting requirements  <b>Full-time Office Assistant</b> hired	
Instructional Leadership, School Leadership, Organizational Development	<b>Executive Director</b> oversees instruction, teaching and learning, professional development, hiring and evaluation of all staff. Oversees all testing as testing coordinator, and reporting to the District and the state. Executive Director maintains the fiscal health of the Charter School and reports to the Board of Directors.			<b>Co-Director</b> hired to take on some professional development, oversight of teaching staff, and act as test coordinator

### 3. Qualifications of Administrative Staff

#### A. Executive Director

The Executive Director will report directly to the Board. The Executive Director is responsible for implementing the overall vision and mission of the Charter School. This includes providing instructional leadership by leading the development of the instructional program and monitoring student progress and achievement. The Executive Director also oversees all non-instructional staff, including operations and student services. A formal evaluation process will be developed and the Board will ensure that the Executive Director is evaluated formally at least once annually. The Executive Director shall not be a member of the Board of Directors.

Key responsibilities of the Executive Director include:

Instructional Leadership:

- Facilitate strategic planning and evaluation of the Charter School's progress towards goals, mission and vision with the Board
- Serve as primary liaison with the Board; communicate and report to the Board; collaborate with the Board and Program Administrator to plan and publicize all Board meetings, prepare agendas, arrange logistics
- Attend all regularly scheduled Board meetings and give appropriate updates and reports on Charter School activities
- Provide Professional Development for all staff including summer professional development institutes, pupil-free days, monthly PD days, and ongoing professional support for individual teachers
- Lead the development and/or adoption of curriculum and assessments in accordance with the mission and vision for the Charter School
- Develop the master calendar
- Act as the primary liaison to the Charter School's authorizer. Oversee and maintain compliance with all oversight requirements
- Oversee the use of multiple sources of data to develop a plan for the improvement of student achievement and oversee the collection, analysis and utilization of this data in relation to specific students, teachers and curricula
- Create and oversee the Charter School's programs relating to Special Education, English Learners, low-achieving students, Gifted and high-achieving students, and other sub-groups
- Oversee and assist teachers with behavior management, including handling student suspension, expulsion and other disciplinary issues as needed
- Foster a positive school climate and culture aligned with the Charter School's mission and vision throughout the Charter School community
- Oversee all reporting related to student performance
- Create and oversee the annual LCAP process. Oversee progress in student achievement

Human Resources:

- Recruit, hire, train and supervise talented instructional staff in implementing best practices consistent with the Charter School's educational philosophies
- Recruit, develop, evaluate, retain (and as needed, discipline and terminate) high-performing administrative staff who are passionate about the Charter School and its mission
- Develop and implement an evaluation process and evaluation criteria for all instructional staff and ensure that formal evaluations are conducted at least semi-annually
- Work with the Director of Real-World Learning to develop collaboration and relationships with non-profit, governmental, and business organizations and agencies crucial to the development of Democracy In Action intensives
- Supervise paraprofessional staff and related scheduling to ensure optimal resource allocation

- Address and resolve employment issues

#### Communications and Outreach:

- Lead the School Advisory Council and oversee parent volunteer efforts
- Schedule and participate in regular family education and Town Hall meetings designed to communicate the Charter School's mission, vision and curricula to families, provide updates on school progress and operations, and cover other areas of interest to community stakeholders, in coordination with the Director of Real-World Learning
- Oversee the planning of parent-teacher conferences, parent meetings, parent education and parent volunteer training and scheduling
- Ensure open and clear lines of communication with all stakeholders, including working to resolve conflicts and disputes as they may arise between community members
- Work with parents to guide their support of their children's learning
- Collaborate with administrative staff to provide regular communications to families via email, the Charter School's website, letters home, and other avenues
- Maintain positive relationships with the District and SELPA

#### School Management:

- Lead strategic planning for the Charter School in partnership with the Board
- Oversee the budget, and charter renewal processes
- Oversee the development of MOUs with outside organizations in support of the instructional program
- Ensure Special Education students receive all services required per their IEPs in coordination with the District
- Oversee and support student attendance in coordination with the Program Administrator
- Create and maintain the Charter School's master calendar and bell schedules
- Oversee multi-year facilities planning
- Ensure that the Charter School operates smoothly
- Oversee and implement student discipline procedures, including any suspensions or expulsions and required reporting
- Acts as Custodian of Records

#### *Qualifications:*

The Executive Director is a visionary leader whose experience, knowledge, and drive will set the tone for a supportive school climate that challenges and motivates our students, teachers, and families to achieve our mission and vision. Resourcefulness, flexibility, and an entrepreneurial spirit are key qualities for a charter school leader. Specific qualifications include:

- Strong management and strategic planning skills
- Minimum of 3 years high school teaching experience
- 5-7 years of experience as a school or district leader
- Experience serving the needs of Special Education students and EL students through curriculum, instruction, and professional development
- M.A. or M.Ed. and CA Administrative Certification
- Experience with budgets of \$1,000,000 and above

- Exceptional interpersonal skills, including the ability to interact effectively with staff members, board members, parents, personnel, vendors, community stakeholders and students
- Commitment to ensuring academic success for all students
- Demonstrated commitment to the mission and vision of We the People High School

## **B. Director of Operations**

The Director of Operations is the operational leader of the Charter School. He or she is responsible for all non-instructional matters required to run the Charter School. He/She is responsible for implementing effective and efficient operations, policies, and procedures at the WTP school site. This includes managing the Student Information and Attendance Reporting, Health and Safety, Insurance, and Facilities as well as ensuring that the Charter School is in compliance with all local, district, state and federal laws and regulations. The Director of Operations works closely with WTP's back office provider and other charter school consultants in their efforts to provide the Charter School with operational and financial guidance and assistance.

Responsibilities will include:

### Finance and Accounting

- Works closely with the Executive Director to develop the Charter School's annual budget
- Actively manages the school budget throughout the year by participating in monthly budget meetings to review budget variances, actively monitoring school spending, and proactively seeking opportunities to ensure spending is always aligned to the Charter School's academic priorities
- Manages the school payment process for activity fees, uniforms, and meal balances
- Manages the school purchasing process by establishing clear systems for staff to request items, placing orders with vendors, tracking delivery, and coding and submitting purchases orders, invoices, and reimbursement requests to the Accounting team
- Approves school purchases under a specific financial threshold

### School Operations

- Serves as the eyes and ears of the Charter School to ensure all school operations runs seamlessly each and every day
- Oversee multi-year facilities planning; monitor all aspects of facilities, including search, technical improvements, and permitting with consultants as needed
- Works closely with the Charter School staff to ensure facilities are clean and properly maintained
- Manages the Charter School's supply and asset inventory (i.e., computers, textbooks).
- Works closely with the regional Food Services team to ensure families are correctly enrolled in the free and reduced-price meal eligibility program at their school and meal balances are collected
- Manages the logistics regarding breakfast, lunch, and snacks, including staff duty schedules as well as recording of student participation for breakfast-in-classroom and snack programs (as applicable)

- Manages morning and afternoon bus and car transportation procedures, including working with the regional team to define traffic flows, defining school-level arrival and dismissal procedures, and setting and managing staff duty schedules
- Manages the resolution of operational issues as they arise, including issues with facilities, food services, and transportation
- Ensures the Charter School is prepared for emergencies by conducting all drills as well as training staff on emergency plans
- Each year, prepares the Charter School for the new school year by serving as the primary liaison to the regional beginning-of-the-year process, ordering furniture, equipment, and classroom supplies, and ensuring school services (i.e., food services, transportation services) are ready for action
- Oversees school risk management including health, safety and emergency plans and student insurance
- Manages the Student Information System and works with back office provider to ensure timely reporting to CALPADS and other required reporting

#### Human Resources:

- Research, prepare, and manage benefits packages, disability leave, and retirement plans.
- Oversee Program Administrator, office assistants, and custodial staff
- Manage contracts with vendors, including afterschool programming, if any

#### Qualifications:

- Possession of a Bachelor's degree from a four-year college or university
- 5 to 7 years of work experience in business or operations management, preferably in an educational setting
- Excellent organizational, verbal, and written skills
- Excellent computer skills, including Microsoft Word, Microsoft Power Point and Microsoft Excel
- Excellent project management skills
- Experience with budgets of \$1,000,000 and above
- Strong management and leadership skills
- Comfort with financial oversight and budgetary tracking
- Bilingualism (Spanish/English) preferred
- Strong commitment and passion for We the People's mission and values.

