

**Washington Middle College
High School
Renewal Charter Petition**

Submitted
to
Washington Unified School
District

WMCHS



Renewal Term July 1, 2017 - June 30, 2022

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Affirmations and Assurances

Washington Middle College High School (also referred to herein as, “WMCHS” and the “Charter School”) shall:

- Be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- Not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- Admit all students who wish to attend the Charter School. [Ref. Education Code Section 47605(d)(2)(A)]
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Washington Unified School District [Ref. Education Code Section 47605(d)(2)(B)]
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code. [Ref. Education Code Section 47605(d)(1)]
- Adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.
- Ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to noncore, non-college preparatory teachers. [Ref. California Education Code Section 47605(l)]
- Meet all statewide standards and conduct the student assessments required, pursuant to Education Code Sections 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- 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).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the Superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California

Education Code Section 47605(d)(3)]

- Maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)]
 - On a regular basis, consult with its parents and teachers regarding the Charter School's education programs. [Ref. California Education Code Section 47605(c)]
 - Comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Section 47612(b), 47610]
 - Comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as authorized and amended by the Every Student Succeeds Act ("ESSA").
 - Comply with the Public Records Act.
 - Comply with the Family Educational Rights and Privacy Act.
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Introduction

In 2007, a unique, non-profit education partnership was formed between the Washington Unified School District (WUSD), the Regents of the University of California on behalf of the UC Davis School of Education (UCD), and the Los Rios Community College District on behalf of Sacramento City College (SCC), to start a public independent charter school, West Sacramento Early College Prep (WSECP). In June 2016, the governance and operation of WSECP Charter School changed from that of an independently operated charter school to a WUSD-operated “dependent” charter school. WSECP now seeks to revise its educational program to establish a Middle College High School program operated as Washington Middle College High School Charter School (WMCHS), a public charter high school serving students in grades 9-12.

WMCHS will use the demonstrably successful model of the Middle College National Consortium (MCNC) schools blended with an innovative instructional model, educational philosophy and community partnerships as a guiding framework in the establishment of WMCHS. WMCHS will build upon the success and lessons learned from MCNC, with modifications made to best serve the needs of at-risk high school students in West Sacramento and surrounding communities. WMCHS will implement a safe, supportive, and structured middle college environment, where a rigorous blend of high school and college are integrated with a flexible and individualize pathway that will support all students with 21st Century Skills to ensure college and career readiness. The ultimate goal is to develop and empower students and families to be successful through higher education, career, and beyond.

ELEMENT A: EDUCATIONAL PROGRAM

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

"A description, for the charter school, of annual goals, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, 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 these goals." Educ. Code Section 47605(b)(5)(A)(ii).

Mission

WMCHS will prepare all students, especially those who are at-risk and underserved for success in college, leading to professional careers through a blended high school and college curriculum.

WMCHS achieves this mission by offering project-based learning, a blended instructional model, dual enrollment and early college experiences, and differentiated support through a nurturing, family based school culture. WMCHS is structured on the Middle College National Consortium Design Principles with possible career pathways available to all students. WMCHS career pathways will provide students high school and college courses, internships, and hands-on experiences directly aligned to each student's pathway of choice and post-secondary plans.

Vision

WMCHS is a place where all students develop character while acquiring the core knowledge and skills necessary for high school academic achievement, college admission, college graduation, and ultimately success in today's 21st century and the workforce. With unwavering high expectations for all stakeholders, WMCHS will provide a high quality blend of high school and college courses to all students. These courses will be centered on a pathway of choice. Students will take core content high school courses meeting A-G requirements and community college courses that support both the attainment of an Associate Arts Degree and career focused electives.

1. Students To Be Served

WMCHS will target at-risk and underserved students including first generation high school students, from low socioeconomic backgrounds, and students reflective of the general population residing within the Washington Unified School District. WMCHS's goal is to create an environment that offers an education through a blending of high school and college with high levels of support, collaboration, and shared decision-making.

The following table is our first five years' enrollment goal:

School Year	9th	10th	11th	12th	Total
2017-18	30	30	30	30	120
2018-19	40	40	30	30	140
2019-20	50	50	50	40	190
2020-21	60	60	60	50	230
2021-22	70	70	70	70	280

WMCHS will be located near the campus of Sacramento City Community College in West Sacramento in the Washington Unified School District. The City of West Sacramento has a diverse population of more than 50,000 with a wide range of socioeconomic backgrounds, education levels, and cultures. According to the City of West Sacramento in 2014 the population was 51,847 which is an increase of 64% since 2000. Demographics include 47.4% White, 31% Hispanic, 10.4% Asian, 4.8% Two or more races, 3.9% African American, 0.6% American Indian, 0.4% Pacific Islander, .04% Other race alone.

2010 City of West Sacramento Race Demographics

Race	%
Hispanic or Latino	31.0%
White	47.4%
African American	3.9%
Asian	10.4%%
Native Hawaiian/Pacific Islander	0.4%
Other	.04%

(City of West Sacramento, 2014)

The Washington Unified School District enrolled 7,967 students in 2015-2016. According to DataQuest, demographics for 2015-2016 was 31% White, 44% Hispanic, .05% African-American, 12% Asian, .01% Pacific Islander, .02 Filipino, .03 Two or more races.

2015-2016 Washington Unified School District Student Race Demographics

Race	%
Hispanic or Latino	44%
White	31%
African American	.05%
Asian	12%
Pacific Islander	.01%
Filipino	.02%
Two or More Races	.03%

(California Department of Education DataQuest, 2015-2016)

2. Educational Philosophy

WMCHS will offer a safe, rigorous and 21st century college and career focused middle college high school program that will help children and their families recognize and build upon their assets so that they can reach their post-secondary and career goals. Through the merging of the Middle College National Consortium (MCNC) Design Principles, high expectations with nurturing support, and highly effective teaching, WMCHS will create an environment and culture of academic, 21st century career, and lifelong success in which all students will excel and reach their potential.

Middle College National Consortium (MCNC) Design Principles

Dynamic High School College Partnerships – Location, Collaboration & Organizational Structure

Locating schools on or near a college campus is integral to student motivation and success. Proximity fosters enduring collaborative partnerships and mutual accountability. Students are treated as college students and see themselves as college completers. WMCHS will be located near the campus of Sacramento City College in West Sacramento. This will lead to high quality educational opportunities for the students as well as better and more authentic college and career preparation.

Outcome Driven Teaching and Learning

WMCHS will engage students in a rigorous college preparatory curriculum which promotes active intellectual inquiry. High standards are set for all students and teachers. Students move towards college readiness, developing literacy, numeracy, and 21st Century skills. All curricula, projects and assessments emphasize student-centered intellectual inquiry through constructivist learning.

Students will use technology and a variety of media to gather information and are expected to present their learning and make their work public. Core class sizes will average 25 students with diverse learning needs. WMCHS will meet the needs of challenged learners by formative differentiated support, remediation, and acceleration.

Multiple Performance-Based Student Assessment

WMCHS will design systems of assessment that provide multiple opportunities for students to demonstrate subject mastery. Assessments grow out of classroom work and provide ongoing information of student progress to student, family, teacher, and school community stakeholders. WMCHS will use varied methods of assessment to measure student progress toward standard mastery, instructional decisions, and meeting standards of college readiness.

Examples and descriptions of these assessments are in Element C of this Charter. These assessment methods include: student portfolios, presentations, performance-based assessments, traditional exams, and student-constructed tangible outputs that inform decisions regarding pedagogy, school structures, and systems.

Comprehensive Student Support and Staff Commitment

Promoting high student standards requires a focus on students' academic and social-emotional needs. At WMCHS, teachers and staff are familiar with all students due to class and school size. WMCHS recognizes and values student guidance and support as a key to success. All teachers and staff are committed to the success of each student. Students will know that teachers and staff care about their personal, academic, and social-emotional success. All WMCHS teachers and staff see themselves as counselors and mentors. Classes are small in number, and support seminars are in place to help students needing support across the board from remediation through college coursework.

Research-based, collaborative professional development

WMCHS teachers and staff will be provided on-going, embedded professional development focused on student success. Reflective practice is the center of professional development. New teachers are supported through classroom implementation of school practices and instruction.

- Meeting time for professional teacher groups/learning communities will be built into the Charter School's weekly schedule. Working in small groups, teachers focus on instructional practice and offer mutual assistance. Advanced data analysis techniques will allow teachers to remediate, extend, and develop each student's knowledge of Common Core State Standards ("CCSS").
- Each staff member will have a written professional development plan based

on personal and school needs.

- Teachers will regularly review each other's teaching and student work.
- Staff will exhibit high levels of satisfaction and engagement with their professional development opportunities.
- Staff will apply new knowledge and skills to their work in a continuous cycle of improvement.

High Expectations With Nurturing Support

WMCHS will create a school culture to allow all students to excel and reach their highest potential. WMCHS will implement a rigorous and culturally relevant curriculum that meets or exceeds the expectations of the common core and state standards. The college curriculum each student experiences will authentically prepare them for the high expectations in college. Students will have a chance to make connections to real world experiences and demonstrate their new understanding through varied authentic assessments. Teachers will assess students in a variety of ways, utilizing multiple modalities to allow students various means to demonstrate and access knowledge. Teachers will use direct instructions, inquiry-based learning, and project-based learning to challenge students to develop new understandings of the world around them.

Highly Effective Teaching

Knowing that the population of students WMCHS will serve will have unique needs; WMCHS will seek out highly qualified teachers with experience with at-risk youth and dual enrollment. WMCHS teachers will be highly reflective educators who continually participate in professional development to develop and refine their practice. WMCHS teachers will use an online platform to create a rigorous and engaging blended learning environment. They will use backwards design to help students become critical thinkers who can transfer their understanding of concepts in new contexts. WMCHS teachers will use a variety of data sources including formative and summative assessments as well as the Smarter Balanced State Assessment to continually inform and improve their practice. WMCHS will create a collaborative environment where professional educators will be expected to collaborate within and across disciplines and grade levels. Teachers will participate in a cycle of inquiry to move their own practice and student achievement forward.

3. An Educated Person in the 21st Century

In the 21st century, creating an educational program that is able to prepare students to be highly skilled, critical and creative thinkers is essential to not only to their success, but also to the success of global economic standing. Cognitive skills such as critical thinking and creative problem solving are significantly important in determining economic outcomes for individuals. Critical thinking skills allow students to be able to

make reasoned and informed decisions and take purposeful actions. Hanusheck, et al. state that “a highly skilled workforce can raise economic growth by about two-thirds of a percentage point every year” (2003). It is imperative that schools help build these skills in all students. WMCHS’ philosophy of what it means to be an educated person in the 21st Century is based on the research and leadership of The Partnership for 21st Century Skills and the Buck Institute for Education. These 21st century skills are reflected in WMCHS’ educational program, instructional design, and Habits of Heart and Mind.

WMCHS believes that an educated person is one who:

- Experiences a well-rounded education, including liberal arts, scientific processes, character development and social development;
- Has internalized learning as a lifelong passion;
- Knows how to communicate and write effectively and can emanate empathy, compassion, and concern for others regardless of individual backgrounds;
- Can think critically about and execute creative solutions to complex problems, multidisciplinary, open-ended problems;
- Can make informed judgments and analyze information from a variety of sources;
- Can collaborate with others for positive social/community change;
- Is able to read and make informed analysis not only of written texts, but also of other varieties of text and therefore, can make sense of the world around him or her;
- Can self-monitor and reflect on his/her own performance, growth and learning and develop appropriate goals to further his/her growth;
- Cares about cultural diversity and has an in-depth understanding of his/her community/cultural background;
- Understands how mathematical and scientific processes impact daily life;
- Such a person applies this understanding to meet personal goals, seek a healthy lifestyle, and contribute to the physical and social environment around him/her;
- Is capable of utilizing regular advances in technology to more effectively or efficiently meet goals;
- Appreciates a variety of art forms and can express himself/herself in an innovative and creative way.

4. How Learning Best Occurs

To meet WMCHS' mission, objectives, and best serve our target population in line with our educational philosophies, WMCHS adopts the following educational practices.

Learning best occurs when:

- The curriculum is dynamic, flexible, challenging, well-rounded, and personalized; at WMCHS, teachers deeply understand the individual needs of their students and have control over their own curricula so that they can differentiate appropriately.
- Students who are academically and socially ready experience college coursework in parallel with their high school courses.
- Students have the opportunity to get access and experience with career pathway courses, internships, and mentors prior to applying to college.
- All students will engage in AVID (Advanced Via Individual Determination) course to support 21st Century skills and preparation for college courses.
- High expectations and behavior guidelines are clear, consistent, and fair at WMCHS, the whole community adheres to strict policies and a set of classroom non-negotiables.
- The teacher is passionate about what she/he teaches, takes responsibility for the design and implementation of the curriculum, and receives training and resources to help students achieve performance benchmarks; at WMCHS, hiring is done with an eye for teachers who have the credentials and experience to implement a rigorous and differentiated curriculum.
- Students receive access to the support and skills necessary for overcoming barriers to personal and academic success (e.g., language barriers, peer pressure, low self-esteem, poverty-related challenges); at WMCHS, students are provided with a variety of specific social-emotional supports.
- Students' self-esteem and pride in their individual and group identity is fostered through positive reinforcement, role models, and classroom activities; at WMCHS, teachers and staff assume best intentions of the students and come from a place of mutual respect in their interactions with students.
- Students and staff work in a small community where they can build trusting relationships; WMCHS is committed to remaining a small school.
- Parents are informed about and encouraged to support the educational process, including the college admissions process. WMCHS, parents are welcomed and encouraged to visit the campus and engage in workshops about the college process. Parents are frequently updated by the students' advisors about their progress.

