Wei Yu International Charter School

位育國際學校

K – 8 Charter

For a term of July 1, 2015 – June 30, 2020

Respectfully submitted to the Moreland School District

September 15, 2014

Petition

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INTRODUCTION

Wei Yu International Charter School
PO Box 10681
San Jose, CA 95157

September 15, 2014

Dear Superintendent Barmore, Members of the Moreland School Board,

The Founding Team of Wei Yu International Charter School (WYICS) is pleased to submit this charter school petition to the Moreland School District, and to request that the charter petition be granted for a term running from July 1, 2015 through June 30, 2020.

In the process of developing this charter petition, the Founding Team spent one year meeting with local families and community leaders to understand the need for a program like WYICS. Our Founding Team is comprised of members from a variety of disciplines, including education, school administration, child services advocacy, psychology, technology, legal, consulting, operations, marketing, and finance, who believe in the need for additional options for high quality education.

In accordance with the Education Code Section 47605(a)(1)(A), WYICS has submitted a petition that is signed by more than 120 parents or legal guardians of pupils that is equivalent to at least one-half of the number of pupils that are estimated to enroll in the school for its first year of operation. Please refer to **Appendix XII** for the **Meaningfully Interested Parent Signatures**.

WYICS is eager to contribute to the District by providing students with a challenging and engaging education that equips them with the knowledge, character and 21st century skills they will need to succeed in competitive colleges, careers, and our global society. We look forward to pursuing this effort with you.

If I can answer any questions please don't hesitate to contact me at ted.dong@gmail.com or (408) 533-2518.

Sincerely,

Jun Dong
Lead Petitioner

CHARTER SCHOOL INTENT AND CHARTER REQUIREMENTS

The Charter Schools Act of 1992 states that:

> *"It is the intent of the California Legislature…to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:*
>
> *a) Improve pupil learning.*
> *b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.*
> *c) Encourage the use of different and innovative teaching methods.*
> *d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.*
> *e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.*
> *f) Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.*
> *g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools."*
>
> *Cal. Ed. Code § 47601(a)-(g)*

WYICS believes that the Charter School makes important contributions to the legislative intent of the Charter Schools Act, by providing an excellent educational environment for students and broadening student learning to include an additional language (Education Code Section 47601(a)), using immersion language strategies not widespread in this area (Education Code Section 47601(c)), and creating professional opportunities for teachers who wish to implement Mandarin immersion (Education Code Section 47601(c) and (d)). WYICS also provides an additional option for high quality education (Education Code Section 47601(e) and (g)).

The Charter Schools Act of 1992 provides that a petition must contain reasonably comprehensive descriptions of the elements described in Education Code Section 47605(b)(5). These subsections of law and the required descriptions are included herein.

AFFIRMATIONS AND ASSURANCES

As the authorized lead petitioner, I, Jun Dong, hereby certify that the information submitted in this petition for a California public charter school to be named Wei Yu International Charter School ("WYICS" or the "Charter School"), and to be located within the boundaries of the Moreland School District ("MSD" or the "District"), is true to the best of my knowledge and belief. I also certify that this school is to be located within the boundaries of the MSD and this petition does not constitute the conversion of a private school to the status of a public charter school, and further, I understand that if awarded a charter, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including, but not limited to, the following:

- The Charter School shall meet all statewide standards and conduct the student assessments required pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessment applicable to students in non-charter public schools. [Ref. Education Code §47605(c)(1)]
- Bay Area Language Immersion Schools shall be deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employment Relations Act ("EERA"). [Ref. Education Code §47605(b)(5)(O)]
- The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code §47605(d)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code §47605(d)(1)]
- The Charter School shall admit all students who wish to attend the Charter School, and who submit a timely application; unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given a chance of admission through a public random drawing process. Except as required by Education Code §47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code §47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code §47605(d)(2)(C). [Ref. Education Code §47605(d)(2)(A-C)]
- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code §220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code §47605(d)(1)]
- The Charter School shall adhere to all applicable provisions of federal law related to students with disabilities, including, but not limited to, the Individuals with Disabilities in Education Improvement Act of 2004, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990.
- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to, credentials, as necessary. [Ref. Title 5 California Code of Regulations §11967.5.1(f)(5)(C)]
- The Charter School shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold per state law and the federal Elementary and Secondary Education Act ("ESEA"). As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. Education Code §47605(i)]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code §47612.5(a)(1)(A)-(D).

- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School 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. Education Code §47605(d)(3)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code §47612.5(a)]
- The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's education programs. [Ref. Education Code §47605(c)]
- The Charter School shall comply with any jurisdictional limitations to locations of its facilities. [Ref. Education Code §47605 and §47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code §47612(b) and §47610]
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act.
- The Charter School shall comply with the Public Records Act.
- The Charter School shall comply with the Family Education Rights and Privacy Act.
- The Charter School shall comply with the Ralph M. Brown Act.
- The Charter School shall meet or exceed the legally required minimum of school days. [Ref. Title 5 California Code of Regulations §11960]

_____ September 15, 2014

Signature of Lead Petitioner, Jun Dong Date

FOUNDERS

The Founding Team of WYICS includes professionals in education, school administration, child services advocacy, psychology, technology, legal, consulting, operations, marketing, and finance, who recognize that the world is an interconnected environment and are passionate about creating an opportunity for all children to be fully prepared as global citizens in the 21st century.

More than half of the Founding Team is bilingual and have had international experience from growing up, living, studying, and/or working in other countries. All are committed to creating a lasting institution that will serve families in the Moreland community and beyond with a high quality, Mandarin immersion public education.

In the past year, the Founding Team has researched and visited a variety of schools and programs in order to learn from model institutions and adopt best practices in curriculum development and program implementation. These schools and programs in the Bay Area include: Yu Ming Charter School, Connect Community Charter School, Caliber Schools, East Bay Innovation Academy (EBIA), Cupertino Language Immersion Program (CLIP), Ohlone Mandarin Immersion Program, College Park Elementary School, Chinese American International School, Cornerstone Learning Foundation, International School of the Peninsula, Yew Chung International School of Silicon Valley, Pacific Rim International School, Azevada Elementary School, Bullis Charter School, Discovery School, Synapse School, and The Nueva School.

Outside of the Bay Area we have researched a number of Mandarin immersion schools, such as Woodstock Elementary School (OR), Yinghwa Academy (MN), Pioneer Valley Chinese Immersion Charter School (MA), Washington Yu Ying Public Charter School (DC), and Utah's Dual Language Immersion Program (which includes Mandarin).

The table below summarizes the expertise of the WYICS Founding Team:

Founder	Curriculum/ Instruction/ Assessment	Finance	Governance & Law	Consulting	Marketing/ Marketing Research	Psychology	Facilities	Child Advocacy/ Student Mentoring	School Administration	Student Services	Human Resources	Technology	Outreach
Debbie Chou				X	X								X
Whitney Clay	X							X	X		X		
Jun Dong												X	X
David Dorflinger							X						X
Vivian Dorflinger		X									X		
Sarah Giam		X		X									
Zhiwei Gu												X	X
Lucy Howng				X	X			X					X
Hien Huynh							X					X	X
Bee-Bee Liew		X						X					
Felicity Miao	X					X		X					
Herbert Patty			X										
Kalila Patty			X										X
Arcelia Segura					X							X	X
Letitia Truslow								X					X
Florence Tu								X		X			