### **C. Program Administrator<sup>57</sup>**

The Program Administrator reports to the Director of Operations, and is responsible for overseeing processes and procedures for maintaining accurate records, ensuring the smooth functioning of the school day, and managing communications.

Responsibilities will include:

- Oversee student record keeping, student information, and attendance reporting

---

<sup>57</sup> This position will commence in Year 3

- Manage the student recruitment, lottery, and enrollment process and ensure that procedures are compliant
- In partnership with the Executive Director and Director of Operations, ensure fiscal policy compliance and financial reporting to LBUSD
- Under supervision of the Director of Operations, manage the annual audit process, relationship with bank, relationship with back office provider
- Oversee the Charter School's website, email/list-serves, newsletter and other means of communication with parents, teachers, volunteers and other community members
- Under supervision of the Director of Operations, track expenses, manage records as they relate to the budget, and regularly communicate spending trends to the Executive Director
- Manage and maintain records as needed for grant reporting and assist with grant reporting as needed
- Manage after-school and lunchtime vendor relationships
- Assist with volunteer and parent communication
- Assist with student handbook, student clubs, student orientation, school information nights, and parent education nights
- Coordinate all testing and reporting in coordination with the Executive Director
- Prepare items for Board review and attend Board meetings
- Communicate effectively and maintain strong relationships with students, families, colleagues and administrators
- Ensure confidentiality and security of office space, files, and all information pertaining to students, parents, staff, and community
- Develop and maintain facility maintenance plans and schedules
- Under the supervision of the Director of Operations, manage maintenance and janitorial services
- Oversee and assist with student supervision including arrival / dismissal, lunch, and break
- Assist in coordinating all special events such as recruitment events, and in-school fundraising
- Assist the Director of Operations with school risk management including health, safety and emergency plans and student insurance
- Uphold the mission and vision of the Charter School, participate in relevant professional development with staff

*Qualifications:*

- Bachelor's degree
- 2-4 years of professional experience preferred
- Strong analytical, critical thinking, and problem-solving skills
- Excellent project management and planning skills
- Excellent written and verbal communication skills
- Flexibility and willingness to tackle simple as well as complex tasks
- Detail-oriented and focused on results
- Ability to communicate and interact effectively with multiple constituencies, including parents, faculty, staff and students
- Experience managing data



- Ability to work autonomously
- Demonstrated initiative and leadership
- Prior school or non-profit experience preferred
- Spanish language skills a plus
- Strong commitment and passion for We the People's mission and values

#### **D. Director of Real-World Learning<sup>58</sup>**

The Director of Real-World Learning will create and manage programs and personnel that connect students and teachers to community and industry to deliver real world experiences to students. The Director of Real-World Learning will work collaboratively with the Executive Director, staff, and teachers to ensure curriculum relevancy and community support. The Director of Real-World Learning will facilitate strong partnerships with industry (nonprofit, community and business) and government to provide students with meaningful Democracy In Action immersions and internships.

Responsibilities will include:

##### Build and maintain community and industry partnerships

- Generate new industry partnerships through outreach in Long Beach and the region
- Maintain existing partnerships through regularly communication and outreach
- Serve as the primary liaison between We the People and industry partners

##### Program Administration

- Collaborate closely with the Executive Director and We the People staff and partners to create and organize DIA sessions three times per year
- Create and revise all program documents, agreements, and evaluations as needed.
- Identify and recruit assistance and donations to support DIAs
- Broker relationships and partnerships to support DIAs. Maintain and grow our DIA offerings based on student interest, teacher input, and the Charter School's instructional goals for each year of schooling
- Obtain MOUs when necessary
- Arrange for transportation and chaperoning when necessary
- Verify that appropriate documentation is turned in each semester by every student with parental consent indicated for any out-of-school experiences
- Work with Charter School administration and staff to schedule students into DIA sessions each year
- Develop and administer surveys to assess program effectiveness

##### Internships

- Recruit, develop, advertise and manage internships and work experience opportunities for 11th and 12th grade students

---

<sup>58</sup> This position will commence in Year 2

- Create, codify and manage implementation of internship curriculum to be integrated into advisory, in consultation with school staff
- Create all collateral materials, contracts, evaluations, orientations, and employer expectations
- Develop and supervise application process, student evaluations, employer needs, internships development, and ensure students receive credit for internships and work experience
- Maintain contact with all industry/community partners to understand their ongoing needs, receive feedback, and ensure that students are being apprenticed in meaningful, relevant work
- Develop and maintain system of tracking student time, learning, and work

#### Marketing and Outreach

- Create media about We the People and DIAs by documenting and marketing intensives and workshops through the Charter School website, school blogs, newsletter, and other community-facing venues
- Present at education conferences about DIAs at We the People when appropriate
- Attend education conferences to learn best practices in work based learning, linked learning, active citizenship, badging, and other topics related to real world learning inside and outside of school
- Participate in school recruitment events each year, interfacing with parents and providing details about the DIA program at We the People

#### Professional Development

- Develop and plan professional development for We the People teachers and staff on design and development of DIAs (with Executive Director).
- Provide professional development for industry/community partners as needed on the instructional program of We the People

#### *Qualifications:*

- 3-5 years experience in non-profit management, fundraising, advocacy, government relations, business, and/or communication
- Have a vision for bringing work on the Global Goals to life through partnership with industry and community
- Highly organized with well-developed project-management skills
- Experience working with teenagers
- A teaching credential is preferred

#### **E. Co-Director<sup>59</sup>**

The Co-Director of the Charter School works alongside the Executive Director to implement the mission and vision of the Charter School. In particular, the Co-Director oversees coordination of

---

<sup>59</sup> This position will commence in Year 4

services for EL students and Special Education students, working closely with teachers and outside providers.

Responsibilities include:

#### Instructional Leadership

- Work with Executive Director and staff to use of multiple sources of data to develop a plan for the improvement of student achievement and oversee the collection, analysis and utilization of this data in relation to specific students, teachers and curricula
- In collaboration with the Executive Director, oversee the Charter School's programs relating to Special Education, English Learners, low-achieving students, Gifted and high-achieving students, and other sub-groups
- Assist teachers with behavior management, including handling student suspension, expulsion and other disciplinary issues as needed
- Foster a positive school climate and culture aligned with the Charter School's mission and vision throughout the Charter School community
- Oversee all reporting related to student performance
- Supervise paraprofessional staff and related scheduling to ensure optimal resource allocation

#### School Management:

In collaboration with the Executive Director:

- Work with the Director of Real-World Learning, Program Administrator, Co-Director and the Board in strategic planning for the Charter School.
- Oversee the budget, and charter renewal processes.
- Oversee the development of MOUs with outside organizations in support of the instructional program
- Oversee and support student attendance in coordination with the Program Administrator
- Create and maintain the Charter School's master calendar and bell schedules.
- Ensure that the Charter School operates smoothly

#### Qualifications:

- Minimum of 3 years high school teaching experience
- Previous experience as a school or district leader strongly preferred
- Self-motivation and relentlessness in meeting challenges
- Experience serving the needs of Special Education students and EL students through curriculum, instruction, and professional development
- Exceptional interpersonal skills with students, parents, and colleagues
- Commitment to ensuring academic success for all students
- Vision for instructional excellence that requires deep thinking and engagement from all students
- Master's degree in education and/or administrative credential
- Strong commitment and passion for We the People's mission and values

## **F. Counselor<sup>60</sup>**

The position of High School counselor supports the individual development and achievement of each student at We the People. The Counselor reports directly to the Executive Director and is responsible for ensuring that all students have a pathway towards high school graduation and college admission and degree attainment. The Counselor oversees the Charter School's advisory program and is responsible for providing professional development for teaching and administrative staff on advisory and college counselling curricula in concert with the Executive Director.