5. Curriculum and Instructional Design

WMCHS's curriculum and instruction meets or exceeds Common Core and state standards. A rigorous literacy-focused high school curriculum in English-language arts, mathematics, science, social studies, and a complementary curriculum in visual and performing arts, physical education, and life skills provide a comprehensive education for all students. Intensive training in common core standards-based language arts and mathematics includes, but is not limited to: specially designed curriculum, extended instructional time, tutoring, and project learning experience with embedded language arts and mathematics skills. Moreover, college coursework will include college level curriculum designed and delivered by postsecondary professors. All WMCHS high school academic courses will be approved by the University of California for A–G admission requirements and adopted from Washington Unified School District courses that are currently A-G approved.

Curriculum Design: WMCHS aims to provide students with a high quality education that is aligned to content standards across subject area. Currently, WMCHS uses Edmentum online platform which is A-G approved. WMCHS will continue to evaluate blended learning platforms to ensure our students are on the cutting edge of curricular design. WMCHS also recognizes the autonomy of the teacher as an expert professional and maintains some flexibility for these highly qualified educators to make decisions regarding curriculum and materials based on WMCHS educational vision, mission and educational philosophy.

Common Core and California State Standards-Literacy: Literacy is promoted through CCSS/CA State standards-based 1) explicit teaching of reading strategies, 2) contextual vocabulary and grammar instruction taught in the context of the students' own writing, 3) instruction and reading of a wide variety of genres and types of texts, 4) school-wide collaboration of teachers so that literacy skills will be taught in a systematic, progressive manner, and 5) targeted support for English learners. Students will also read a variety of texts in their academic classes. Students will read in different genres and for different purposes. Teachers will modify complex texts as necessary to ensure that all students have access to the material.

Addressing the Social Needs of Our Students: Recognizing that both the students' socioeconomic status and ethnic backgrounds will influence their experiences in the classroom, WMCHS teachers will meet as a book club to utilize the teachings of texts directed at the specific needs and experiences of urban, socioeconomically disadvantaged youth.

Addressing the Linguistic Needs of Our Students: Understanding students' linguistic backgrounds and the large percentage of students for whom English is their second language, all WMCHS teachers will be guided by the Principal or English Learner Coordinator to utilize best instructional strategies and the SIOP Model to ensure that they are appropriately and consistently scaffolding instruction for students. In addition, all teachers will integrate strategies that benefit both short and long term English language learners in their development academic language and writing.

Creating Community at WMCHS: Creating a sense of community through common practices during our seminar class and AVID course will be essential to supporting the academic and social needs of the students.

Curriculum summaries and general framework for core content areas are outlined below. Please see the academic and skill outcomes for each core content area in the *Common Core/California Standard and Other Skill Outcomes* section further in the Curriculum section of Element A.

English Language Arts: WMCHS utilizes 4 running strands of language arts instruction. The four strands are as follows: reading instruction, writing instruction, vocabulary development, and grammar development—all aligned with Common Core standards. Underlying these strands is explicit instruction in using technology to enhance and demonstrate understanding of the four strands. Curricular resources will include novels, plays, poetry, and nonfiction texts selected by the instructor to be culturally relevant and academically appropriate. The English Language Arts department will work collaboratively with the Social Studies department to select texts that will supplement and support the students' understandings of various historical time periods and perspectives.

Mathematics: WMCHS utilizes a model of blended learning in the mathematics classes. This model combines direct instruction, independent practice and collaborative learning experiences with opportunities for smaller, targeted pull-out sessions with the instructor. WMCHS math teachers will also create project-based learning assignments that require students to apply their mathematical understandings to real-world situations in collaborative settings. The math department will also collaborate with the science department in order to ensure that each department supports the other in the students' ability to apply mathematical concepts to science when applicable.

Social Studies: The WMCHS social studies classes aim to use a variety of primary and secondary sources to teach students about the historical events that influence their present and to help them understand the perspectives of others and the contexts that influence those perspectives. WMCHS social studies classes will work in conjunction with the English Language Arts department on the writing structures used to answer document-based questions. These departments will also collaborate to select texts that will supplement and support the students' understandings of various historical time periods and perspectives.

Science: Science classes at WMCHS are about inquiry and hands-on exploration. Science teachers at WMCHS will present students with problems or scenarios and guide them to use the scientific method to test their own hypotheses. Science teachers will collaborate with the English Language Arts department to ensure that lab reports follow the WMCHS established best practices for writing. The science department will also collaborate with the math department in order to ensure that each department supports the other in the students' ability to apply mathematical concepts to science when applicable. Science classes at WMCHS will utilize the Discovery Education science curriculum with supplementary readings and lab materials.

Other Curriculum

College Courses

College coursework and curriculum are designed to meet the academic level, interest, and career pathway for each individual student. Students will be identified for potential college courses each semester by examining academic grades, attendance, and family input. One of the single most important factors in determining college success is the academic challenge of the high school courses a student takes. A student who acquires at least 12 college credits prior to high school graduation has the highest likelihood of graduating from a post-secondary institution within four years (Adelman, 2006).

Students will be closely monitored through their college coursework to ensure success is reached and intervention occurs when necessary. As students find success in college courses, rigor and course load increases in an academic area aligned to their career pathway of choice.

Seminar

One of the most essential assets of the WMCHS support program is Friday's rigorous Seminar program. Because the success of students can hinge on a combination of positive relationships, healthy social skills and engagement with learning, the Seminar program integrates both social and academic learning into the curriculum. As Paul Tough points out in his book "How Children Succeed," it is a student's ability to develop "non-cognitive" skills such as grit, optimism, motivation, and perseverance that will contribute to his or her later success in college. At WMCHS, Seminar will be tailored with lesson plans designed to foster those skills directly. The WMCHS Seminar program provides structured opportunities for the development of personal and academic relationships between students. The Seminar program focuses on four aspects of a student's personal and academic life:

1. Academic and Career Planning and Support
2. Social Interactions
3. Portfolio and Journaling Activities
4. Study Groups and Individual Conferences

Advancement Via Individual Determination (AVID)

AVID is a global nonprofit organization dedicated to closing the achievement gap by preparing all students for college and other postsecondary opportunities. Established more than 35 years ago with one teacher in one classroom, AVID today impacts nearly 1.5 million students in 46 states and 16 other countries/territories. AVID trains educators to use proven practices in order to prepare students for success in high school, college, and a career, especially students traditionally underrepresented in higher education.

AVID brings research-based strategies and curriculum to educational institutions in elementary, secondary, and higher education. The AVID System annually provides 60,000+ educators with training and methodologies that develop students' critical thinking, literacy, and math skills across all content areas throughout the entire campus, in what we call Schoolwide AVID.

- Teaches skills and behaviors for academic success
- Provides intensive support with tutorials and strong student/teacher relationships
- Creates a positive peer group for students
- Develops a sense of hope for personal achievement gained through hard work and determination

Creation and Innovation Lab

This course will meet on Fridays and focuses on the application of core academics in real-life scenarios. Moreover, the focus of 21st Century skills are explored and digital portfolios are developed. Projects that support WUSD, community and civic responsibilities will be discussed and implemented. Students may chose an internship or job shadowing that supports the college and career readiness.

Independent Study

Independent study will be available as an alternative instructional strategy, not an alternative curriculum. Independent study students work independently, according to a written master agreement and under the supervision of credentialed teachers. Students continue to follow the Charter School-adopted curriculum and graduation requirements. Independent study offers flexibility to meet individual student needs, interests, and styles of learning. The Charter school shall comply with all applicable independent study requirements.

Common Core/California Standards and Other Skill Outcomes

WMCHS students will achieve competency in the skills outlined in the CCSS at each grade and authentically prepare for postsecondary success while in high school. All of the benchmark and interim assessments given at WMCHS will be aligned to the CCSS and staff will both conduct in-house professional development and attend external professional development focused on reaching the goals set out in each of the standards. At WMCHS, competency will be measured through a variety of assessments aimed at capturing a complete picture of student knowledge and recognizing a variety of intelligences. Competency will also be measured through a growth model recognizing where students are and setting achievable goals for individual students.

Benchmark and Diagnostic Assessments: WMCHS teachers will administer quarterly benchmark assessments, three times each school year across all core content

areas. The benchmark assessments are directly aligned to California Common Core and Next Generation Science standards. Benchmark assessments will determine student progress and prescribe targeted interventions for each student if needed. WMCHS teachers also use the assessment data to design differentiated curriculum, create heterogeneous classrooms, and organize students into mixed-ability groups.

At WMCHS, diagnostic testing is administered at the beginning of the year across subject areas in order to gain deeper insight into a student's strengths and areas of growth early in the academic year. Teachers at WMCHS will delve into this data to make sure that their curricular choices are made with the students' competencies in mind. WMCHS will use a variety of formative data tools to ensure that both teachers and students have an opportunity to look at and analyze their own data. These data include: exit tickets, web-based programs, collaborative activities, and other formative checks for understanding.

Based on frequent student assessment outcomes, the curricula are modified and personalized as needed to ensure students are best prepared to meet rigorous performance goals.

The academic and skill outcomes for WMCHS students are as follows:

Language Arts: Students will read and write at grade level for a variety of purposes centered on Common Core State Standards. Students will also comprehend and critically analyze multiple forms of expression, including texts from their own and other cultures. They will demonstrate strong listening, speaking, and presentation skills. Students will be capable of using multiple forms of expression (e.g., written, oral, multimedia) with communication skills appropriate to the setting and audience including the use of MLA and APA formatting and style. Students will be exposed to and learn mastery of academic vocabulary, Latin and Greek roots, prefixes and suffixes. They will be introduced to and learn mastery of English conventions for electronic communication, including professional e-mail standards and designing, publishing, and archiving documents using publishing software and graphic programs.

Mathematics: Students will develop abilities to reason logically and to understand and apply mathematical processes and concepts, including those within arithmetic, algebra, geometry, and other mathematical subjects delineated in the Common Core Integrated Math course sequence. Students will be introduced to both the practical and theoretical sides of mathematics with applications and generalizations. Students will be able to apply mathematical skills to model and solve real life problems through word problems and projects. Additionally, students will use technology to individualize their mathematical learning process and extend themselves beyond what they learn in their math class.

Science: Students will successfully utilize scientific and inquiry methods to analyze, synthesize, and evaluate the major concepts underlying various branches of science as outlined in the California and Next Generation Science standards. Students will acquire an ability to apply scientific concepts to real life problems. Students gain skill in practical industrial tools and technology to complete project-based lab experiments. Students will understand and experience the vertical link between high school and college science courses and science-based careers.

Social Sciences: Students will comprehend civic, historical and geographical knowledge in order to act as responsible citizens and contribute to positive social change through research, experience, and writing. Students will gain a historical understanding of their own communities. Students will study global and local issues and will be exposed to multiple perspectives in order to allow them to form their own views, opinions, and claims. Students will use a variety of primary and secondary source materials to generate their own understanding of historical events, processes, and concepts. Students will engage in rigorous academic research and use what they have studied to answer important and relevant questions of history, geography, American government, and economics. Students will recognize the natural inclination toward bias and subjectivity, and in doing so will better be able to exercise objectivity and appreciate the value of empathy and multiple perspectives on historical and current events.

World Language: The ability to communicate in a language other than English enables students to grow academically and personally. Competence in communicating in languages in addition to English enriches learning and creates a new foundation for intellectual growth that is unique to language studies. It provides greater understanding of our place in the global economy and culture and prepares our students to navigate the global society of the 21st century.

Visual and/or Performing Arts: Students will increase their ability to appreciate and/or express ideas and emotions through various forms of arts (e.g. music, visual/studio arts, drama, and dance) in high school and college courses.

College Courses: WMCHS students will increase their ability to navigate and succeed in college coursework during high school. Courses will be taken at community colleges, public, and private universities. Students will be assessed for college course readiness each semester through a multi-faceted tracking system. Students will be monitored for: academic progress, attendance, behavior, and given the opportunity for personal reflection. In addition, students currently taking college courses will be monitored throughout the semester and provided with support and intervention as needed to ensure they are successful or drop a course, if needed.

Seminars: Students will develop their study and research skills each week—including note-taking, studying strategies, library research, academic planning, social interactions, digital citizenship and test-taking skills. Seminars will also be used for specific interventions for English learners, students with disabilities and students “at risk” of not graduating.

Creation and Innovation Lab: This course will meet on Fridays and focuses on the application of core academics in real-life scenarios. Moreover, the focus of 21st Century skills are explored and digital portfolios are developed. Projects that support WUSD, community and civic responsibilities will be discussed and implemented. Students may chose an internship or job shadowing that supports the college and career readiness.

Student Digital Portfolio: Each WMCHS student will take ownership of their education and will develop a Student Digital Portfolio beginning in the 9th grade to track, plan, document and pursue high school, postsecondary, and career goals. The Student Digital Portfolio will be a private website updated throughout high school. Documents in the portfolio include but are not limited to:

- High school transcript
- College transcript(s)
- Common Core and Next Generation Standardized Examination results
- Career Pathway choice, goals, and focused career learning experiences
- Prospective Colleges and Universities with timelines
- Scholarship Applications
- Extracurricular Activities
- Community Service
- Employment Record

21st Century Professional Skills and Digital Literacy: Students will increase their ability to analyze and apply knowledge to solve problems as measured by common core driven assessment and college coursework. Students will develop their citizenship and leadership skills by planning and implementing projects that benefit the school, community, and/or the environment. Students will demonstrate the ability to collaborate and work effectively with others in cooperative groups. Students will demonstrate an understanding of health issues and responsible behaviors that promote personal and community health. Students will demonstrate a respect for diverse cultures, gender equity, the environment, and their community. Students will effectively use technology as a tool to advance academic learning and individual/group projects and goals.

Students will also use technology to produce career-focused research, synthesis, analysis, and varied presentation methods in addition to typical word processing use.