Responsibilities will include:

### Provide guidance to support high school completion:

- Design and facilitate orientation activities for incoming 9th graders and students new to the Charter School in collaboration with Executive Director and teaching staff
- Participate in orientation programs for parents/guardians and students
- Ensure all students are progressing in meeting A-G requirements in consultation with teachers
- Maintain regular contact with families regarding students' graduation status
- Assist in registration and schedule changes for all students
- Assist in registration and credit attainment for all DIA courses
- As necessary, support the Special Education teacher(s) in the implementation of 504 plans, participate in IEP meetings
- Facilitate and/or participate in SST meetings
- Counsel, motivate and work with students who are underachieving or performing poorly academically

### Provide guidance on college application, admission, and matriculation

- Create a college-going culture across the Charter School, at all grade levels
- Coordinate career awareness activities across all grade levels in consultation with the Director of Real-World Learning
- Support students in identifying path towards post-secondary options, developing list of colleges and universities to which to apply, applying to colleges and matriculating to college
- Inform and provide access to scholarship opportunities
- Develop and implement programs for parents and students related to financial readiness for all grade levels
- Develop and implement opportunities for FAFSA completion
- Develop alumni tracking and communications program

### Support the personal development of students

- Conduct structured, goal-oriented, data-driven guidance to meet the identified needs of individuals or groups of students

---

<sup>60</sup> We the People will employ one counselor in Y2, adding two additional counselors in Y4.

- Work with the Director of Real-World Learning to provide programming for students on self-advocacy and knowledge of self
- Develop and implement the advisory program, providing professional development for teachers, staff, and volunteers throughout the year
- Refer students, as needed, to district and community resources in consultation with their parents/guardians
- Consult and coordinate the referral process with other school and district/community personnel including school psychologists, social workers, nurses, administrators, teachers and other community resources
- Consult and collaborate with teachers, staff and parents/guardians regarding the developmental needs of students

#### Develop systems and processes for student success

- Use data and data systems to inform and drive the counseling program
- Establish goals for students at each grade level and communicate these goals to students, parents, teachers, and staff
- Act as an advocate for students as appropriate in conjunction with other staff
- Develop parent engagement training and a plan for communication in conjunction with administrative staff

#### *Qualifications*

- Master's Degree in school counseling, education, psychology, social work, or another related field
- Possess a valid California Pupil Personnel Services ("PPS") Credential with an authorization in School Counseling
- 2-4 years of high school counseling experience
- Demonstrated understanding of best counseling practices and interventions for diverse students
- Experience working in urban settings with students from low-income backgrounds
- Demonstrated commitment to the mission and vision of We the People, including the goal of college degree attainment for all
- Bilingualism preferred

### **4. Qualifications of Administrative Support Staff**

#### **G. Office Assistant**

The Office Assistant reports to the Director of Operations and is the receptionist for the Charter School and is responsible for providing general administrative and clerical support, including facilitating the student application and enrollment process. The Office Assistant serves as the health aide and is responsible for maintaining the health log, student medical/immunization records and first aid inventory in the main office and classrooms. The Office Assistant is also responsible for maintaining the daily student attendance database and provides clerical support for the school lunch program.

Responsibilities will include:

- Oversee, in collaboration with business services provider and legal, HR functions including background checks, medical clearance, credentials and other requirements and record-keeping for staff and volunteers;
- Work closely with the Program Administrator on student recruitment, registration, and enrollment
- Maintain student records and prepares student transcripts
- Perform all data entry into student information and recruitment databases
- Serve as the health aide and be responsible for maintaining all health logs, student medical/immunization records and first aid inventory in the main office and classrooms.
- Maintain daily and weekly student attendance records
- File reports as needed
- Manage and monitor office operations and communications in collaboration with Program Administrator
- Ordering and purchasing supplies and vendor management
- Develop and implement clerical and administrative procedures for daily school operations
- Prepare correspondence, mailers, reports, bulletins, files, forms, memorandums, and performing other duties as assigned
- Serve as office receptionist, greeting visitors and volunteers and ensuring compliance with check-in procedures; answering phones.
- Provide clerical support for lunch program as needed.

*Qualifications:*

- 1-3 years of demonstrated clerical and organizational skills and related experience, preferably in a public school setting
- Bachelor degree or equivalent preferred
- Strong interpersonal skills and ability to manage multiple tasks and meet deadlines in fast-paced environment
- Must be computer literate and familiar with Microsoft Office suite
- Bilingual Spanish/English preferred

#### **B. Other Administrative Staff**

The Charter School may also hire as needed a parent engagement specialist to assist the Charter School in designing effective ways of engaging parents in their students' education and college application process. Additionally, the Charter School may employ part-time maintenance/janitorial staff, or it may contract for these services with an outside service provider. These employees would be selected by and report to the Program Administrator.

### ***5. Qualifications of Instructional Staff***

#### **A. Teachers**

As outlined in Element 1, teachers are the lifeblood of the Charter School and their success begets student success. The Charter School's unique educational program challenges instructional staff

to think about their subject area in relation to others and in relation to the Global Goals. Teachers must work collaboratively with each other, with school administration and staff to create and implement an innovative curriculum that reflects the Charter School's vision, mission and unique school design. Teachers collaborate to mediate students' peer conflicts and communicate with parents in an ongoing manner. Teachers participate in and lead professional development. All teachers are hired, evaluated and supervised by the Executive Director.

Responsibilities include:

- Collaboration with other staff members, including teachers, Specialists, paraprofessionals, and school administration to achieve the school's mission and objectives
- Demonstrating and sharing best practices in project-based learning both internally and externally
- An apprenticeship approach to teaching that develops students into independent learners
- Creating a safe and nurturing environment
- Maintaining high expectations and accountability for results
- Providing differentiated instruction and creating an environment where every student can succeed
- Keeping abreast of current events and developments in educational innovation and research, and incorporating them into unit and lesson planning to the extent possible
- Ensuring students are growing and attaining grade level standards
- Backward design curriculum construction
- Implementation of student-centered lessons that incorporate the Charter School's definition of an educated person and emphasize democratic deliberation, project-based learning and active use of knowledge
- Assessing student progress and differentiating instruction
- Maintaining frequent communication with students, student's families, colleagues, and other school stakeholders
- Maintaining regular, punctual attendance
- Planning for and attending IEP meetings
- Demonstrating culturally responsive pedagogy and practices
- Knowledge of instructional approaches necessary to guide students to learn 21st century skills in communication, collaboration, critical thinking and creativity
- Maintaining digital fluency in the quickly evolving world of educational technology
- Lead one student advisory weekly

*Qualifications:*

Selection of teachers will be based on their teaching experience and their ability to demonstrate curriculum creation, implementation and assessment and classroom instructional capabilities in the context of the Charter School's instructional model. At minimum, in compliance with Education Code Section 47605(l), teachers will hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. The ideal teaching candidate will have:

- A valid California Single-Subject teaching credential;
- Bachelor's degree from a four-year college or university;

- Prior classroom teaching experience preferred (1-3 years minimum);
- Strong classroom management skills;
- Authorization to teach English Learners preferred
- 2+ years' experience teaching grades 7-12 students, ideally in a high-performing urban public school
- 2+ years' experience in project-based learning, blended learning, data-driven instruction, social-emotional learning
- Experience working with English Learners, students with disabilities and other diverse learners, including differentiation techniques
- Enthusiasm for the Charter School's values, mission and educational philosophy
- Prior experience with integrating technology programs into the classroom, and in using digital technology on a regular basis

#### **B. ELD/EL Teacher**

In Years 1 & 2, we intend to hire a single-subject certified teacher who also possesses a BCLAD certification. This teacher will be responsible for the following:

- Overseeing ELPAC assessment, monitoring, and reporting
- Ensuring EL students are appropriately placed
- Teaching the ELD course
- Working with the Executive Director to ensure that EL students are progressing according to the goals established for them by the academic team.
- Communicate progress with families of EL students
- Coordinate monitoring of students who become re-designated to ensure they stay on track

#### *Qualifications:*

In addition to all of the qualifications listed above for teaching staff, the ELD/EL teacher will need to possess a BCLAD certificate and have at least 2 years experience teaching ELD and EL students.

#### **C. ELD Coordinator<sup>61</sup>**

The ELD Coordinator takes on the responsibilities listed above when hired in Year 3.

Responsibilities include:

- Overseeing ELPAC assessment, monitoring, and reporting
- Ensuring EL students are appropriately placed
- Teaching the ELD course
- Working with the Executive Director to ensure that EL students are progressing according to the goals established for them by the academic team.
- Communicate progress with families of EL students and provide professional development for families as needed
- Coordinate monitoring of students who become re-designated to ensure they stay on track

---

<sup>61</sup> This position will commence in Year 3



- Develop, design, and adjust curriculum resources and tools that assist content teachers in supporting student mastery of content-specific standards.
- Develop and facilitate ongoing, differentiated professional development for staff in collaboration with the Executive Director
- Provide leadership in the development of ELD programming and scaffolded content instruction through data analysis of EL student performance and knowledge of current ELD research.

Qualifications:

- A valid California Single-Subject teaching credential
- Bachelor's degree from a four-year college or university
- 2-5 years teaching experience
- Possess a BCLAD authorization
- 2+ years' experience teaching grades 7-12 students, ideally in a high-performing urban public school
- 2+ years' experience in project-based learning, blended learning, data-driven instruction, social-emotional learning
- Experience working with English Learners, students with disabilities and other diverse learners, including differentiation techniques
- Experience leading professional development
- Enthusiasm for We the People's values, mission and educational philosophy
- Prior experience with integrating technology programs into the classroom, and in using digital technology on a regular basis

**D. Special Education Teacher<sup>62</sup>**

Qualifications:

- Mild to Moderate Special Education Credential with added Autism Authorization preferred
- Evidence of successful experience in teaching special education in an urban setting preferred (2-4 years)
- Ability to administer and interpret results of special education assessment instruments
- Academic expertise; preferably, single-subject credential
- A commitment to equity and holding high expectations for all students
- Experience working with parents and families
- Experience with community resource referrals
- Excellent communicator and facilitator
- Strong commitment to the mission and vision of We the People High School

**E. Other Certificated Staff**

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

---

<sup>62</sup> This position will commence in Year 4

## ELEMENT 6: HEALTH AND SAFETY PROCEDURES

*“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:*

*(i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.*

*(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (H), inclusive, of paragraph (2) of subdivision (a) of Section 32282 and procedures for conducting tactical responses to criminal incidents.*

*(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.” Education Code Section 47605(b)(5)(F).*

In order to provide safety for all students and staff, the Charter School will adopt and implement full health and safety policies and procedures and risk management policies at its school site in consultation with its insurance carriers and risk management experts. These policies and procedures may be incorporated into the Charter School’s student and staff handbooks and will be reviewed on an ongoing basis by the Executive Director and Board of Directors. The Charter School shall ensure that staff are trained annually on the health and safety policies and emergency preparedness plan. A full draft will be provided to the District for review at least 30 days prior to operation or as otherwise agreed upon by the District and Charter School.

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

### **Procedures for Background Checks**

Employees and contractors of the Charter School will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Executive Director of the Charter School shall monitor compliance with this policy via direct reports (the Director of Operations) and report to the Charter School Board of Directors on a regular basis. The Board Chair shall monitor the fingerprinting and background clearance of the Executive Director. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Information received shall be stored in a locked file separate from other files and only accessible to the Executive Director who will act as the custodian of records.

### **Staff as Mandated Child Abuse Reporters Policy**

All employees will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District. The Charter School shall provide

mandated reporter training to all employees annually in accordance with Education Code Section 44691. We the People High School staff must report to the proper authorities if they suspect the following is occurring to a student:

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

The reporting person need only “reasonably suspect” that abuse or neglect has occurred. The reporting person does not have to prove abuse. The Executive Director works with all faculty and staff members to make sure all appropriate steps are taken if a child abuse situation is suspected. All staff members will be notified that, under California law, failure to report an incident of known or reasonably suspected child abuse or neglect is guilty of a misdemeanor punishable by up to six months confinement in a county jail or by a fine of one thousand dollars (\$1,000) or by both. Staff will not be made to investigate any incident, but will be required to report the incident to the Executive Director and proper authorities.

All suspected cases of child abuse will be brought to the attention of the Executive Director. WTP staff will complete a written report of the situation and immediately notify the Department of Children and Family Services. If necessary, the local police department will be informed of the situation as well. The reporting person will be responsible for providing all necessary information and child abuse reports since s/he will be most knowledgeable of the situation.

Should it be necessary to remove the student from school, WTP staff will obtain the contact information of the agency removing the student. This information will be placed in the student’s record and be available to the parent/guardian.

#### **Tuberculosis Risk Assessment and Examination Requirement**

Employees, and volunteers who have frequent or prolonged contact with students, will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at least once each four years thereafter, as required by Education Code Section 49406.

#### **Immunizations Policy**

All enrolled students who receive classroom-based instruction will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. WTP shall enroll foster students and homeless students whose immunization records are missing or unavailable at the time of enrollment. Once enrolled, WTP will work with the student’s previous school and/or the student’s parents, guardians, or caregivers to obtain the student’s immunization records, if available, and will also work with local health departments to ensure the student receives all vaccinations they may need.

**Vision, Hearing, and Scoliosis Requirement**

Students will be screened for vision, hearing, and scoliosis. The Charter School will adhere to Education Code Section 49450 *et seq.* as applicable to the grade levels served by the Charter School. To provide these screenings for students, WTP intends to contract with a local nursing service or health clinic each year. The Charter School will communicate these health screening requirements to families via the Student/Family handbook.

**Medication in School Policy**

The Charter School will adhere to Education Code Section 49423 regarding administration of medication in school. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members. The Charter School will designate a person responsible for overseeing administration of the medication as needed, and contract with a nursing service if necessary.

**Suicide Prevention Policy**

The Charter School shall adopt and maintain a policy and procedures on student suicide prevention in accordance with Education Code Section 215. The Suicide Prevention Policy shall address topics including, but not limited to, the following:

- Procedures relating to suicide prevention, intervention, and postvention;
- The needs of high-risk groups of youth;
- Staff development and training on suicide awareness and prevention; and
- Ensuring that a school employee acts only within the authorization and scope of his/her credential or license

A copy of WTP's Suicide Prevention Policy is attached in Appendix G.

**Prevention of Human Trafficking**

The Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 6 through 12 of human trafficking prevention resources.

**Feminine Hygiene Products**

The Charter School will stock at least 50% of its restrooms with feminine hygiene products, and shall not charge students for these products, pursuant to Education Code Section 35292.6.

**Nutritionally Adequate Free or Reduced-Price Meal**

The Charter School shall provide each needy student, as defined in Education Code Section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code Section 49553(a), during each school day.

**Concussion Protocol and Procedures**

The Charter School will adhere to Education Code Section 49475 regarding the proper procedures for any student suspected of sustaining a concussion or head injury in an athletic activity. In addition, the Charter School shall provide a concussion and head injury information sheet to all

students participating in an after school athletic activity, to be signed and returned by the parent or guardian prior to the student's participation in the after school athletic activity.

### **California Healthy Youth Act**

The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 7-12, at least once in junior high or middle school and at least once in high school, pursuant to the California Healthy Youth Act (Education Code Section 51930, *et seq.*).