Instruction

Teachers at WMCHS employ pedagogical strategies that vary from traditional direct instruction, to dramatic interpretation of content, and to innovative web-based approaches. Teachers at WMCHS utilize pedagogy appropriate to their learners and content area, and the result is a rich, engaging, and well-rounded academic environment where students are challenged to learn in ways that are both rigorous and responsive. Pedagogical approaches and strategies found at WMCHS include, but are not limited to: constructivist learning, collaborative group learning, inquiry-based learning, explicit direct instruction, differentiated learning, blended learning, and dual enrollment and early college experiences.

Constructivist learning: Students at WMCHS are provided opportunities to continually develop their own knowledge, work collaboratively on real subject specific and interdisciplinary problems. Constructivist learning will help develop communication, collaboration, organization, time-management, and problem-solving skills. These projects also challenge students to collect and identify pertinent information, analyze and synthesize information, and finally to develop ways to present this material. Many of these project-based learning endeavors culminate in authentic experiences and assessments, providing students with opportunities to apply what they have learned in real-world situations or simulations, and exposing them to the evaluation of members of the wider community, outside the walls and schedule of school (Thomas, 2000).

Dual enrollment and early college experiences: WMCHS will provide students with a blend of college and high school coursework differentiated to meet the needs of each high school student. To ensure the success of dual enrollment for WMCHS students, student centered support structures will be put in place for early intervention, support, and remediation when necessary for all students. These student support structures and interventions will be continually monitored, adjusted, and gradually released as students matriculate to a post-secondary institution as outlined by the “Add and Subtract” model (Hoffman, 2005).

Data-driven student learning: CCSS/CA State standard data driven instruction is the heart of learning for students. Students, teachers, leaders, and parents will engage in standard data analysis, error analysis, reflection, goal setting, and action planning. Analysis methods will occur in professional development for teachers, in the classroom with students, and in parent meetings.

Collaborative group learning: WMCHS students will have regular opportunities to engage in collaborative learning daily through all high school courses. Collaborative group learning will be the regular structure for investigation, discussion, and creation of common core centered products. Collaborative group learning will be diverse as WMCHS will group students in multiple ways including: mixed skill level, similar skill level, personality, and specific common core standard knowledge.

Inquiry-based learning: Teachers at WMCHS strive to move students beyond simple accumulation of factual and procedural knowledge and understanding and into the application of learning. To this end, teachers in all content areas utilize a variety of inquiry techniques in their teaching which include, but are not limited to: expository and persuasive writing prompts, laboratory experimentation, experiential activities, demonstrations, simulations, dramatizations, debates, problem solving, and interactive IT-based activities.

Explicit direct instruction: As a middle college high school, WMCHS works simultaneously to prepare students to be successful academically in college and high school, and this necessitates students gaining the ability to navigate the most common pedagogical approach in college: direct instruction. WMCHS students engage in active listening and participation in content area lectures and

presentations that are rigorous, responsive, and rich. Rigorous, in that they are standards based and challenge students to use higher order thinking skills. Responsive, in that they are informed by frequent interim assessments. Rich, in that they are based on constructivist approaches to learning that seek to build from students' own prior knowledge and to maximize the relevance of the curriculum to students' lives (Schwerdt and Wuppermann, 2011).

Differentiated learning: Differentiation will occur through content, process, and products. WMCHS teachers will use rotational learning with academically leveled groupings to ensure the needs of all learners are met while learning new content. In particular, students will rotate through three experiences: explicit direct instruction, independent work, and collaborative work leveled to meet their needs.

Blended learning: In the interest of increasing the ways that student's access content and expanding their opportunities to demonstrate understanding of content, WMCHS will build in integrated technology curriculum/blended learning for each grade level that supplements subject area coursework, and supports student assessment and learning. Web-based, interactive curriculum is differentiated precisely according to individual students' skill levels, allows students to work at their own pace, addresses multiple intelligences and learning styles, and quickly provides rich data that informs the focus and pace of classroom instruction (Schorr & McGriff, 2011).

These pedagogical strategies and instructional structure will be continuously modified in response to student learning needs and assessment data.

6. Habits of Mind and Heart

WMCHS Habits of the Heart and Mind (below), is a set of values that addresses respect, self-discipline, leadership, community and environmental responsibility, multicultural understanding, and cultural pride. The Habits of Heart and Mind are transmitted through daily school activities and the curriculum.

Middle College High School Habits of Heart and Mind

Habits of Heart	Habits of Mind
<p style="text-align: center;">Care</p> <p>Students will care for themselves and their world by demonstrating healthy choices and practicing empathy for others.</p>	<p style="text-align: center;">Read</p> <p>Students will read and comprehend a variety of media considering bias, point of view, purpose and accuracy.</p>
<p style="text-align: center;">Courage</p> <p>Students will have courage to try new experiences and will persevere even in the face of challenges.</p>	<p style="text-align: center;">Write</p> <p>Students will write and articulate their thoughts clearly and creatively in a variety of media, considering audience and purpose.</p>
<p style="text-align: center;">Effort</p> <p>Students will demonstrate effort by working hard and being persistent in their quest to continue to grow academically and socially.</p>	<p style="text-align: center;">Think</p> <p>Students will think critically, problem solve, and ask questions to enhance their understanding of the world around them.</p>
<p style="text-align: center;">Responsibility</p> <p>Students will be responsible with their work and follow through on commitments to themselves, the school, and their families.</p>	<p style="text-align: center;">Apply</p> <p>Students will apply their knowledge, skills and understanding in a variety of formats and situations.</p>
	<p style="text-align: center;">Collaborate</p> <p>Students will collaborate effectively and honestly by working together and sharing ideas in academic and social settings.</p>

7. Professional Structures and Systems

To ensure the effective implementation of the above pedagogical approaches, WMCHS engages the following instruction practices and structure:

Small Learning Communities

Small learning communities create the conditions for high student achievement among even the most disadvantaged students (Henze, Katz, Norte, Sather, & Walker, 2002). WMCHS will have an average class size of 25 to maximize attention to individual students. The smaller classes allow teachers to spend more time on instruction and less on classroom management. They also allow teachers to better assess and monitor students' academic progress (McRobbie, Finn, and Harman, 1998).

Student Success Team

The Student Success Team ("SST") is a team centered on a student, which reviews individual student strengths and areas of concern in academics, behaviors, or other areas. The SST plans strategies and organizes resources to assist students, parents, administrators, and teachers with concerns that are interfering with success. The SST is a general education function, and all students can benefit from an SST including, but not limited to those students achieving below or above grade level, English Language Learners, students with educational needs, and students who have experienced emotional trauma or behavioral issues.

Any WMCHS student's family member or a WMCHS staff member who has a concern for a student can refer that student to SST for consideration. Anyone who is connected with that student can be included in the SST to provide information to share about the student's strengths as well as concerns and strategies that have been used in the past. The people that may be included in an SST meeting could be, but are not limited to teachers, parents, counselors, doctors, administration, social workers and law enforcement representatives. The meeting is designed to bring out the best in the people involved to support WMCHS in finding success.

Restorative Justice Practices

Restorative practices, which evolved from restorative justice, is a new field of study that has the potential to positively influence human behavior and strengthen civil society around the world. Restorative justice practices build healthy communities, increases social capital, reduces the impact of crime, decreases antisocial behavior, repairs harm and restores relationships. The use of restorative practices helps to:

- reduce crime, violence and bullying
- improve human behaviour
- strengthen civil society
- provide effective leadership
- restore relationships
- repair harm

WMCHS will train all staff members in the appropriate use of these practices to support its students and families.

Professional Development

WMCHS believes strongly that relevant, supportive and ongoing professional development is key to promoting highly effective teaching and encouraging teachers to continue to refine their practice while best supporting students.

Each school year will begin with dedicated professional development. The professional development will include, but will not be limited to the following:

Backwards Planning: WMCHS teachers use the Understanding by Design framework (Wiggins and McTighe) to plan curriculum and assessments in their disciplines. The framework focuses on first identifying the desired results, then determining the acceptable evidence, and finally planning the learning experiences and instruction. The basis of backwards design focuses on developing and deepening students' factual, procedural, conceptual, and metacognitive understanding of important ideas. Other elements include examining an array of methods for appropriately assessing the degree of student understanding, and a set of design standards that work to achieve quality control in curriculum and assessment designs (Attachment A).

Formative and Summative Assessment Data Analysis Methods: Teachers will analyze daily formative assessments and summative assessments to determine current standard knowledge by students. Using varied analysis techniques, WMCHS teachers will diagnose, mediate, and challenge in real time with accurate data. These varied analysis methods include examining data by: proficiency levels, bubble students, by CCSS standard, by both California and CCSS standards together, gender, English learners, and other subgroups of students.

Summative assessment data should be predicted and align with formative assessment data and be analyzed used the same methods mentioned above. Summative assessment data should also predict performance on standardized state tests each year.

Interdisciplinary Collaborations: WMCHS teachers engage in planning cross-curricular authentic assessments. Each collaborative project is aligned with the 1`CCSS for each discipline and allows students to practice the new skills and apply knowledge in authentic, real-life situations. Teachers with support and be trained in both Project-Based Learning model and Understanding by Design as guides to design these collaborations.

Vertical and Horizontal Alignment: The curriculum at WMCHS will be vertically and horizontally aligned. Part of this time will be spent in department teams to ensure that students are gaining appropriate skills and knowledge in an increasingly rigorous and grade level appropriate way for each discipline. Time will also be spent in grade level teams to ensure that there are cross-disciplinary linkages between the knowledge and skills taught at each grade level.

Community Building: WMCHS values a highly supportive community and believes one of the foundations of this is from having a united staff. Staff members

participate in purposeful community building activities that work to actively cultivate respectful, supportive, and trusting relationships between the staff members at the school.

Peer Review and Critical Friends: WMCHS teachers and staff will utilize the Middle College National Consortium's "Peer Review" and "Critical Friends" groups to create professional learning communities and continually improve practice. Teachers and staff will use Peer Review to observe, reflect, and support other group members and Critical Friends to collaboratively examine student work and teacher practice. Research has shown that these protocols foster a culture of community and collaboration, enhance professionalism among teachers, and positively impact teacher thinking and practice and student learning (Key, 2006).

Creation and Revision of Internal Assessments: WMCHS teachers administer quarterly internal benchmark assessment for each discipline. Teachers use this planning time to either create or revise their assessments. Each assessment will be evaluated and revised in terms of the reliability, validity and alignment to the CCSS with input from other staff members and administration.

Internal Professional Development: WMCHS recognizes the expertise that all teachers bring to our learning community. Teachers are given the multiple and diverse opportunities to present their expertise in areas such as: academic discourse, primary source document analysis, classroom management strategies, and best practices in instruction and curriculum design.

Outside Presenters: WMCHS will engage outside experts to help teachers to continue to develop and expand their practice and work. Topics that will be covered will include, but will not be limited to: instructional strategies, curriculum and development, differentiation, and common core alignment. Experts may include presenters from WestEd, Yolo County Office of Education, and University of California, Davis and Sacramento City College.

Weekly Professional Development: Once weekly, students are released from classes at 11:45 pm. Teachers will meet as a large group from 12:30-1:00. This time will be used for whole instructional team discussions and decisions, updates, and a community building activity or check-in. From 1:00-3:30, teachers will divide into work groups depending on a rotating schedule of meetings.

Professional Learning Communities in Grade Level Teams and Department Teams: Teachers meet as grade level teams (across subject areas) to work on interdisciplinary collaborations, horizontal alignment and to discuss any student concerns. Teachers also participate in Critical Friends Groups to examine student work and teacher practice. Teachers meet in their departments to continue their planning work on vertical alignment, alignment of curriculum to the CCSS, and to analyze data from benchmarks and assessments.

Committees: Committees are created by the staff members at WMCHS in response to feedback gathered from the administration, staff members, students, and parents. Committees will work to continue to improve and refine all aspects of the school community. Committees may work on topics such as student climate

and support, teacher climate and support, curriculum and instruction, and community partnerships.

Book Club: All WMCHS teachers and leaders participate in the WMCHS Book Club. Books related to education and teaching are selected collectively by teachers. Teachers meet regularly to discuss the book and ways that they see the book impacting their teaching and relationships with the students.

Cycle of Inquiry: Teachers participate in a cycle of inquiry to move their own practice and student achievement forward. Teachers follow the process developed by the National School Reform Faculty to guide their inquiry, keeping in mind this is a cycle and therefore, can begin at any stage of the process: Frame or Reframe Key Issues or Questions, Develop and Tune Action Plan, Carry out Strategies and Collect Data, and Analyze Data. The stages of the cycle of inquiry are as follows:

1. Identify an issue that relates to one of the measurable pupil outcomes
2. Frame the issue with questions
3. Set goals and measures for success
4. Build a plan to meet said goals
5. Implement the plan
6. Analyze the data and reflect to inform ongoing practice

Pupil Free Day Professional Development: Pupil free days will enable teachers to have extended time to work together on planning for cross-curricular authentic assessments. This time will also be used to meet as a department team to analyze data, or collaborate with another teacher on planning a study tour for students. These days will provide professional development for all teachers to ensure teachers continue to refine their practice to better meet the needs of the special populations of students at WMCHS.

End-of-Year Professional Development: During this time, teachers will reflect on the past school year, analyze student data results from assessments and surveys, make refinements to their curriculum, and prepare for successful curriculum planning over the summer and self-reflection.

Parent-Teacher Conferences: Parents are essential stakeholders in the education of their children. In addition to the supports mentioned above, WMCHS will conduct bi-annual parent-teacher conference meetings in which the student's Seminar teacher will meet with each family and their student to discuss achievement, behavior, and goal setting. One of these conferences will happen in the late fall and another will occur in the early spring. This will not preclude teachers or Administration from connecting with families in the interim to schedule Student Support Plan meetings as needed.