### **Comprehensive School Safety Plan**

The Charter School shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(H):

- Child abuse reporting procedures
- Routine and emergency disaster procedures
- Policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- A discrimination and harassment policy consistent with Education Code Section 200
- Provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel," if applicable
- Procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- A safe and orderly environment conducive to learning
- Procedures for conducting tactical responses to criminal incidents

The Charter School will consult, cooperate and coordinate with the School Advisory Council to evaluate and update the Comprehensive School Safety plan at least once each year by March 1, and as otherwise necessary, to ensure the plan is properly developed, updated, and implemented. A copy of the Comprehensive School Safety Plan shall be available at the Charter School's main office. A copy of WTP's draft Comprehensive School Safety Plan is available in Appendix G.

### **Emergency Preparedness**

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

Charter School Staff shall receive training in emergency response, including appropriate “first responder” training or its equivalent during summer professional development, back-to-school professional development, and throughout the year during designated professional development times as needed. Students and families will receive the Emergency Preparedness Plan, which is part of the Comprehensive School Safety Plan. Students will be trained in the proper procedures to follow during an emergency by participating in drills throughout the school year as necessary.

### **Blood borne Pathogens**

The Charter School shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (“HIV”) and hepatitis B virus (“HBV”). Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

### **Drug-, Alcohol-, and Smoke-Free Environment**

The Charter School shall function as a drug-, alcohol-, and smoke-free environment. We the People High School will adopt a tobacco, drug and alcohol policy that includes clear rules, enforcement guidelines, and consequences of using any of these on campus as detailed in our suspension and expulsion policy.

### **Facility Safety**

The Charter School shall comply with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The Charter School agrees to obtain a Certificate of Occupancy before the start of the school year. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under Education Code Section 32001.

### **Comprehensive Anti-Discrimination and Harassment Policies and Procedures**

The Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School shall develop a comprehensive Title IX Harassment, Intimidation, Discrimination and Bullying Policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Information about Title IX complaint filing procedures and Title XI coordinator will be posted on the school’s website. Misconduct of this

nature is very serious and will be addressed in accordance with the Charter School's anti-discrimination and harassment policies.

**Bullying Prevention**

The Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with children.

## ELEMENT 7: RACIAL AND ETHNIC BALANCE

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

### **Outreach to Achieve Racial and Ethnic Balance**

We expect that the students will reflect the current community demographics as described in Element 1, Section A: Student Population to be Served; and We the People High School will strive to meet the racial and ethnic balance among its students that is reflective of the general population of the District. The We the People Board will review its outreach efforts annually, including reviewing outreach material content and languages, and locations and frequency of recruiting activities, and compare with geographic information of applicants. The Board will direct the Charter School staff to broaden outreach efforts as needed in order to achieve its goal of enrolling a student population that reflects the general population residing within the District. We the People High School will engage in a yearly self-evaluation process to evaluate our enrollment and make adjustments to our recruitment strategies in order to achieve racial and ethnic balance reflective of our target communities and neighborhoods. The table below shows estimated racial and ethnic balance targets based on the racial and ethnic makeup of local area high schools:

% Af. American	% Latinx	% Asian/ Islander	Pacific	% White	% Two or More/ Other
11 – 18%	55 – 65%	8 – 15%		10 – 15%	1-2%

And here is a table showing the racial and ethnic makeup of the general population residing within the Long Beach Public School District as of 2016:

% Af. American	% Hispanic/Latino	% Asian/ Islander	Pacific	% White	% Two or More/ Other
6%	17%	15%		54%	5%

To ensure that the Charter School meets the above demographics, the Charter School has implemented and will continue to implement the following recruitment strategies and targeted outreach efforts:

- Distribution of promotional and informational materials to a broad variety of community groups and agencies that serve the various racial, ethnic, and interest groups of the North Long Beach and Central West communities, including Long Beach public libraries, Boys and Girls Clubs, Long Beach City Parks & Recreation Centers, and area farmers' markets.



- Direct outreach strategies such as community and neighborhood meetings targeted in specific communities in the Long Beach. Specifically, local neighborhood association meetings in north Long Beach, the Long Beach Central Area Association, the Wrigley Historic District, The West Eastside Community Association, Houghton Park Neighborhood Association, and the South Wrigley Neighborhood Advisory Group.
- Direct outreach to community organizations that provide services and supports for our target student population, such as Building Healthy Communities and Cambodian Association of America, Latinas Rising, and the Tichenor Orthopedic Clinic (which provides training and support for parents of special education students), and the Filipino Migrant Center.
- Direct outreach to religious institutions in Long Beach, such as Long Beach Light and Life, Antioch Church of Long Beach, Bethany Church, Pacific Baptist Church, Westside Baptist Church, St. Lucy's Parish, St. Athanasius, Temple Beth Shalom, and Masjid Al Shareef Mosque.
- Distribution of flyers in several businesses in the Long Beach community (laundromats, second-hand clothing stores, coffee shops, bakeries, ethnic markets, restaurants, hair salons, etc.) and the North Long Beach and Midtown Business Districts.
- Distribution fliers at community events, such as First Fridays on Atlantic, MLK Jr. Day Celebrations, and other community gatherings throughout the year.

As described in Element 1: Students to be Served, We the People has conducted student workshops at area libraries during the summer of 2017, the spring of 2018, and the summer of 2018. In addition, We the People High School will partner with local organizations who already offer summer programming in Long Beach. We have continued our student programming through the 2018-19 school year, and will continue to offer programming in the summer of 2019 and through the 2019-2020 school year. Our workshops attract potential students to the Charter School and engage them in aspects of the Charter School's curriculum prior to enrollment. We the People has also been conducting parent workshops to gather parent input into the Charter School's design. These workshops are meant to engage parents in having a say in the Charter School's programming and culture of learning prior to school opening. We the People has also been present at Long Beach community gatherings, such as the MLK Jr. Day celebration in January, the People's State of the City Conference in February, the Annual Latina Women's Conference in March, and the Michelle Obama Library PopUPtown social in March and June, JazzFest North Long Beach in June, and the Veteran's Day Parade in November. These events enable We the People to gather signatures of support and to let the community know about upcoming programming. We intend to continue participation in these events and more, hosting a table and activities for students, into the coming year and enrollment period.

Enrollment and Information packets for parents, as well as the Charter School's website, are available in English, Spanish and Khmer. School Information Sessions and school tours (following the school opening) will be conducted in English and Spanish (and Khmer, if necessary).

As needed, We the People High School also will use local newspapers (such as the Long Beach Post, Press Telegram, etc.), circulars, television, and radio advertising, to inform the parents and

others about the presence of the charter school within their community. Marketing and other informational materials about the Charter School will be developed in English, Spanish and other languages as needed.

Although we do not anticipate significant attrition at any particular grade level, should attrition occur, We the People High School will target additional outreach and recruiting activities to families of middle and high school students via the outlets described above.

## **ELEMENT 8: ADMISSION POLICIES AND PROCEDURES**

*“Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (d).” Education Code Section 47605(b)(5)(H).*

We the People High School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

We the People High School shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. We the People High School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state. In accordance with Education Code Sections 49011 and 47605(d)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

The only admission requirement is residence in the State of California.

In accordance with Education Code Section 47605(d)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(d)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(d)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(d)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(d)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(d)(4), and make this notice available to parents.

### ***1. Admissions Process, Open Enrollment, and Public Random Drawing***

The Charter School shall require students who wish to attend We the People High School to complete an Admissions Application Form that includes the student’s name, grade, birthday, and contact information for the family or guardian. Application materials will be made available in English and Spanish, Khmer, as well as other languages upon request from an interested parent.

The enrollment period will be advertised in English, Spanish and Khmer through flyers, posters in prominent locations throughout the community, during informational meetings for parents, and announced on the Charter School's website. We the People High School will also advertise through local media as the Charter School's budget permits. In the event that the enrollment deadline is extended due to available space, the revised deadline to apply will also be announced to the community using similar venues.

Open enrollment will typically occur beginning mid-October each year and continue through mid-February of the next year. All interested families will be required to submit a completed Admissions Application Form directly to the Charter School before 4:30 p.m. on the date of the annual deadline, which will be clearly indicated on the form and in all communications and notices (websites, flyers, etc.) regarding admission to the Charter School. Submitted Admissions Application Forms will be date- and time-stamped and student names will be added to an application roster to track receipt.