Scheduling for Academic Success

WMCHS class and bell schedule is created to mirror and align with the class schedule at Sacramento City College. Students will have a block schedule Monday through Thursday with courses meeting for 90 minutes either Monday/Wednesday

or Tuesday/Thursday. Seventh period will be everyday and will support both intervention strategies for students who need additional support, career-focused electives, as well as enhancement activities such as Leadership, VAPA and Journalism (Yearbook). Fridays will typically incorporate Creation and Innovation Labs and Grade Level Seminar courses each week. The Friday schedule will also be a minimum day with a release time of 11:45 pm for professional development purposes. WMCHS will have at least 175 days of instruction and for each fiscal year, offer, at a minimum, 64,800 minutes to pupils in grades 9 to 12, inclusive.

Monday	Tuesday	Wednesday	Thursday	Friday
Period 1 8:30 – 10:00	Period 2 8:30 – 10:00	Period 1 8:30 – 10:00	Period 2 8:30 – 10:00	Seminar 8:30-10:00
Brunch 10:00-10:15	Brunch 10:00-10:15	Brunch 10:00-10:15	Brunch 10:00-10:15	Brunch 10:00-10:15
Period 3 10:15 – 11:45	Period 4 10:15-11:45	Period 3 10:15-11:45	Period 4 10:05 – 11:45	Creation and Innovation Lab 10:15-11:45
Lunch: 11:45-12:15	Lunch: 11:45-12:15	Lunch: 11:45-12:15	Lunch: 12:20-12:50	
Period 5 12:15-1:45	Period 6 12:15-1:45	Period 5 12:15-1:45	Period 6 12:15-1:45	Professional Development 12:30 - 3:00
Period 7 1:52-3:00	Period 7 1:52-3:00	Period 7 1:52-3:00	Period 7 1:52-3:00	

Student Academic Requirements for Graduation

In order to graduate, a student needs to have achieved the following by the end of 12th grade:

- Completion of courses in required subjects for a total of no less than 220 credits (one semester of coursework in a subject is five credits, one year is 10 credits).
- **Meet A-G Requirements** (no grades of F or D). According to the University of California system: The intent of the “a-g” subject requirements is to ensure that students have attained a body of general knowledge that will provide breadth and perspective to new, more advanced study.

Courses from California high schools used to satisfy the " a-g " subject requirements must be certified by UC and appear on the school's " a-g " course list. These courses are to be academically challenging, involving substantial reading, writing, problems and laboratory work (as appropriate), and show serious attention to analytical thinking, factual content and developing students' oral and listening skills.

The subject requirements:

- **History/social science (“a”)** – Two years, including one year of world history, cultural 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.
- **English (“b”)** – Four years of college preparatory English that includes frequent and regular writing, reading of classic and modern literature, and practice listening and speaking.
- **Mathematics (“c”)** – Three years of college-preparatory mathematics that include the topics covered in elementary and advanced algebra and two and three-dimensional geometry.
- **Laboratory science (“d”)** – Two years of laboratory science providing fundamental knowledge in at least two of the three disciplines of biology, chemistry and physics.
- **Language other than English (“e”)** – Two years of the same language other than English or equivalent to the second-level of high school instruction.
- **Visual and performing arts (“f”)** – One year, including dance, drama/theater, music or visual art.

- **College-preparatory elective (“g”)** – One year chosen from the “a-f” courses beyond those used to satisfy the requirements above, or courses that have been approved solely for use as “g” electives.
- The minimum requirement for graduation is a GPA of 2.0 or more.
- Completion and presentation of the Senior Portfolio, a career focused culmination of four years of high school classes, college courses, internship, and work experience.

Required Subjects for WMCHS Graduation Subject Credits Semester Courses

Course	Credits	Semester
English	40	8 semesters
Math	30	6 semesters of Integrated Math I, II, III
Science	30	2 semesters each of Physics, Biology, Chemistry
World History	10	2 semesters
U.S. History	10	2 semesters
American Govt	5	1 semester
Economics	5	1 semester
World Language	20	4 semesters of Spanish or other language
VAPA	10	2 semesters of creative or performing arts
Physical Ed	20	4 semesters
College/Career	40	8 semesters

Total 220 Minimum requirement

Four-year colleges may require additional specific or total coursework. Students do not receive course credit for a course if a final grade “F” is earned. There are no grades of “D” for high school courses. Course credit can be made up by repeating the course the following year, a personalized blended learning plan or, if available, during summer school. Parents should read the student's report card carefully to check that their student is on track for credits earned as well as GPA.

Additional WMCHS Graduation Requirements

Each year every continuing student at WMCHS will be required to:

- Complete all required courses successfully

- Participate in the development and implementation of a personal Student Success Plan
- Maintain student journal in Seminar
- Maintain a student organization system
- Maintain a Student Digital Portfolio
- Participate in technology and test prep workshops
- Complete self, class and school evaluations
- Develop a Summer, 5 year, and 10 year Action Plan by the end of the last semester of 9th grade

In addition, 9th graders are also expected to:

- Successfully complete the state PE assessment

Tenth and 11th graders are expected to:

- Complete two (2) Career Exploration Activities
- Complete two (2) College Exploration Activities
- Take the PSAT and/or SAT exams

Annual Program Goals for All Pupils and for All Pupil Subgroups

WMCHS and WUSD will produce a Local Control Accountability Plan (“LCAP”) for WMCHS using the LCAP template adopted by the State Board of Education, and annually update the LCAP, including the goals and annual actions identified below. WUSD/WMCHS shall submit the LCAP to the Yolo 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 shall not be considered a material revision to the charter, and shall be maintained by WUSD.

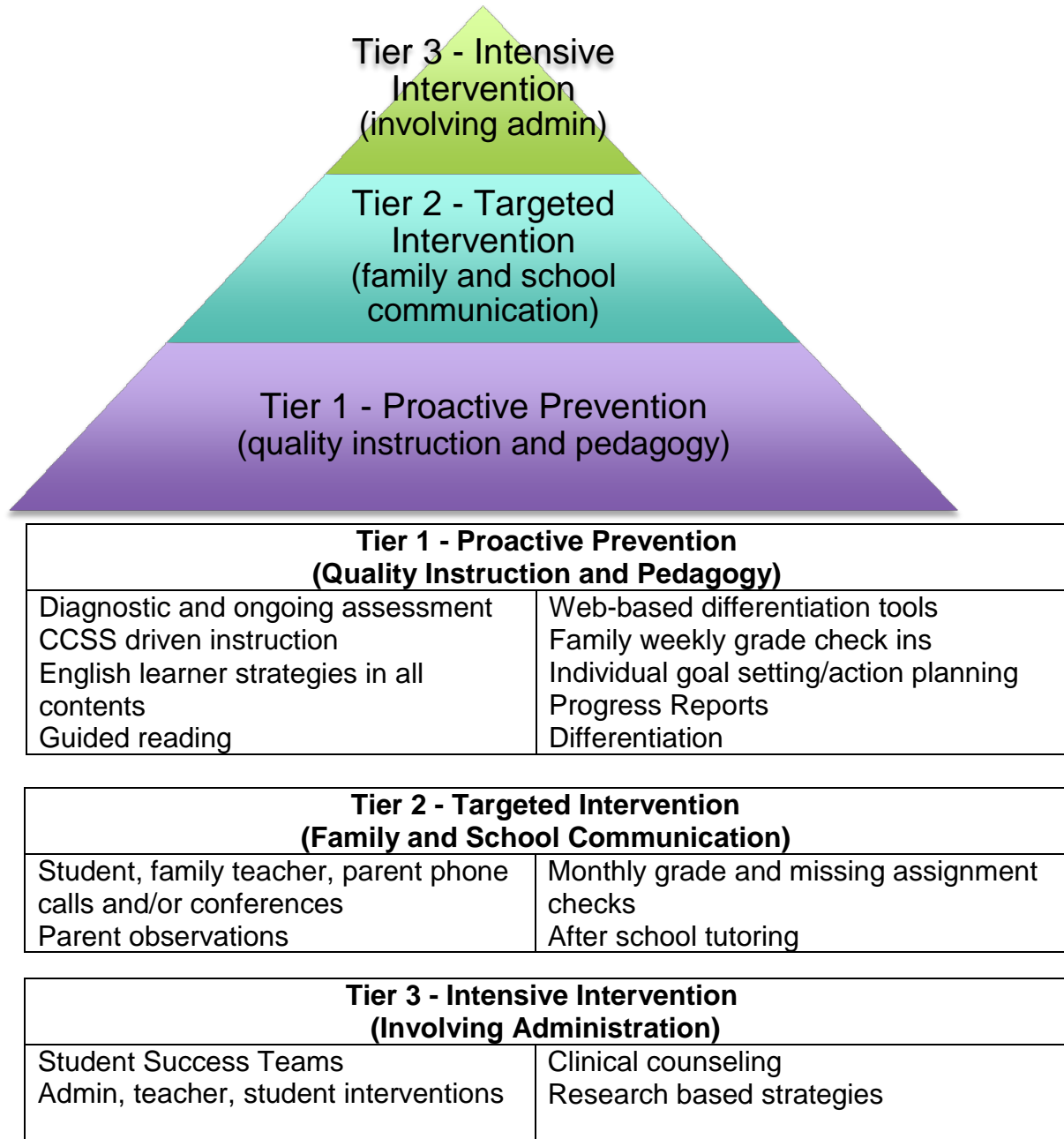
The Charter School will comply with all requirements pursuant to Education Code Section 47605(b)(5)(A)(ii), including developing annual goals, for all pupils schoolwide and for each subgroup of pupils as identified in California Education Code Section 52052, for each of the applicable eight (8) state priorities identified in Education Code Section 52060. Please refer to the table in Element B: Measurable Pupil Outcomes, for the schoolwide goals for relevant sub-groups and corresponding assessments. In order to reduce redundancy the table in Element B incorporates goals, actions, measurable outcomes, and methods of measurement in a single table.

Meeting The Needs of All Students

a. Plan for Academically Low-Achieving Students

WMCHS has been designed to provide a career focused, rigorous, and personalized middle college high school experience where students feel the familial culture and support. WMCHS’ community of leaders, teachers, students, families, and public will collaborate to ensure that all students are achieving and working towards growth and supported along the way. WMCHS’s curriculum, pedagogical approaches, and instructional structure will be developed to especially enable the success of the entire student population at the Charter School.

WMCHS will develop and implement a Multi-Tier System of Support to ensure students are monitored regularly, academically and behaviorally, to determine progress and necessary supports. This approach will be three- tiered and have multiple layers and accountability with goal setting. This diagnostic approach will inform teachers earlier and more frequent to ensure all students are identified and supported in their learning, and in all content areas.



Identification

Low-achieving students are those performing below grade level in core academic subjects. During the school year, WMCHS seeks early identification of low-achieving students through formal and informal assessments, weekly academic grade checks, family discussions, and observations. WMCHS will implement Student Success Team supports as outlined below for students in need of additional support.

Parent Notification and involvement

Both the administration and teachers will contact parents of low-achieving students in a responsive and timely manner. This exemplifies Tier 2 strategies. The teacher will be the main point of contact between family and school. Teachers will communicate with parents both formally and informally, in person and by telephone. Low-achieving students and parents develop weekly goals and action plans with WMCHS teachers and administrators.

Supports

The Student Success Team (SST) is a team centered on a student, which reviews individual student strengths and areas of concern in academics, behaviors, or other areas. The SST is the main vehicle for Tier 3 strategies. The SST plans strategies and organizes resources to assist students, parents, administrators, and teachers with concerns that are interfering with success. The SST is a general education function, and all students can benefit from an SST, including but not limited to those students achieving below or above grade level, English Language Learners, students with educational needs, and students who have experienced emotional trauma or behavioral issues.

Any WMCHS family member or staff member who has a concern for a student can refer that student to SST for consideration. Anyone who is connected with that student can be included in the SST to provide information to share about the student's strengths as well as concerns and strategies that have been used in the past. The people that may be included in an SST meeting could be, but are not limited to teachers, parents, counselors, doctors, administration, social workers and law enforcement representatives. The meeting is designed to bring out the best in the people involved to support the WMCHS in finding success.

The WMCHS SST meetings shall include the following steps:

- Introduction of SST team members and participants
- Meeting purpose and process

- Timekeeper appointed to track SST meeting minutes
- Identification of Student Strengths
- Concerns areas are listed, discussed, clarified, and brainstormed
- Pertinent information and modifications are listed
- Concerns are synthesized with one or two chosen for focus
- Strategies to deal with brainstormed and chosen
- Identification of actionable strategies
- Individual commitments to actionable strategies
- Person responsible and timelines for all actions are recorded
- Follow-up date is set

After implementation of a SST plan and follow up, if the problem continues, revisions to the plan will be discussed, implemented, or if necessary, a referral for special education or Section 504 assessment might be deemed necessary by the SST.

In addition to SSTs, the following are intervention programs to be offered by WMCHS:

- After School tutoring – Each WMCHS teacher will offer tutoring and homework assistance to under-performing upper students as prescribed by the Student Support Plan. After School tutoring is required for students in need of the support.
- Counseling – Under-performing students could be provided with counseling services to identify and resolve personal and/or family issues and concerns that might affect their academic performance.
- Credit recovery online instruction/classes are provided to students who do not receive passing grades in required courses.

Ongoing Evaluation

The WMCHS Principal and teachers will informally monitor academic grades each week and formally evaluate student grades at the end of each month. Student tutoring attendance will be compared with changes in student academic grades. Teachers and students who participate in tutoring each week will have regular opportunities to provide feedback and continue to improve supports for low-achieving students.

b. Plan for Academically High-Achieving Students

Identification

High-achieving students will be identified by: standardized test scores, historical and current academic grades, referral by teacher or administrator, and/or by examining a historical GATE screening in elementary school. WMCHS will continually evaluate

Student's achievement level to ensure high-achieving students can be quickly identified and served.

Parent Notification and Involvement

WMCHS will notify parents of their student's academic performance every 6 weeks by progress reports online and by mail if appropriate. Teachers will work with parents and administration to outline strategies to use at home and in the classroom that adequately challenge high-achieving students. Parents can log into PowerSchool at any moment and check their student's academic grades, missing assignments, absences, and tardies.

Supports

WMCHS believes that differentiation is the key to success with High-achieving students. WMCHS teachers will differentiate content, process, or product according to students' academic level and learning profile. High-achieving students will be provided with supplemental challenging high school curriculum and more challenging college courses to meet their learning potential. Students who find success when taking one college course will have access to take multiple courses while still meeting the CA instructional minute requirement for charter high school students.

WMCHS will provide the following for high-achieving students include:

- More challenging and rigorous college courses offered through Sacramento City College and other universities;
- Increase of differentiation and academic rigor in classrooms containing diverse learners;
- Advanced Placement courses;
- Support, discussions, and focus groups to help with stress and time management;
- Other online college and Advanced Placement courses available for students when appropriate;
- The opportunity to take online math courses during the summer in order to be placed in a higher-level math class during the school year;
- Opportunities to participate in programs with community partners who provide internships and exposure to a variety of careers and professions;

Ongoing Evaluation

High-achieving students will be monitored closely by their teacher and counselor.. Students' success in college coursework will determine the next semester's level of challenge for each high-achieving student.

Students will have the opportunity to explore multiple career pathway elective courses if they determine their career/higher education interests change.

c. Plan for English Learners (ELs)

General Assurances:

- WMCHS will comply with federal, state, and mandates regarding EL education and re-designation of EL students.
- WMCHS will meet all requirements of federal and state law relative to equal access to the curriculum for English learners.

Identification and Placement

Upon enrollment at WMCHS, each student's primary language shall be determined. Within 30 days of initial enrollment, students who have been identified as having a primary language other than English from the home language survey are assessed for English proficiency. Students are assessed in: listening comprehension, speaking, reading, and writing. If WMCHS is not a student's first California public school, WMCHS will attempt to retrieve a copy of the student's home language survey from the prior school(s) of attendance. Within 90 days of initial enrollment, pupils identified as having limited English proficiency are further assessed for primary language proficiency in listening comprehension, speaking, reading, and writing.

WMCHS shall follow all California English Language Development Test (CELDT) testing timelines to ensure students receive proper instruction. WMCHS shall comply with the applicable requirements of the Every Student Succeeds Act (ESSA) with regard to EL pupils.

Reclassification to FEP Status

WMCHS has criteria to determine fluent English proficient (FEP) for ELs consistent with legal requirements regarding standardized testing and the Washington Unified School District. In addition, WMCHS will monitor student performance to ensure on-going academic success for reclassified students.

English learners shall be reclassified to FEP when they are able to comprehend, speak, read and write English well enough to receive instruction in the regular program and make academic progress at a level substantially equivalent to that of pupils of the same age or grade whose primary language is English. The proficiency shall be assessed by means of the following criteria:

1. Teacher evaluation of the pupil's English language proficiency and curriculum mastery;
2. Objective assessment of the pupil's English listening comprehension, speaking, reading and writing skills;
3. Objective data on the pupil's academic performance in English; and
4. Parent consultation.

Parent Notification and involvement

The Principal shall send a notification of the results of English proficiency assessments to all parents/guardians of pupils assessed, whether the pupil is designated as fluent English proficient or limited English proficient. These notifications shall be written in English and in the pupil's primary language. In addition, the notice shall be given orally when staff has reason to believe that a written notice would not be understood. Parents/guardians also shall be notified of the results of any reassessments. Before pupils are enrolled in a program for English language learners, parents/guardians also shall receive information about the program and their opportunities for parental involvement as specified by law. This information shall include the fact that an individual pupil's participation in the program is voluntary on the part of the parent/guardian.

Supports

WMCHS will create an environment in which non-English speaking families feel supported and welcomed. WMCHS will employ bilingual staff whenever possible, and all communication materials for parents and guardians will be available in English or other home language. All meetings that involve parents or other members of the community will offer the appropriate translation services as needed.

Inside the WMCHS classrooms, teachers will engage in best practices to support ELs. ELs have daily access to the core curriculum and are taught in English with additional support as necessary such as CLAD and BCLAD instructors, tutors, peer support, and after-school study halls. WMCHS staff will continue to receive professional development in Specially Designed Academic Instruction in English as part of their ongoing professional development activities. Instruction techniques, assessments, materials and approaches are aligned with California EL and Content Standards and focused on communicative competence and academic achievement covering listening, speaking, reading, and writing skills.

These practices include, but are not limited to: project-based learning with an emphasis on multiple ways of showing mastery of knowledge, heterogeneous groupings in core academic classes, and a school-wide focus on academic language acquisition, after-school support and tutoring.

In addition, the WMCHS instructional program is designed to promote language acquisition and proficiency, oral language development, and enriched learning opportunities for all ELs. Subject area teachers, and the EL coordinator meet biannually to ensure that EL students receive EL and core content instruction appropriate for their English proficiency and grade levels.

During these meetings, all students classified EL will be evaluated and placed into one of four categories through discussion, test scores, and/or other evaluations:

- EL–Core: students who are recent English learners or immigrants, and will benefit most from strategies specifically directed at transitioning them to English

- EL–Reclassify: higher-skilled students who are listed as EL but who should be tested and reclassified as soon as possible
- EL–With Learning Differences: students who are likely to have tested as EL due to learning differences that may be better supported through an IEP plan
- EL – Low-Skilled: students who have tested as EL because they are below grade level, as opposed to being English learners or having learning differences

This list is shared with instructors and administrators, with the goal of allowing more targeted and effective interventions to support ELs of all types.

Ongoing Evaluation

WMCHS evaluation for the program effectiveness for ELs includes: Assessing students' English language proficiency level in the fall and the spring annually. The EL Coordinator administers and reports CELDT results to staff and monitors and supports reclassification of ELs on a continuous basis. ELA lead staff coordinates/conducts EL professional development, administers non-CELDT assessments, coordinates additional EL interventions, and supports all content areas with EL strategies. Finally, WMCHS and WUSD administration monitors teacher qualifications for legal compliance and the availability of adequate resources

English Learner Advisory Committee (ELAC)

When there are 21 or more English learners at WMCHS, parent/guardian ELAC shall be maintained to serve the advisory functions specified by law. Parents/guardians of English learners shall constitute committee membership in at least the same percentage as their children represent of the total number of pupils in the school.

ELAC has 4 legal responsibilities that is the focus of their work. They must advise the school and staff on the following:

- Development or revision of a master plan for English learner education for the individual school.
- Development of the school's needs assessment.
- Administration of the school's annual language census.
- Ways to make parents aware of the importance of regular school attendance.

d. Disabled and Special Needs Students

WMCHS shall not be deemed a local educational agency (LEA) for purposes of compliance with the Individuals with Disabilities Education Act ("IDEA"), but will function as a "public school of the District" for purposes of Education Code section 47646 during the term of this charter. As such, WMCHS and the WUSD understand and agree that the WUSD shall, in partnership with WMCHS, ensure that all students with exceptional needs who attend WMCHS are provided with a free and appropriate public education (FAPE) in compliance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEIA).

WUSD shall determine how the special education and related services are to be provided. WMCHS will comply with WUSD policy and practice with respect to the provision of special education and related services. WMCHS agrees to adhere to the policies, procedures and requirements of the Yolo County Special Education Local Plan Area (SELPA) for special education for special education purposes as a public school of the WUSD.

WUSD shall be responsible for evaluating and assessing WMCHS students identified by the WMCHS/WUSD who have or may have exceptional needs that qualify them to receive special education and/or related services. WUSD will ensure that WMCHS develops, maintains, and implements policies and procedures within the Charter School consistent with applicable WUSD policies and procedures to ensure that students who have or may have exceptional needs are referred to WUSD for evaluation and assessment.

WUSD shall be responsible for developing, maintaining, and reviewing the form and format, as required by the Yolo County SELPA, of all written Individualized Education Programs (IEP) for students who have or may have exceptional needs that qualify them to receive special education and/or related services. WUSD will ensure that Charter School develops, maintains, and implements policies and procedures within Charter School consistent with applicable policies and procedures to collaborate with the WUSD in ensuring that IEP's are implemented for all students with special needs who are enrolled in WMCHS.

WUSD shall retain all special education funds generated by the Average Daily Attendance of WMCHS for services to special education pupils (i.e., "special education funding allocation"). In addition, WMCHS shall pay to WUSD a special education general fund encroachment fee for each unit of Charter School's Average Daily Attendance ("encroachment"). Based upon the Prior Year's Estimated Actuals, encroachment shall be calculated as follows: the total unfunded special education costs of WUSD (including those costs attributable to Charter School), divided by the total number of WUSD average daily attendance (including Charter School students), multiplied by the total number of Charter School average daily attendance.

WUSD shall ensure Charter School's compliance 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 IDEIA.

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

ELEMENT B: MEASURABLE PUPIL OUTCOMES

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

WMCHS will pursue the following school-wide and subgroup outcome goals, as measured by multiple and varied benchmark assessments that are aligned to state and federal standards (including the CCSS) and reflect proficiency measures required by the selected assessment(s), as well as applicable state priorities detailed in California Education Code § 52060(d) that apply for the grade levels served, or the nature of the program operated, by the Charter School. For purposes of measuring achievement of these goals, a numerically significant pupil subgroup will be defined as one that meets both of the following criteria:

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

The following table delineates WMCHS school-wide and subgroup outcome goals and performance targets aligned to the state’s priorities that apply for the grade levels served, or the nature of the program operated, by the Charter School, methods for measuring progress, the individual(s) with primary responsibility, and the measurable pupil outcomes for each, all aligned with the state’s priorities defined in Cal. Ed. Code Section 52060(d).

CHARTER SCHOOL GOALS & ACTIONS TO ACHIEVE THE STATE PRIORITIES:**STATE PRIORITY #1— BASIC SERVICES**

The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, 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))

Priority #1a: All teachers will be considered Highly Qualified, assigned, and fully credentialed in the subject areas and for the students they teach.

School Action	Assessment	Person(s) Responsible	Outcomes
Hiring of qualified teachers pursuant to Every Child Succeeds Act (ESSA) and California Teacher Credentialing (CTC)	CTC Credential lookup Background verification	Principal WUSD Human Resources Department	100% of teachers are qualified and credentialed in core academic areas.
Teachers assigned according to credential and Master's degree	Master schedule	Principal	
Hiring of teachers is thorough and prompt	Timeline for hiring Multi-step hiring process	Principal WUSD Human Resources Department	
Semester and academic refinement and placement of teachers	Credential and course assignment lookup	Principal	

Priority #1b: All students will have access to appropriate curriculum and instruction that is aligned to appropriate standards.

School Action	Assessment	Person(s) Responsible	Outcomes
Research of proven CCSS course materials	School formative and summative data	Principal Teachers	Site audit of instructional materials will reflect alignment with state standards
Selection of appropriate curriculum	Teacher input Alignment to CCSS/CA standards	Principal Teachers	
Weekly professional development of new CCSS curriculum, instruction and assessment.	Professional development agendas and exit slips Teacher observations Formative and summative standard knowledge data	Principal Teachers	
Refining of curriculum	Teacher end of unit analysis Changes and improvements made after implementation	Teachers Principal	
End of year curriculum analysis	Student performance and curriculum comparison, sharing with board	Teachers Principal WUSD Board of Trustees	

Priority #1c: WMCHS will have facilities in good or excellent condition.

School Action	Assessment	Person(s) Responsible	Outcomes
Appropriate facility secured after charter petition approved	Principal collaborates with Maintenance, Operation and Transportation (MOT) on facility needs.	Principal WUSD Maintenance and Operations Department	Annually monitor and update Master Facility Plan and work collaboratively with the WUSD Maintenance and Operations Department.
Facility kept in good or excellent condition	SARC Regular site inspection Timely repair when needed	Principal WUSD Maintenance and Operations Department	
Internal facility designed to meet the needs of 21 st century learners	Classroom design and layout Technology needs versus resources	Principal WUSD Administrative Cabinet	

STATE PRIORITY #2— IMPLEMENTATION OF COMMON CORE STATE STANDARDS

WMCHS will meet or exceed the same accountability standards as WUSD schools regarding the implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency

<p><i>Priority #2a: All WMCHS teachers will improve their CCSS instructional practice by participating in regular CCSS professional development on English Language Development Standard implementation.</i></p> <p><i>Priority #2b: WMCHS will increase their supplemental resources and curriculum to increase ELD Standards for all teachers to use in core content courses.</i></p>			
School Action	Assessment	Person(s) Responsible	Outcomes
Weekly CCSS/ELD professional development	Agenda and exit slips Instruction observations	Teachers Principal WUSD Ed Services	Fully implement ELA/ELD and in all core content areas as demonstrated by lesson plans, formative and summative assessments.
Teacher led sharing of best practices	Learning experiences shared	Teachers	
Purchasing and use of new supplemental CCSS/ELD curriculum	Adoption and Implementation	Principal Teachers	
Outside ELD Professional Development	Implementation and effectiveness of learned PD practices	Teachers Secured by Principal	

Priority #2c: WMCHS will increase the number of students to be redesignated.

School Action	Assessment	Person(s) Responsible	Outcomes
All EL students enrolled will take the ELPAC.	ELPAC Scores	Principal Counselor Teachers	Increase number of students being redesignated by 5% of baseline yearly.
All EL students will be placed according to objective ELPAC scores.	Master Schedule and class roster analysis.	Principal Counselor Teacher	
Support structures examined and increased for students in need	Interventions Academic grades Attendance	Teachers Counselor Principal	

Priority #2d: WMCHS will increase the diversity of college and career pathway electives (aligned with CCSS) offered to all students in high school and college courses, but with a focus on English Learners, Low Income, and Foster Youth.