Following the open enrollment period, applications will be counted to determine if any grade level has received a number of applications that exceed available seats. If the number of students who have applied for any grade exceed capacity as of the date of the application deadline the Charter School will hold a public random lottery to determine enrollment for the impacted grade level, with the exception of existing students, who are guaranteed admission in the following school year. In the event that the Charter School has not received sufficient enrollment forms to fill to capacity, the enrollment period may be extended beyond the April deadline. In the case of an extended deadline for open enrollment, the date for the public random drawing, if required, may also be extended accordingly. All families who have applied for admission will be advised by mail of any changes to the date and time for the public random drawing.

Parents will be notified by the Charter School that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School.

All admissions timelines will be subject to annual review and adjustment by the Board of Directors to meet the needs of the Charter School while providing ample time for applicants. Changes will be reflected in adopted Board policies.

Admission preferences in the case of a lottery shall be given to the following students in the following order:

1. Siblings of students admitted to or attending the Charter School
2. Children of Charter School teachers and staff, combined, not to exceed 10% of total enrollment
3. Residents of the District
4. Students who qualify for free or reduced-price meals
5. Students who are currently enrolled in or who reside in the elementary school attendance area of the public elementary school in which the WTP school site is located (for purposes of the Charter School Facility Grant Program).
6. All other applicants

The Charter School and the District agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(d)(2)(B)(i)-(iv).

No other admissions preferences will be assigned. We the People High School's Board of Directors may review and revise this preference policy as necessary for the well-being of the Charter School, upon approval from the District.

Lottery rules and deadlines will be communicated via the Admissions Application Form, flyers/posters, and the We the People Public School website. Public notice will be posted regarding the date and time of the public drawing once the deadline date has passed. Notice will include an explanation that parents/guardians do not need to be present at the lottery, but may attend if they choose to do so.

The We the People High School Executive Director and at least one other Charter School employee will conduct the admissions lottery as a public event to ensure that lottery procedures are fairly executed.

The We the People High School lottery will typically occur during the month of March of each year following the close of the open enrollment period. The lottery will be conducted at a date and time that is convenient for a majority of interested parties (either on the weekend or after 6 pm on a weekday) and will be open to the public. The Charter School will inform parents of all applicants and all interested parties of the rules to be followed during the lottery process, location, date and time of the lottery via mail at least two weeks prior to the lottery date. The lottery will be held at the school site if the Charter School facility can accommodate all interested parties.

The Board of Directors will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the Executive Director). Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category, and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above

Admissions Application Forms, the manual record of all lottery participants and their assigned lottery numbers, and other lottery-related documents will be physically filed on campus, and lottery

results and waiting lists will be readily available in the Charter School's main office for inspection upon request. Each applicant's admissions application will be kept on file for the academic year with his or her assigned lottery number in the school database and on his or her enrollment application.

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw in the lottery. Those who apply after the lottery deadline are added to the end of the lottery waitlist in the order they are received. Vacancies that occur during the school year will be filled according to the wait list. When an offer occurs during the school year, families will be contacted in the order of the wait list and will be given 48 hours to decide whether or not to accept a space at the Charter School. In the event that no such wait list exists where the space is available, the space will be made available to the next interested family at the appropriate grade level. The waitlist for the current school year remains active until the Charter School's admissions period commences for the following year. In no circumstance will a wait list carry over to the following school year. Applications are only valid for the current year. Applicants must reapply for the lottery annually if the Charter School is unable to offer them admission for the current year.

Students who are offered enrollment will be notified by mail and asked to complete an Enrollment Packet, which shall include the following:

1. Student enrollment form
2. Proof of immunization
3. Home Language Survey
4. Completion of Emergency Medical Information Form
5. Proof of minimum age requirements
6. Release of records<sup>63</sup>

We the People High School staff will be available to assist families in completing this paperwork if needed.

The Charter School will request that all families attend an information session/orientation meeting upon enrollment. A family will not be turned away for being unable to attend such meeting. In no instance will a student be denied admission nor subjected to any form of discipline for failure of a parent to attend such meeting.

During this meeting, families will be provided the Family-Student Handbook which sets forth the academic and behavioral rules of the Charter School. Parents/legal guardians and students will be asked to sign a document stating that they have received a copy of the Handbook and they agree to review the Handbook. The Handbook will be printed in English, Spanish, and Khmer.

---

<sup>63</sup> The Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment.

## ***2. McKinney Vento Homeless Assistance Act***

We the People High School will adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youth.

## ELEMENT 9: ANNUAL INDEPENDENT FINANCIAL AUDITS

*“The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” Education Code Section 47605(b)(5)(l).*

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

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

The annual audit shall be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year.

The Executive Director, along with the audit committee, shall review any audit exceptions or deficiencies and report to the Charter School Board of Directors with recommendations on how to resolve them within thirty (30) days of receiving the report from the District. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. WTP targets January 31 of each year as the deadline for resolving all audit issues and deficiencies, but this date may necessarily change depending on the audit issue and/or deficiency.

Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (“EAAP”) in accordance with applicable law.

The independent audits of the Charter School shall be public records and available to the public upon request. Financial reporting to charter agency would be carried out in pursuant to EC section 47604.33.



## ELEMENT 10: STUDENT SUSPENSION AND EXPULSION POLICY AND PROCEDURES

*“The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:*

*(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil’s side of the story.*

*(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:*

*(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.*

*(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.*

*(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil’s educational rights holder, and shall inform the pupil, the pupil’s parent or guardian, or pupil’s educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil’s parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).” Education Code Section 47605(b)(5)(J).*

### **Policy:**

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

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School’s policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to

amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

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

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

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

## ***Procedures:***

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

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

### ***B. Enumerated Offenses***

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:
  - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
  - b) Willfully used force or violence upon the person of another, except self-defense.
  - c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
  - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
  - e) Committed or attempted to commit robbery or extortion.
  - f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
  - g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
  - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
  - i) Committed an obscene act or engaged in habitual profanity or vulgarity.

- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- l) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- q) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes

but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
  - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
    - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
    - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
    - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
    - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

- 2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, video, or image.
  - ii. A post on a social network Internet Web site including, but not limited to:
    - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
    - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
    - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
  - iii. An act of cyber sexual bullying.
    - (a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
    - (b) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to

suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

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

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
- b) Brandishing a knife at another person
- c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
- d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900(n)

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

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.

- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand



dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
  - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
    - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

- ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
  - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
  - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, video, or image.
  - ii. A post on a social network Internet Web site including, but not limited to:
    - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
    - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
    - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
  - iii. An act of cyber sexual bullying.
    - (a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
    - (b) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic,

educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
  - u) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).
  - v) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:
  - a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
  - b) Brandishing a knife at another person
  - c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
  - d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900(n)

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

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

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

### ***C. Suspension Procedure***

Suspensions shall be initiated according to the following procedures:

#### **1. Conference**

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

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

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(b)(5)(J)(i). This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil’s parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent or guardian at the conference.

#### **2. Notice to Parents/Guardians**

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

#### **3. Suspension Time Limits/Recommendation for Expulsion**

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Executive Director or Executive Director's designee, the pupil and the pupil's parent/guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by the Executive Director or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

#### ***D. Authority to Expel***

As required by Education Code Section 47605(b)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Charter School Board of Directors following a hearing before it or by the Charter School Board of Directors upon the recommendation of a neutral and impartial Administrative Panel, to be assigned by the Board of Directors as needed. The Administrative Panel shall consist of at least three members who are certificated and neither a teacher of the pupil nor a member of the Charter School Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

#### ***E. Expulsion Procedures***

Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Executive Director or designee determines that the pupil has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

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

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

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

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

- 1) The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
- 2) The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
- 3) At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
- 4) The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
- 5) The entity conducting the expulsion hearing may also limit time for taking the testimony of

the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

- 6) Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
- 7) If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
- 8) The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
- 9) Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
- 10) Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

### ***G. Record of Hearing***

A record of the hearing shall be made and may be maintained by any means, including electronic

recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

#### ***H. Presentation of Evidence***

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

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

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

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

#### ***I. Written Notice to Expel***

The Executive Director or designee, following a decision of the Board of Directors to expel, shall send written notice of the decision to expel, including the Board of Directors' adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Executive Director or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.