School Action	Assessment	Person(s) Responsible	Outcomes
Students assessed for college readiness each semester	Academic and behavioral grades Attendance records	Principal Counselor Teachers	All students will have equitable opportunity to enroll in college and career courses.
Career pathway electives are aligned from high school to college	Articulation agreements Students career pathways/Enrollment Analysis WMCHS Catalog	WMCHS and college administration	

STATE PRIORITY #3— PARENTAL INVOLVEMENT

WMCHS will meet or exceed the same accountability standards as WUSD schools for parental involvement, including efforts to seek parent input for making decisions for schools, and how the Charter School will promote parent participation.

Priority #3a: WMCHS will establish and increase parent education workshops to provide differentiated learning centered on student’s current high school plans and future educational and career goals especially parents of: English learners, Low Income, and Foster Youth.

School Action	Assessment	Person(s) Responsible	Outcomes
Parent welcoming and Parent Education Program	Meeting attendance	WMCHS Administration	100% of parents will be supported in how best to support their students as measured by parent surveys.
Monthly parent education meetings in English and Spanish	Meeting attendance Parent engagement Exit slips	WMCHS Administration Parents	
Analysis of diverse subgroup parent participation	Meeting attendance compared with student demographics	Principal Teachers Parents	
Videotape parent education sessions so parents can access lesson from anywhere at anytime	YouTube video views	WMCHS Administration	
Establish diverse parent education program meeting times	Parent surveys	Parents WMCHS Administration	
Parent education program graduation	Annual graduation in June	Parents Teachers Students WMCHS Administration	

Priority #3b: Establish then increase opportunities and resources to ensure all parents have opportunities to help make school decisions.

School Action	Assessment	Person(s) Responsible	Outcomes
Monthly parent update and input meetings	Attendance sheets Agenda Presentation	Principal Parents	5% increase at parent/ teacher conferences and evidence of 100% parent participation in all advisory groups.
Monthly parent education sessions	Attendance sheets Agenda Education topic	Principal Parents Community organizations	
Quarterly Town Hall Meetings	Attendance sheets Agenda Education topic	Principal Parents Students	
Establish then developing a parent advisory council to help plan school events and outcomes.	Parent participation % increase of parent participation Parent participation vs. student demographic	Parents WMCHS Administration Teachers Community	

STATE PRIORITY #4— STUDENT ACHIEVEMENT

WMCHS will meet or exceed the same accountability standards as WUSD schools for pupil achievement, as measured by all of the following, as applicable:

- A. CA Measurement of Academic Progress and Performance on statewide assessment (as available)
- B. Percentage of pupils who are college and career ready
- C. Percentage of ELs who make progress toward English language proficiency as measured by the English Language Proficiency Assessment for California (ELPAC)
- D. EL reclassification rate

Goal #4a: All WMCHS students will demonstrate competency and increase proficiency levels on appropriate standardized testing in: English, Math, Science, History, Visual and Performing Arts, Physical Education and English Language Development.

CAHSEE ELA and Math - Percentage Proficient					
Year	Overall	Low SES	EL	SPED	Foster
2017-18					
2018-19	>=80%	>=80%	>=80%	>=80%	>=80%
2019-20	(+5%)	(+5%)	(+5%)	(+5%)	(+5%)
2020-21	(+5%)	(+5%)	(+5%)	(+5%)	(+5%)

CST/Smarter Balance Goals: 2018-19 % Advanced and Proficient				
Content	9th	10th	11th	School
ELA			base	base
Math			base	base
History				
Science		base		base

CST/Smarter Balance Goals: 2019-20 % Advanced and Proficient				
Content	9th	10th	11th	School
ELA		(+5%)	(+5%)	(+5%)
Math		(+5%)	(+5%)	(+5%)
History		(+5%)	(+5%)	(+5%)
Science		(+5%)	(+5%)	(+5%)

Priority #4b: WMCHS will meet or exceed growth target each year as outlined in our LCAP overall and for English learners, Low Income, and Foster Youth.

For priorities 4a and 4b:

School Action	Assessment	Person(s) Responsible	Outcomes
8 th grade identification of ELA and Math content knowledge	Diagnostic assessments in ELA and Math	WMCHS Administration	Increase academic performance by 5% per as demonstrated on multiple measures stated in our LCAP.
ELPAC assessment for English learners	ELPAC	WMCHS Administration	
Daily checks for understanding school wide	Formative assessments occurring at least five times per class per day	Teachers	
Set school wide, department, class, and student level academic goals	SMART goals	WMCHS teachers and staff	
CCSS pacing guides implemented with fidelity	Pacing guides	Teachers	
Smarter balanced	State Required Assessments	Teachers	
Ongoing targeted remediation and extensions of instruction	Teacher observations Student academic outcomes	Teachers	
Targeted population tutoring, scaffolding, and additional support	Growth in standard knowledge	Teachers	
Annual analysis, reflection, and goal setting	Multiple data points analysis overall , by subgroup, grade, gender, etc. Comparison with WUSD performance	Principal Teachers Students Parents Advisory Council	

Priority #4c: Early intervention, additional instructional supports and extended tutoring programs will be implemented to ensure all students are supported in learning, especially English learners, Low Income, and Foster Youth.

School Action	Assessment	Person(s) Responsible	Outcomes
Schoolwide, grade level, class, subgroup, and student level data driven instruction	Standard performance on summative assessments and growth over time	Principal Teachers Student	100% of students will graduate with a 2.0 GPA or greater.
Monthly academic grade checks in Family	Placement into tutoring	Principal Teachers	
Tutoring for students with grades <74% in any class	Tutoring rosters	Teachers	
ELD courses and support aligned to rigorous core CCSS content	Lesson and Unit Plans Pacing guides	Teachers	

Priority #4d: 100% of WMCHS students will meet A-G requirements.

Priority #4e: 90% of WMCHS students will pass at least two college courses prior to high school graduation including English learners, Low Income, and Foster Youth.

School Action	Assessment	Person(s) Responsible	Outcomes
Directly align graduation and A-G requirements.	Transcripts	Principal	100% students will graduate meeting A-G Requirements Including receiving passing grades in at least two college classes by graduation.
Eliminate grades of D	WMCHS Grading Policy	Teachers Principal	
Monthly identification and tutoring for students with a grade of less than 74%	Academic grades	Teachers	
Student/teacher/parent team meetings	Agenda and action items	Students Parents Teachers	
Continual monitoring of A-G	Semester A-G analysis and action plan	Counselor Students Teachers	
Additions and modifications to A-G course offerings	A-G doorways approval	WMCHS Administration Principal Teachers	

Priority #4f: Increase the percentage of English Learner students showing growth towards English proficiency.

School Action	Assessment	Person(s) Responsible	Outcomes
School administration and self scoring of ELPAC	ELPAC Calendar	Principal Testing coordinator	10% increase in student growth yearly with English proficiency.
Student placement in ELD courses if needed	Master Schedule	Principal	
EL focused instructional practices	Teacher observations Formative and Summative Assessments Questioning	Teachers Principal	
EL Parent/student meetings	Meeting attendance	WMCHS Administration Parents Students	
Ongoing EL student monitoring	Formative and summative performance data	Teachers Principal	

STATE PRIORITY #5— STUDENT ENGAGEMENT

WMCHS will meet or exceed the same accountability standards as WUSD schools regarding pupil engagement, as measured by all of the following, as applicable:

- A. School attendance rates
- B. Chronic absenteeism rates
- C. High school dropout rates
- D. High School graduation rates

Priority #5a: WMCHS will maintain at least a 95% Average Daily Attendance (ADA).

Priority #5b: Less than 5% of students considered chronically absent.

Priority #5c/5d: At least 90% of all WMCHS students will graduate from high school and less than 10% of WMCHS students will drop out of high school prior to high school graduation.

School Action	Assessment	Person(s) Responsible	Outcomes
Maintain accurate and timely school attendance	Aeries	Teachers	90% of students will demonstrate engagement by graduating with their cohort from WMCHS.
Communicate promptly with WMCHS families	Phone calls Black	WMCHS Administration	
Attendance intervention meetings	Attendance	WMCHS Administration Students Parents Teachers	
Class attendance competitions	Attendance	Students Family Teachers	
Monthly attendance recognition	Award certificates	Teachers Students	

STATE PRIORITY #6— SCHOOL CLIMATE

WMCHS will meet the same accountability standards as WUSD schools regarding school climate, as measured by all of the following, as applicable:

- A. Pupil suspension rates
- B. Pupil expulsion rates
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness

Priority #6a/6b: WMCHS will maintain suspension and expulsion rates of less than 5% each year.			
School Action	Assessment	Person(s) Responsible	Outcomes
Implementation of a tiered positive behavior support plan	Tier behavior tracking	All	WMCHS will implement a comprehensive MTSS plan to ensure a positive school climate where less than 5% of our students are suspended or expelled.
Student expectations are clear, enforced, and consistent across all students	Discipline incidents	Teachers and staff	
Parent, student, and WMCHS meetings for those in need of behavior support	Discipline incidents Growth or decline examination	WMCHS Administration Parents Students	
Implementation of Restorative Justice Practices	Decline in discipline and increase in positive school culture	WMCHS Administration Counselor Teachers Parents	

Goal #6c: 75% of parents and students are either satisfied or very satisfied with the culture and safety of the WMCHS campus.

School Action	Assessment	Person(s) Responsible	Outcomes
Consistent and fair implementation of Ca Ed Code consequences	Suspension data Expulsion data	WMCHS Administration	WMCHS will ensure that its safety plan is collaboratively created and communicated with parents, students and staff.
Annual analysis and goal setting	Suspension data Expulsion data	WMCHS Administration	
Regular parent volunteer opportunities	Attendance	Parents	
Quarterly Town Hall Meetings	Attendance Issues to discuss	Parents Students WMCHS Administration	
Principal open door policy	Parent meetings	Parents Principal	
Formation of the parent advisory council	Parent participation	Parents Principal	
Semester parent satisfaction checks	Surveys given each semester	Parents	

STATE PRIORITY #7— COURSE ACCESS

WMCHS will meet the same standards WUSD schools are held to regarding 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))

Priority #7a: WMCHS will establish and continually increase the course offerings and content, curriculum, and instruction for: English, social sciences, world language(s), physical education, science, mathematics, visual and performing arts, applied arts, college courses, and career technical education to meet the needs of all students, including English Learners, Low Income, and Foster Youth.

School Action	Assessment	Person(s) Responsible	Outcomes
CCSS curriculum and resources are designed to meet the needs of EL low SES and Foster Youth	CCSS Standard performance	Teachers Principal	The opportunity gap will be eliminate at WMCHS. 100% will have equitable access in all curricular areas.
Monthly professional development on ELD standards and scaffolding	EL students performance data	Teachers Principal	
Ongoing refining of CCSS curriculum based on students standard knowledge	Formative and summative assessments	Teachers	
Annual end of year curriculum and instruction debrief	Student data Implementation reflection	Teachers Principal	
Development and implementation of new CCSS after each year	CCSS performance and curriculum comparison	Teachers Principal	

Priority #7b: 75% of students with an IEP will meet stated goals.			
School Action	Assessment	Person(s) Responsible	Outcomes
WMCHS will ensure FAPE is met for all students with an IEP including appropriate IEP alignment with Sacramento City College.	IEPs	Special education teacher Principal WUSD Special Services Department SCC Faculty	The opportunity gap will be eliminate at WMCHS. 100% will have equitable access in all curricular areas.
Special education students will received general education instruction when possible and most-appropriate	Student schedules	General education teachers Principal Special education teacher	
Ongoing monitoring of student progress towards goals	Student grades, academic work, outcomes	IEP team	
Frequent and open home-school communication	Phone records Call Log Online communication	WMCHS staff and teachers	

STATE PRIORITY #8— STUDENT PERFORMANCE

All students will demonstrate appropriate developmental or age/grade level mastery of State and National standards (see <http://www.cde.ca.gov/be/st/ss/> and www.corestandards.org) and aligned with the state’s priorities detailed in California Education Code Section 51220 (grades 7-12). Individual performance goals will be established for each student at the beginning of each year based on his/her baseline benchmark assessments, past academic performance, special needs/IEP, and other available data as measured by all of the following, as applicable.

- A. Internal Assessment
- B. Growth
- C. Social Responsibility

Priority #8a: 100% of students will take CCSS aligned internal benchmarks in ELA, Math, Science, and Social Science three times.

Priority #8b : WMCHS student performance will show annual increase of “percent advanced/proficient” on annual mandated standardized tests.

Priority #8c :100% of WMCHS students will engage in Common Core/CA Standard knowledge analysis, goal setting, and action planning (three times each year) after receiving benchmark overall and standard performance.

School Action	Assessment	Person(s) Responsible	Outcomes
Quarterly benchmarks created and directly aligned to CCSS pacing guides	Benchmark and pacing guide comparison	Teachers Principal	100% will be assessed with Common Core aligned assessments.
Quarter benchmark analysis professional development	Analysis processing guide	Teachers WMCHS Administration	
Student benchmark analysis and goal setting	Benchmark exams	Students Teachers	
Remediation, extension, and practice of CCSS standards if needed	Standard data by student and lesson plans	Teachers Students	

Documenting Outcomes for Academic Subjects and Other Skills

The WMCHS academic curriculum consists of the high school concepts, content goals, and skills instruction reflected in the Common Core standards and college curriculum as provided by the college faculty. Academic skills and concepts specified by the California State Frameworks are linked directly and specifically to concepts and themes explored in the classroom. WMCHS is dedicated to documenting student achievement of the state content standards and Common Core standards each year through state-mandated assessments and local assessments and evaluations as further described in Element C. WMCHS also evaluates and documents whether students are meeting other skill outcomes outlined in Element A of this Charter.

WMCHS will use a continuous cycle of internally created benchmarks to ensure that class and department goals are being met.

- **Assessment:** creation of rigorous, standards-based interim assessments to provide rigorous data
- **Analysis:** examine the results to identify the causes of both strengths and shortcomings
- **Action:** teach effectively what students most need to learn based on assessment results

WMCHS' benchmarks are created with the following principles, called the Five Core Drivers of Effective Assessment:

- 1. Common and interim** - Assessments should apply to all students in a grade level and should occur every six to eight weeks.
- 2. Transparent starting point** - Assessments need to be written before teaching starts: they define the road map.
- 3. Aligned to state tests and Common Core standards-** Assessments should mirror state tests (SBAC) in format, content, length
- 4. Aligned to instructional sequence** - Assessments should be aligned to the teachers' sequence of clearly defined grade - level and content expectations, so teachers are teaching what will be assessed.
- 5. Reassessed** - Interim benchmark assessments should continuously reassess previously taught standards.

WMCHS Student Learning Objectives

The WMCHS core content learning objectives are overall expectations for the course and serve as a guiding framework to further create unit, weekly, and daily lesson objectives and plans.

English Language Arts

- Students will be able to read, understand, and write about both the key ideas and details of a variety of texts
- Students will be able to interpret, analyze, and assess the structure, figurative meaning, point of view, and purpose of grade-level appropriate texts
- Students will be able to integrate the knowledge and ideas of multiple texts and diverse media formats
- Students will be able to use technology effectively to demonstrate understanding of a variety of texts or subjects
- Students will be able to write arguments, informative/explanatory texts, and narratives using the relevant and effective techniques of each genre to achieve their desired purpose
- Students will apply their knowledge of grammar and syntax to revise and improve their work in order that they may publish and/or share it with others
- Students will demonstrate an ability to research a variety of sources in order to both build and present knowledge
- Students will utilize multiple methods of presentation to demonstrate knowledge and ideas

Mathematics

- Students will learn the grade-level appropriate topics about the number system, expressions and equations, functions, geometry, and statistics and probability
- Students will make sense of problems and persevere in solving them
- Students will reason abstractly and quantitatively
- Students will construct viable arguments and critique the reasoning of others
- Students will apply mathematics to solve problems they see in everyday life
- Students will consider the available tools to solve a problem strategically
- Students will communicate precisely to others about math

Social Studies

- Students will be able to read, analyze, and write about primary source documents in order to understand past and current events
- Students will understand how point of view can influence an understanding of historical events
- Students will understand the role of geography, government, and economics in shaping past and current events

Science

- Students will be able to apply the process of scientific inquiry through experimentation, data collection, and observation

- Students will be able to read scientific texts and write about experiments using scientific vocabulary and conventions
- Students will be proficient with the Next Generation Science Standards (NGSS)

Furthermore, WMCHS's educational objectives in each of the Social and Leadership Skills are as follow and reflect the use of the following Habits of Heart:

Responsibility: Students will show a sense of responsibility for not only for meeting academic and workplace expectations, but also through following through on their commitments to themselves, their loved ones, and their larger community.

Effort: Students will demonstrate effort by working hard to progress in their learning and personal growth to overcome obstacles that they may face.

Collaborate: Students will demonstrate the ability to collaborate and work effectively with others in cooperative groups in a variety of settings.

Care: Students will demonstrate care for themselves through making healthy choices and exhibiting interpersonal intelligence and students will also demonstrate care for the world around them through their own success and their commitment to improving their communities.

These goals will be created for all core academic areas, additional academic areas, lifelong skills, and Habits of Heart. The range of assessment reflects WMCHS desire to help students express knowledge and understanding through a variety of measures. The content of the assessments reflects WMCHS mission to prepare students for success in a rigorous high school environment and later to acceptance to and success in college.

ELEMENT C: METHOD BY WHICH STUDENT OUTCOMES WILL BE MEASURED

“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.” Educ. Code Section 47605(b)(5)(C).

The Charter School will meet all statewide standards and conduct all required State mandated student assessments as required by the Education Code Sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter pupil schools. Charter School students shall participate in state-mandated testing in the same manner as other WUSD students. As described in Element B of this Charter, WMCHS will be utilizing diverse assessments that are aligned with the curriculum and instructional program, compliant with state expectations. They will be administered according to the assessment cycle below.

WMCHS will use a variety of data sources to measure pupil outcomes and ultimately the success of the Charter School. WMCHS will use a combination of both formative and summative assessments created by both internal and external sources to get the most detailed picture of student achievement.

Method Assessment	Description	Outcome and Assessment Schedule
State required tests	CASSP ELPAC (external) California Physical Fitness Test (external)	Annually, as available Monthly, as needed
Placement exams	ELPAC Diagnostic Math and English	Annually, as available

Formative Data	Standardized Reading Level Assessment (external) Rubric-based WMCHS Common Core standards based Writing Assessment (internal) Rubric-based Document Based Question Writing Assessment (internal) Standards-based Social Studies	Ad-hoc, weekly, bi-weekly, monthly
Formative, Interim and Summative Assessments	Assessment using Illuminate (internal) NGSS Assessment using Illuminate (internal) Rubric-based Lab Report Writing Assessment (internal) Learning Lab Technology Skills Assessment (internal) Visual and/or Performing Arts Rubric-based Assessment (internal)	Ad-hoc, weekly, bi-weekly, monthly
Local Control Accountability Plan	LCAP goals with action plans Student grade, attendance, discipline reports Student and family end-of-year surveys Graduation rates EL reclassification rates Overall and subgroup data SARC	Annually
Summative Assessments	Math English Social Science Science Electives	Bi-annually

WMCHS will also annually create and post the School Academic Report Card (SARC) with overall school conditions, demographics, and performance. The SARC report will also allow for further disaggregation of student performance data by numerically significant subgroup.

WMCHS students will also be required by teachers to regularly check their grades using an online student interface. Students will learn how to analyze this data, use it to advocate for themselves, and comprehend it deeply in order to make improvements. Teachers will use an individual student's grade data from Illuminate to make decisions about necessary Student Support Plan meetings and will use this data during those meetings. WMCHS parents will be educated at the beginning of the year about how to monitor their own students' data.

Improvement Plan: WMCHS is committed to understanding the data in order to improve student outcomes. This philosophy also reflects WMCHS' commitment to repeated assessment using a variety of measures to generate data about student learning and understanding. The WMCHS staff is engaged in two levels of inquiry using data. WMCHS staff uses a cycle of inquiry to move students towards improvement.

Cycle of Inquiry- the stages of the cycle of inquiry are as follows:

1. Identify an issue that relates to one of the measurable pupil outcomes
2. Frame the issue with questions
3. Set goals and measures for success
4. Build a plan to meet said goals
5. Implement the plan
6. Analyze the data and reflect to inform ongoing practice

Grade Level Teams: Teachers across disciplines meet as a grade level team and use discipline report data, classroom observations, and grade reports to discuss progress on both social and leadership skills and core academic skills. Teachers are involved in a cycle of inquiry to raise the outcomes of the students in that grade level. These focused data meetings take place quarterly using assessment created via the Understanding By Design backwards planning framework. Results are relayed to the Family teacher of individual students so that pertinent information can be used in Student Support Plan meetings with parents and the student.

Department Teams: Teachers in the same department meet as a team and use formative assessment data and classroom observations to discuss progress primarily on the core academic skills. Teachers are involved in a cycle of inquiry to identify ways to improve student achievement in that discipline. These focused data meetings take place quarterly using assessment created via the Understanding By Design backwards planning framework. Results are relayed to the teachers of individual students so that pertinent information can be used in Student Support Plan meetings with parents and the student.

Post Secondary Collaboration: The teachers of WMCHS and faculty of Sacramento City College will meet at least quarterly to discuss student progress, curriculum and assessment alignment and focus on student's performance goals.

Reporting of Data to the WMCHS Advisory Council, the Community, and WUSD Board of Trustees:

The WMCHS Principal compiles an annual school performance report to the WMCHS Advisory Council and WUSD Board of Trustees. This report includes, at a minimum, the following information:

- Summary data showing student progress toward the goals and outcomes specified in the Charter from assessment instruments and techniques listed.
- An analysis of whether or not student performance is meeting the goals specified in the Charter.
- Data on the level of parent involvement in the Charter School's governance and other activities.
- Data regarding the number of staff working at the school and their qualifications. A copy of the Charter School's health and safety policies and/or a summary of any major changes to those policies during the year.
- An overview of the Charter School's admissions practices during the year and data regarding the number of students enrolled, the number on waiting lists, and the numbers of students expelled and/or suspended.
- Information demonstrating whether or not the Charter School implemented the means listed in the Charter to achieve a racially and ethnically balanced student population.
- Other information regarding the educational program and the administrative, legal, and governance operations of the Charter School relative to compliance with the terms of the Charter.

Reporting of Data to Families and Students:

Students and families will be informed of the schedule of individual summative and formative assessments. Results of these assessments will be transmitted to parents at regular parent meetings along with discussion of the implication of the results and goals for future assessments. Individual student results will be relayed to parents during Student Support Plan meetings, and via grade reports and progress reports.

Teachers will relay class-wide and grade-wide data to students after assessments. Teachers will help students review and analyze their own data on a regular basis and help students understand their own strengths and areas for growth.

ELEMENT D: GOVERNANCE STRUCTURE

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

Governing Board.

WMCHS is a charter school operated by the Washington Unified School District ("WUSD"). WUSD's Board of Trustees ("Board") will be the governing body of WMCHS and holder of its Charter. WMCHS' Principal will have responsibility to oversee the day-to-day operations of the Charter School and to ensure that Charter School is operated in accordance with the terms of this Charter and applicable District policies and procedures.

As the chartering authority, WUSD shall have supervisory oversight duties, including but not limited to, ensuring that the Charter School complies with all reports required of charter schools by law, and monitoring the fiscal condition of the Charter School.

WUSD will provide all appropriate support services in order to contribute to the successful operation of the Charter School. In general, direct support costs of personnel, financial, legal, purchasing, and facility services shall be budgeted for and paid by revenue generated by student average daily attendance as reported by the Charter School and included in the overall budget of WUSD. The Charter School will be funded through WUSD as other non-charter WUSD schools.

The Principal

The Principal is the lead administrator that manages the day-to-day operations of WMCHS according to this Charter, WUSD Board policies and regulations and maintains all State and Federal requirements. The Principal is the Instructional Leader that coaches, observes and evaluates all curricular, instructional and assessment strategies. The Principal is "face and voice" of WMCHS collaborating with all educational; and community stakeholders and maintains an unwavering vision of equitable educational access for all students, instructional innovation and application and a commitment to personal reflection and continuous improvement for students and staff members.

Washington Middle College High School Advisory Council

The WMCHS Advisory Council shall consist of the WMCHS Principal, teachers, parents, and other WMCHS staff, a WUSD Representative, a Sacramento City College faculty member and the Dean of Sacramento City College West Sacramento. . WMCHS employees on the Advisory Council are selected by other WMCHS employees and will not exceed 50% of the seats. Parents of WMCHS students will comprise at least 40% of seats on the Advisory Council and are selected by other WMCHS parents. Either the Advisory Council or other appropriately configured committees shall constitute the School Site Council or English Language Advisory Committee for the purpose of meeting the requirements of federal and state regulations, as applicable.

The Advisory Council may make recommendations to WUSD about issues related to the Charter School and participates in reviewing parental and community concerns. The WUSD Superintendent will be responsible for communicating recommendations of the Advisory Council to the WUSD Board. Regularly scheduled meetings of the Advisory Council will be planned.

ELEMENT E: EMPLOYEE QUALIFICATIONS

“The qualifications to be met by individuals to be employed by the school.” Educ. Code Section 47605 (b)(5)(E).

WMCHS will recruit and employ professional, effective and qualified personnel that believe in the mission and educational philosophy of the Charter School for all administrative, instructional, instructional support, and non-instructional support capacities.

1. The Principal

The Principal of WMCHS is responsible for overseeing the day-to-day operations of the Charter School and staff. The Principal provides leadership and oversight for the instructional, operational, and financial aspects of the Charter School. The Principal also provides leadership and supervision in ensuring agency compliance with all Federal, state, county and other agency regulations governing education of students.

The Principal will be responsible for:

- Providing leadership and supervision of the development and implementation of effective instructional education for all WMCHS students
- Ensuring adequate staffing occurs in all departments and oversees personnel practices.
- Overseeing the development and implementation of an effective instructional, strategic, and operational plan.
- Providing visionary instructional leadership and sound fiscal management for WMCHS
- Ensuring that WMCHS maintains accurate financial records
- Attending and facilitating all Advisory Council meetings
- Providing leadership and supervision in providing training on an ongoing basis to WMCHS teachers and staff
- Ensuring WMCHS is in compliance with all Federal, State, County and other agency regulations governing education of students.
- Ensuring that the school site is in compliance with regulations of the Education Code, the California Department of Education, and IDEA.

- Ensuring instructional minute requirements are met daily and annually
- Ensuring timely and accurate completion of Multi-Year Budget and Cash Flow Summaries.

- Oversee adherence to Charter School safety policies.

- Ensure department and academic goals are met.
- Continuing to research and implement measures to ensure the safest and most productive campus environment possible.
- Providing leadership for the development of Charter School programs and curricula.
- Managing the day-to-day operations of the Charter School site.
- Engaging parents in school programs and the development of their children.
- Fostering and nurturing a positive and supportive school culture for students, staff, and parents.
- Acting as liaison between parents and teachers, and students and teachers, when appropriate.
- Participate in WUSD Leadership Development and Leadership meetings.