### ***J. Disciplinary Records***

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

### ***K. No Right to Appeal***

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

### ***L. Expelled Pupils/Alternative Education***

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

### ***M. Rehabilitation Plans***

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

### ***N. Readmission***

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board of Directors following a meeting with the Executive Director or designee and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Executive Director or designee shall make a recommendation to the Board of Directors following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

### ***O. Notice to Teachers***

The Charter School shall notify teachers of each pupil who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

### ***P. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities***

#### **1. Notification of SELPA**

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that the Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

#### **2. Services During Suspension**

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

#### **3. Procedural Safeguards/Manifestation Determination**

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

#### 4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

#### 5. Special Circumstances

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

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

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

#### 6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

#### 7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

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

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

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

## ELEMENT 11: RETIREMENT PROGRAMS

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

We the People High School’s Board of Directors shall determine which school-sponsored retirement plans will be available to staff. All employees will participate in the federal Social Security system in accordance with applicable law. We the People High School plans to have its employees also participate in a 403(b) plan as adopted by the Board of Directors for the benefit of staff. The Executive Director will work with the back-office provider to ensure that the appropriate payroll arrangements are made to ensure Social Security and 403(b) coverage and participation.

### **Oversight of Benefits**

We the People High School has initially contracted with ExED to handle our payroll and accounting services. The Executive Director will be responsible for ensuring appropriate arrangements for coverage have been made. The Board of Directors may, in its discretion, contract with another qualified provider of payroll and accounting services.

## **ELEMENT 12: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES**

*“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” Education Code Section 47605(b)(5)(L).*

We the People High School is a school of choice. No student is required to attend the Charter School. Students residing in the Long Beach Unified School District who choose not to attend the Charter School may attend school within the District according to District policy or at another school district or school within the District through the District’s intra- and inter-district transfer policies.

The parent or guardian of each student enrolled in the Charter School shall be informed on enrollment forms that the students have no right to admission in a particular school of any local education agency (or program of any local education agency) as a consequence of enrollment in the Charter School, except to the extent that such right is extended by the local education agency.

### **ELEMENT 13: EMPLOYEE RETURN RIGHTS**

*“The rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” Education Code Section 47605(b)(5)(M).*

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

Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.



## ELEMENT 14: DISPUTE RESOLUTION

*“The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter.” Education Code Section 47605(b)(5)(N).*

### *Disputes Between the Charter School and the District*

#### Disputes Between the Charter School and the County

In the event that any dispute arises between the charter school and LACOE, both parties agree to use the procedure as stated in County Board Policy 0420.4 and Administrative Regulation 0420.4, except for any dispute that is any way related to revocation of the charter petition. The party who claims there is a dispute shall first identify the issue in writing with specificity and with supporting facts. The other party shall provide a written response to the identification of the issue within 20 business days. Both parties will attempt to settle such dispute by meeting and conferring in a good faith attempt to resolve the dispute within 15 business days of the date of the written response.

If this joint meeting fails to resolve the dispute, the Superintendent and the Executive Director, or their designees, shall meet to jointly identify a neutral third-party mediator to engage the Parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and the Executive Director, or their designees. Mediation shall be held within sixty business days of receipt of the dispute statement. The costs of the mediator shall be split equally between LACOE and the Charter School. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of LACOE and the Charter School.

At any time that LACOE believes the dispute relates to an issue that could lead to revocation of the charter petition, both parties will no longer be subject to this process. LACOE may proceed immediately with the revocation procedures as set forth in law and stated below if LACOE believes the charter school:

- a. Committed a material violation of any of the conditions, standards, or procedures set forth in the charter.
- b. Failed to meet or pursue any of the pupil outcomes identified in the charter.
- c. Failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- d. Violated any provision of law.

In addition to the authority granted by Education Code Sections 1241.5 and 47604.3, a county superintendent of schools may, based upon written complaints by parents or other information that justifies the investigation, monitor the operations of a charter school located within that county and conduct an investigation into the operations of that charter school. If a county superintendent of schools monitors or investigates a charter school pursuant to this section, the county

office of education shall not incur any liability beyond the cost of the investigation.

## ELEMENT 15: CHARTER SCHOOL CLOSURE PROCEDURES

*“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” Education Code Section 47605(b)(5)(O).*

Closure of the Charter School will be documented by official action of the Board of Directors. The action will identify the reason for closure. The Charter School through its Board of Directors will be the entity responsible for closure-related activities and the Executive Director shall be the primary individual responsible for closure-related activities.

The Charter School will promptly provide written notification to parents/guardians and students of the Charter School, the Long Beach Unified School District, the Los Angeles County Office of Education, the Charter School's SELPA, the retirement system(s) in which the Charter School's employees participate, and the California Department of Education of the closure within ten (10) days of the official closure action, as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Charter School will ensure that the notification to the parents and students of the Charter School of the closure provides 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 Charter School.

The Charter School will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence.

As applicable, the Charter School will provide parents, students and the 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”) 20 U.S.C. § 1232g. The Charter School will ask the District to store original records of Charter School students. All records of the Charter School shall be transferred to the District upon Charter School closure. If the District will not or cannot store the records, the Charter School shall work with the County Office of Education to determine a suitable alternative location for storage. All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, the Charter School will prepare final financial records. The Charter School will also have an independent audit completed within six months after closure. Expenses associated with final audit and closure procedures are accounted for in the proposed

budget and shall be covered by the Charter School. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

The Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the Charter School and, upon the dissolution of the nonprofit public benefit corporation, shall be distributed in accordance with the Articles of Incorporation. Any assets acquired from the District or District property will be promptly returned upon Charter School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

As the Charter School is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School. As specified by the Budget in Appendix F, the Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

## MISCELLANEOUS CHARTER PROVISIONS

### 1. Facilities

*“The facilities to be utilized by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate.” Education Code Section 47605(g).*

We the People High School will be located in west, central, north or downtown Long Beach. We the People High School intends to lease a facility for its first year of operation with the following features at a minimum:

- 6 core classrooms
- Lunch/Auditorium/Multi-purpose room
- Office space for the Executive Director, Counselor, and Administrative Staff
- Outdoor recreation space
- Adequate restrooms for its first year of operation.
- (Ideally) a library, computer lab, family/community resource room, and teacher meeting/work space

We the People High School may apply for Prop. 39 facilities if it makes sense to do so in our first year of operation (2020-2021) and beyond, but is not assured of a high-quality offer. Therefore, we have budgeted for a privately leased space in line item 5610 of the detailed budget, as well as vendor repairs in line item 5630. (See Appendix F for the Charter School budget.)

Working with a local realtor, we have identified the following sites for possible leasing in Year 1, using the best information available at the time of submission of this petition:

- 1131 Gaviota Ave., Long Beach, CA 90813
- 2777 Pacific Ave., Long Beach, CA 90806
- 501 Pine Ave., Long Beach, CA 90802

We are actively searching for additional private facilities options in the area. We are working with experienced realtors, zoning experts, developers, and financiers to identify and secure an appropriate space.

By our fifth year of operation, we plan to identify a site that has at least 40,000 sq. ft. of space, with at least the same features as described above, including 24 classrooms to accommodate the student body at full capacity. Ultimately, we hope to purchase or secure a long-term lease for a “permanent” home for our Charter School. We will work with private donors and lenders, and pursue appropriate financing options, including financing and reimbursement programs offered by the state and local governments.

We the People High School will meet local building and zoning codes and will obtain all required permitting for the facility. We have accounted for these timelines for permitting, zoning, and necessary build outs in our Implementation Timeline in Element 1.

## **2. Potential Civil Liability Effects**

*“Potential civil liability effects, if any, upon the charter school and upon the school district.” Education Code Section 47605(g).*

The Charter School will be operated by a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(d), an authority that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. The Charter School shall work diligently to assist the Los Angeles County Office of Education and the County Board of Education in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other Los Angeles County-requested protocol to ensure the Los Angeles County Office of Education and the County Board of Education shall not be liable for the operation of the Charter School.

Further, the Charter School intends to enter into a memorandum of understanding with the Los Angeles County Office of Education and the County Board of Education, wherein the Charter School shall indemnify the Los Angeles County Office of Education and the County Board of Education for the actions of the Charter School under this charter.

The corporate bylaws of the Charter School shall provide for indemnification of the Charter School’s Board, officers, agents, and employees, and the Charter School will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

As stated below, insurance amounts shall be determined by recommendation of the Los Angeles County Office of Education and the County Board of Education and the Charter School’s insurance company for schools of similar size, location, and student population. The Los Angeles County Office of Education and the County Board of Education shall be named an additional insured on the general liability insurance of the Charter School.

The Charter School Board shall institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

### 3. Insurance

Before any individuals are employed, or property or facilities are acquired or leased, the Charter School shall procure from an insurance carrier licensed to do business in the State of California, or shall otherwise participate in a Joint Powers Authority (JPA) or other self-insurance pool consistent with Government Code § 6528 and keep in full force during the term of the charter, no less than the following insurance coverage:

- Commercial General Liability, including Damage to Rented Premises coverage (only required for rented premises the tenant occupies), of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles County Office of Education and the County Board of Education ("County Board") as named additional insured and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and the Charter School's insurance shall be primary despite any conflicting provisions in the Charter School's policy. Coverage shall be maintained with no Self Insured Retention above \$15,000 without the prior written approval of the Office of Risk Management for the LACOE.
- Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect the Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
- Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if the Charter School does not operate a student bus service. If the Charter School provides student bus services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
- Fidelity Bond coverage shall be maintained by the Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$50,000 per occurrence, with no self-insured retention.
- Professional Educators Errors and Omissions liability coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
- Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
- Employment Practices Legal Liability coverage with limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate

- Property Damage Liability replacement value limits sufficient to protect the Charter School's assets

Coverage's and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies. The policy shall be endorsed to name the Los Angeles County Office of Education and the County Board of Education as named additional insured's and ***shall provide specifically that any insurance carried by LACOE which may be applicable to any claims or loss shall be deemed excess and the Charter School's insurance shall be primary despite any conflicting provisions in the Charter School's policy.***

The Charter School shall provide evidence of insurance coverage to LACOE prior to opening, annually and upon revision, its insurance carrier(s) and inform LACOE immediately if the coverage becomes inoperative for any reason. LACOE may request to see evidence of insurance coverage during site visits.

Certificates of insurance shall be mailed to:

Los Angeles County Office of Education Insurance Compliance (EBIX)  
P. O. Box 100085-LA Duluth, GA 30096

In addition, the Charter School shall institute risk management policies and practices to address reasonably foreseeable occurrences and provide LACOE with evidence of such policies and practices on an annual basis.

The Charter School shall hold harmless, defend, indemnify, and name on the Certificate of Insurance as additional insureds the County Board, LACOE, its officers, agents, employees, and volunteers, from every liability, claim, or demand which may be made by reason of (1) any injury to volunteers; and (2) any injury to person or property sustained by any person, firm, or corporation caused by any act, neglect, default, or omission of the Charter School, its officers, employees or agents. In cases of such liabilities, claims, or demands, the Charter School at its own expense and risk shall defend all legal proceedings which may be brought against it and/or the County Board, LACOE, its officers, agents, employees, and volunteers, and satisfy any resulting judgments up to the required amounts that may be rendered against any of them. Certificates of insurance and policies shall name the County Board, LACOE, its officers, agents, employees, and volunteers, as additional insureds with respect to any potential tort liability irrespective of whether such potential liability might be predicted on theories of negligence, strict liability, or products liability. The certificates and endorsements are to be signed by a person employed and authorized by the insurer to bind coverage on its behalf and shall specifically reference this Contract. The certificates of insurance and endorsements are to be received by LACOE within thirty (30) calendar days of full execution of this Contract. LACOE reserves the right to require complete, certified copies of all required insurance policies at any time.



#### **4. Administrative Services**

*“The manner in which administrative services of the charter school are to be provided.” Education Code Section 47605(g).*

The Charter School will provide or procure its own administrative services including, but not limited to, financial management, accounts payable/receivable, payroll, human resources, and instructional program development either through its own staff or through an appropriately qualified third-party contractor.

ExED will be the back-office services provider for We the People. ExED is a nonprofit, mission-driven business organization providing back office solutions for Southern California’s leading charter schools. ExED provides comprehensive support with accounting and bookkeeping services, payroll, budgeting, financial reporting, forecasting, and compliance and data management services. Our Lead Founder, Anita Ravi, worked closely with ExED to build out and develop our five-year budget, and an ExED Senior Advisor will provide in-depth training to the Founding Board both prior to and upon authorization.

At any time, the Charter School may discuss the possibility of purchasing administrative services from the District. If the District is interested, the specific terms and cost for these services will be the subject of a memorandum of understanding between the Charter School and the District and subject to District availability and willingness to provide such services.

#### **5. Budgets and Financial Reporting**

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

Attached, as Appendix F, please find the following documents:

- Budget narrative
- A projected first year budget including startup costs
- Financial projections and cash flow for the first five years of operation
- We the People’s Adopted Fiscal Policies
- Grant award letter to We the People High School from the Walton Family Foundation
- Grant award letter to We the People High School from ReFrame Labs
- Grant award notification to We the People High School from the Public Charter School Grant Program, PCSGP

These documents are based upon the best data available to the petitioners at this time.

The Charter School shall provide reports to the County Superintendent of Schools as follows in accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the District:

1. By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code Section 47605(g) will satisfy this requirement.
2. By July 1, a local control and accountability plan and an annual update to the local control and accountability plan required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, California Department of Education and County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

The Charter School shall provide reporting to the County as required by law and as requested by the County including, but not limited to, the following: California Basic Educational Data System ("CBEDS"), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), the SARC, and the LCAP.

The Charter School agrees to and submits to the right of LACOE to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, the Charter School shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the County.

### **Oversight**

Pursuant to California law, the County will be required to provide oversight and performance monitoring services, including monitoring school and student performance data, reviewing the Charter School's audit reports, performing annual site visits, engaging in any necessary dispute resolution processes, and considering charter amendment and renewal requests. In accordance with Education Code Section 47613(a), the County Office of Education may charge for the actual costs of supervisorial oversight of the Charter School not to exceed 1% of the revenue of the

Charter School. The District may charge up to 3% of the revenue of the Charter School if the Charter School is able to obtain substantially rent-free facilities from the District. Pursuant to Education Code Section 47613(f), “revenue of the charter school” is defined as the amount received in the current fiscal year from the local control funding formula calculated pursuant to Education Code Section 42238.02, as implemented by Education Code Section 42238.03.

## ***6. Responding to Inquiries***

We the People High School shall promptly respond to all inquiries, including but not limited to, inquiries regarding financial records, from the Los Angeles County Office of Education and shall consult with LACOE regarding any inquiries. We the People acknowledges that it is subject to audit by LACOE including, without limitation, audit by the County Office of the Inspector General. The Charter School shall provide LACOE with current and accurate contact information for the Charter School, Charter School administrators, and Board members.

If an allegation of waste, fraud, abuse, or other material violation of law related to WTP’s operations, or breach of charter, is discovered by the Los Angeles County Office of Education the Charter School shall be expected to cooperate with any resulting inquiry and/or investigation undertaken by LACOE and/or the Office of the Inspector General, Investigations Unit.

## ***7. Process for Material Revisions to Charter***

Charter material revision requests will be provided to LACOE, as applicable.