Person holding this position possess, at minimum:

- Excellent communication and community-building skills.
- Experience in various leadership positions.
- Administrative and educational experience and appropriate credentials per California Commission on Teacher Credentialing requirements.
- Demonstrated leadership, decision-making, and managerial skills.
- Passionate about working with youth/adolescents and their families.

2. The Teachers

While the Principal is responsible for overseeing the curriculum and assessment program, WMCHS teachers are primarily responsible for implementing the Charter School's educational program. Teachers will be able to create and disseminate curriculum in their subject area. Teachers will be expert assessors with the ability to assess in a variety of modes and for a variety of skills. Teachers are also responsible for collaborating with other staff—both in their department and outside their department to deliver content and instruction in a way that maintains consistency and works towards WMCHS' mission. In addition to their classroom instructional role, the duties of teachers include, but are not limited to:

- Understanding the Charter and its mission and practices
- Overseeing the students' academic progress
- Student assessment
- Promoting a school culture that maximizes student learning and critical thinking
- Participating in the governance of the Charter School
- Engaging in ongoing professional development activities
- Collaborating with fellow faculty and administrators
- Promoting multicultural understanding and student equity in and outside the classroom
- Communicating with parents

At a minimum, the Charter School's teachers will possess leadership and management

abilities, and a comprehensive educational vision that is consistent with the Charter School's mission and educational program. WMCHS teachers will be required to hold an appropriate Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in other public schools would be required to hold. These documents shall be maintained on file by WUSD. As allowed by statute, flexibility will be allowed for teachers of non-core, non-college preparatory courses.

All WMCHS teachers are expected to demonstrate the following abilities, experiences, and attitudes:

- Belief that all of our students can go to college
- Understanding and appreciation of the backgrounds of our students
- Resiliency and perseverance
- Professionalism and a commitment to the seriousness of our work
- Ability to communicate promptly and clearly
- Willingness to do “whatever it takes” to help our students succeed
- Assuming best intentions in our working relationships
- Commitment to WMCHS Measurable Student Outcomes
- Academic rigor
- Desire to collaborate with other disciplines
- Capable of running a well-managed and productive classroom
- Ability to work with English Language Learners
- Understanding of how to modify lessons and differentiate instructions for different learning styles
- Ability to multi-task
- Desire to be self-reflective about teaching
- Ability to clearly communicate learning goals and outcomes
- Dedicated to being an advisor in addition to a content-area teacher
- Desire to advocate on behalf of students
- Commitment to the development of our students as people
- Ability to empathize with students
- Honesty with self and with students
- Willingness and ability to hold all students to a high social and academic standard

To ensure that learning is supported by a high caliber of teachers capable of positively transforming how learners engage with their curriculum, WMCHS recruits, hires, and retains a highly motivated and experience team. Any new teaching staff member must exhibit a passion for re-inventing schooling to meet the needs of underserved learners who have not been successful in a traditional education setting. All teaching staff must have a passion for building positive relationships with WMCHS learners and their families.

ELEMENT F: HEALTH AND SAFETY PROCEDURES

“The procedures that the school will follow to ensure the health and safety of pupils and staff.” Educ. Code Section 47605 (b)(5)(F).

To ensure the health and safety of its students and staff, the Charter School will follow the safety and emergency plans approved by WUSD and, where applicable, the health and safety policies and procedures contained within the WUSD Board Policies and Administrative Regulations.

Procedures For Criminal Background Checks

WMCHS shall adhere to all applicable WUSD policies regarding fingerprinting and criminal background clearance. Employees assigned to 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. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Role Of Staff As Mandated Child Abuse Reporters

All classified and certificated staff are mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the Washington Unified School District.

TB Testing

WMCHS follows the requirement of Education Code Section 49406 in requiring tuberculosis testing of all employees prior to commencing employment.

Immunizations

All students will be required to provide records documenting immunizations as a condition of attendance to the same extent as would apply to students attending a non-charter school of WUSD.

Medication in School

WMCHS shall adhere to Education Code Section 49423 and WUSD policies and procedures regarding administration of medication in school.

Vision/Hearing/Scoliosis

WMCHS will provide for the screening of students' vision and hearing and the screening of students for scoliosis to the same extent as would be required if the students attended a non-charter public school

Drug Free/Smoke Free Environment

WMCHS shall maintain a drug, alcohol and smoke free environment.

Trainings

WMCHS staff will receive training on CPR, sexual harassment, and other safety related issues annually.

Comprehensive Sexual Harassment Policies and Procedures

WMCHS shall follow WUSD sexual harassment policies and procedures.

ELEMENT G: RACIAL AND ETHNIC BALANCE

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

WMCHS will implement a student recruitment strategy that includes, but is not necessarily limited to, the following elements or strategies in effort to achieve a racial and ethnic balance among its students that is reflective of the general population residing within the territorial jurisdiction of the Washington Unified School District.

- An enrollment process that is scheduled and adapted to include a timeline that allows for a broad-based recruiting and application process.
- The appropriate development of promotional and informational materials in languages other than English to appeal to limited English proficient populations.
- The distribution of promotional and informational materials to a broad variety of community groups and agencies that serve the local population.
- Outreach meetings in local schools to reach prospective students and parents.

Recruitment: In an effort to recruit a student population that is reflective of the local West Sacramento community, WMCHS will engage in the following specific actions:

- Drop off flyers at local libraries within Washington Unified School District boundaries
- Contact parents at all WUSD Schools
- Ask to send and/or drop off bilingual fliers to the local middle schools
- Contact local private elementary and middle schools to share about WMCHS
- WUSD Public Information Officer will support promotion and recruitment
- Request information about parent events at local middle schools
- Contact local community education networks, churches, youth centers to disseminate information about our program

WMCHS will allocate a recruitment budget to cover, at minimum, the following items: production of recruitment materials, advertising, and related personnel costs.

ELEMENT H: ADMISSION REQUIREMENTS

“Admission requirements, if applicable.” Educ. Code Section 47605 (b)(5)(H).

WMCHS will be non-sectarian in its programs, admission policies, employment practices, and all other operations, and shall not discriminate against any pupil on the basis of any characteristics listed in Education Code Section 220. In addition, admission to this Charter School will not be determined according to the place of residence of the pupils, or of their parents or guardians, as long as it is within the state of California.

WMCHS will be tuition free and have no specific requirements for admission.

Following the open enrollment period each school year, applications will be counted to determine whether any grade level has received more applications than availability. If the number of students who wish to attend the Charter School exceeds capacity at any grade level, admission to the Charter School for the impacted grade level(s) shall be determined by a publicly held random drawing (“lottery”).

The lottery will take place at the Charter School at a date and time that will help ensure all interested parties will be able to attend. Rules and procedures regarding the lottery will be communicated to all interested parties prior to holding the lottery. Existing currently enrolled WMCHS students will be exempt from the lottery. Siblings of currently enrolled WMCHS students will also be exempt from the lottery, provided space is available at the applicable grade level.

Preference in the lottery shall be given to students who reside in the Washington Unified School District. To implement this preference two separate drawings will be conducted. Applicants will be divided into WUSD residents and non-WUSD residents, and the drawing for applicants in the WUSD resident category will take place first followed by the drawing for applicants who are non-WUSD residents. Available spaces will be filled from the lottery for WUSD resident applicants first.

At the conclusion of the lottery, all students who were not granted admission due to capacity may choose to put their name on a wait list based on their lottery draw. The waitlist will allow students to enroll in available slots that may arise during the school year. The Charter School will contact the parents/guardians of students who have been promoted off the waiting list and advise them of the promotion as well as timelines and means by which the parents/guardians must respond to the Charter School in order to secure admission. A new wait list will be generated each year as needed after the public lottery is held.

The admission capacity of WMCHS will be limited by class size restrictions and by the number of staff and classroom space available.

ELEMENT I: 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.” Educ. Code Section 47605 (b)(5)(I).

Financial Audit

WMCHS is a WUSD-operated charter school. The annual independent financial audit of WMCHS will be part of the annual audit of the WUSD completed in accordance with the policies and procedures adopted by WUSD’s Board of Trustees.

Annual Reports

Pursuant to Education Code section 47604.33(a), WUSD staff will annually prepare and submit the following reports to the WUSD Board of Trustees and the Yolo County Superintendent of Schools:

- On or before July 1, a preliminary budget.
- On or before December 15, an interim financial report. This report shall reflect changes through October 31.
- On or before March 15, a second interim financial report. This report shall reflect changes through January 31.
- On or before September 15, a final unaudited report for the full prior year.

Element J: STUDENT SUSPENSION AND EXPULSION PROCEDURES

“The procedure by which pupils can be suspended or expelled.” Educ. Code Section 47605 (b)(5)(J).

WMCHS shall comply with and implement suspension and expulsion policies and/or procedures consistent with student suspension and expulsion policies and procedures adopted by WUSD’s Board of Trustees.

Suspension and Expulsion Policies will be printed and distributed as part of the Charter School's student handbook and will clearly describe WMCHS’ expectations regarding attendance, mutual respect, substance abuse, violence, safety, and work habits. WMCHS’ administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures.

ELEMENT K: STAFF RETIREMENT SYSTEMS

“The manner in 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.” Educ. Code Section 47605 (b)(5)(K).

Certificated WUSD employees working at the Charter School will be covered by the California State Teachers Retirement System (CalSTRS) to the same extent as other non-charter WUSD employees.

Classified WUSD employees working exclusively at the Charter School, or as part of their WUSD work assignments, will be covered by the California Public Employee Retirement System (CalPERS) to the same extent as other non-charter WUSD employees.

WUSD shall be responsible to ensure that arrangements for coverage are made.

ELEMENT L: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” Educ. Code Section 47605 (b)(5)(L).

No student may be required to attend the Charter School. Students who reside within WUSD who choose not to attend the Charter School may attend another school within WUSD according to WUSD policy or a school at another school district through the WUSD’s inter-district transfer policies.

ELEMENT M: EMPLOYEE RIGHTS

“A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school and of any rights of return to the school district after employment at a charter school.” Educ. Code Section 47605 (b)(5)(M).

A. Certificated Employees.

All certificated WUSD employees who are offered employment at WMCHS and choose to be assigned to the Charter School will be part of the Washington Teachers’ Association (WTA) collective bargaining unit and shall be afforded Education Code rights and those rights and benefits specified in the WTA collective bargaining agreement between WTA and the District while assigned to the Charter School.

While existing certificated employees of WUSD may request to be assigned to the Charter School, they do not have any right to any assignment at the Charter School. It shall be within the WUSD’s sole discretion to determine who may be offered an assignment at the Charter School. While existing certificated employees of WUSD who obtained permanent status at the time they are voluntarily assigned to work at the Charter School will continue to have permanency with regards to employment at WUSD, they will not have any right to

a permanent employment assignment at the Charter School. WUSD shall have the sole managerial discretion to reassign certificated WUSD employees working at the Charter School to a non-charter WUSD school.

1. Option to Request Reassignment.

Existing certificated employees of WUSD who are voluntarily assigned to work at the Charter School will not be given any rights to return back to a non-charter WUSD school except for those that may be applicable to WUSD employees under the Education Code. However, such employees will be given the option to request a reassignment to a non-charter WUSD school for the following school year if they notify the WUSD's Human Resources Department in writing of the request for reassignment by no later than February 1 of the current school year for a reassignment in the following school year. The WUSD's Human Resources Department will make a good faith effort to accommodate the request for reassignment but there is no guarantee that the WUSD will be able to reassign the employee to a non-charter WUSD school.

2. Compensation and Benefits.

Certificated employees of the WUSD who are voluntarily assigned to work at the Charter School will receive compensation and benefits commensurate with the collective bargaining agreement between WTA and the WUSD.

B. Classified Employees.

All WUSD classified employees who are assigned by WUSD to perform work for or at the Charter School, whether exclusively or as part of their individual WUSD work assignments, will be members of the California School Employees' Association, Riverview Chapter No. 168 classified bargaining unit (CSEA), and be covered by the collective bargaining agreement between CSEA and WUSD. These classified employees will be assigned pursuant to WUSD procedures and practices and will receive compensation and benefits commensurate with the collective bargaining agreement between CSEA and the WUSD.

ELEMENT N: DISPUTE RESOLUTION

"The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter." Educ. Code Section 47605 (b)(5)(N).

Disputes Arising From Within the Charter School

Internal disputes that arise within the Charter School will be resolved by the same processes that are in place among other schools within WUSD.

ELEMENT O: CLOSING PROCEDURES

"A description of the procedures to be used if the charter school closes." Educ. Code Section 47605(b)(5)(O).

If WMCHS ceases to operate for any reason, WUSD shall be the “responsible entity” to conduct closure-related activities pursuant to Title 5 of the California Code of Regulations section 11962. Closure of the Charter School will be documented by official action of the WUSD Board of Trustees. The action will identify the reason(s) for closure, as well as identify persons responsible for closure-related activities. WUSD personnel 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 enrolling in their school of attendance or alternative education programs within the WUSD or otherwise. This notice will be provided promptly following the WUSD Board of Trustee’s decision to close the Charter School.

WUSD will also develop a list of pupils in each grade level and the classes they have completed at the Charter School, together with information on the pupils' districts of residence. WUSD will provide parents and students with copies of all appropriate student records if requested and will otherwise assist students in transferring to their next school. All records of the Charter School, including state assessments results, special education records, and personnel records will be maintained with the WUSD in accordance with applicable law.

All WUSD employees working at the Charter School at the time of closure will retain all employment rights as specified under Element M of this Charter.

Upon closure of the Charter School, all assets of the Charter School, ADA apportionments, and other revenues generated by students attending the Charter School, shall remain with WUSD, and as applicable, shall be distributed in accordance with applicable law.

Exclusive Public School Employer Declaration

Education Code Section 47605(b)(6)

The Washington Unified School District declares that it shall be deemed the exclusive public school employer of the employees of WMCHS for the purposes of the Educational Employee Relations Act (EERA).