- **Debbie Chou:** Debbie is a manager at Deloitte Consulting who supports eminence and marketing. She knows firsthand the difficulties in learning a second language, especially Chinese, and believes immersion schools are unique opportunities for children of all ethnicities to master another language, improve general cognitive skills and expand their worldview.
- **Whitney Clay**: Whitney is a Bay Area native who values and celebrates the diversity of the Silicon Valley. She is a tenured Reading instructor at West Valley College where she serves as Reading Department Chair, Academic Senate Representative, and Student Success Coordinator. She has been in charge of writing and revising curriculum as well as hiring and mentoring Reading instructors.
- **Jun Dong:** Jun is a manager of engineering with more than 17 years of experience in the high tech industry. His areas of expertise include engineering, marketing, and business planning. He is a mainland-born Chinese who values traditional Chinese culture, language learning, and early childhood language acquisition.
- **David Dorflinger:** David is a Senior Operations Manager at Applied Materials, leading a technical commodities procurement team and managing an engineering chemical lab. Throughout his career, he has held a number of positions including manufacturing management, quality, and construction project management. He understands the value of multicultural and multilingual education.
- **Vivian Dorflinger:** Vivian is a Finance Director at Imagination Technologies overseeing the company's US and overseas finance operations. She also acted as a volunteer Director of Finance and Stewardship Development at South Bay Church. She is a key advocate for Chinese immersion education for her three children.
- **Sarah Giam:** Sarah is a finance professional with over 18 years of experience in the field of accounting, corporate finance, planning, budgeting, and restructuring in various types of industries both locally and internationally. She recognizes the economic value and benefits in being multilingual and believes in early childhood language acquisition through immersion.
- **Zhiwei Gu:** Zhiwei is a Software Engineer at Google. He is the author of 10+ high quality publications and is an inventor of 3 US patents (and applications). He is also a technique program committee member of IEEE International Conference on Multimedia & Expo 2014, and sponsor chair of International Conference on MultiMedia Modeling 2013.
- **Lucy Howng**: Lucy is a proponent of providing positive childhood experiences and has volunteered as a mentor for both the Big Sister organization and the San Francisco based City of Dreams. As a Co-Director for Las Madres, one of the largest parenting groups in Silicon Valley, she is able to foster relationships between new parents and the local community.
- **Hien Huynh:** Hien is the Director of Information Systems at AchieveKids, a group of schools that delivers special education, mental health, and family support services for students with various emotional and developmental disabilities. Based on his work experience, he understands the importance of providing options to fit the varying educational needs of children.
- **Bee-Bee Liew:** Bee-Bee hopes opening a Mandarin immersion charter school will provide additional opportunities for children to gain fluency in multiple languages. Her background includes mentoring high school girls interested in pursuing engineering/science careers, board member of a non-profit helping at-risk high school kids, and Director of Operations and Marketing of Hua Yuan Science and Technology Association (HYSTA).
- **Felicity Miao**: Felicity works in conflict resolution, scheduling, and high-level organizing for her family of three. She holds a BA in psychology from Stanford University and a PhD in psychology from the University of Virginia. Her expertise is in cultural similarities and differences in psychological well-being and has had her work published in top social psychology journals.
- **Herbert Patty**: Herbert is a registered patent attorney and has over eight years of intellectual property experience. Prior to becoming an attorney, he worked as a process engineer at Intel. Along with his wife, Kalila, they are committed to raising their daughters to be bilingual in English and Mandarin.

- **Kalila Patty:** Kalila is a government attorney for Santa Clara County who has over ten years of advocacy experience and over 7 years of legal experience. She has also written and edited grants and organized fundraisers, benefits, and annual meetings. Her passion is serving the community and raising her children to be well-educated with a multicultural perspective.
- **Arcelia Segura:** Arcelia is a Mechanical Engineer with over 10 years of experience in Design, Manufacturing and Operations working for diverse industries in 3 countries. She has held leadership positions and has experience in business development activities. During her career, she has found a passion for creating marketing, sales and training materials. She realizes the importance of speaking Mandarin and is passionate about early childhood language acquisition.
- **Letitia Truslow:** Letitia is passionate about multilingualism, language acquisition and progressive teaching philosophies that include strong social-emotional components. She is a Board member of PAMP, the largest parents' group on the Peninsula and actively engaged with several environmental organizations working to secure a viable future for our children.
- **Florence Tu:** Florence is an Executive Assistant to the Dean at San Francisco State University. She has been active in student groups and also volunteers for various community groups. With her immigrant background and work experience in SFSU, she strongly believes the opportunity to attend a language immersion school gives children an advantage in today's globalizing world.

Please refer to **Appendix I-a** for detailed biographies of the Founding Team.

ADVISORY BOARD

WYICS also has an Advisory Board, consisting of experts in a broad number of education related fields. The Advisory Board serves as a resource and provides guidance to the Executive Director, Board of Directors, and staff on the latest research and best practices in the field. Its input will help share the WYICS's strategic plan. In addition, individual members of the Advisory Board may also serve as a sounding board for the Executive Director, Board of Directors, and teachers on specific issues that may arise during the course of the year.

The Advisory Board inlcudes the following individuals:

- **Yenda Giovanatto**, owner of California Learning Solutions, an educational consulting company and Academic Director at Language Scholastics (LASC)
- **Merry Kuo**, Foreign Language Director at Bullis Charter School in Los Altos
- **Dr. Amado Padilla**, Professor of Developmental and Psychological Sciences in Education at Stanford University
- **Dr. Ling-Chi Wang**, Professor Emeritus of Asian American Studies at University of California, Berkeley
- **Benson Zhao**, Director of Chinese Language Education Research Center (CLERC)

See **Appendix I-b** for biographies of WYICS Advisory Board members.

STRATEGIC PARTNERS

CALIFORNIA CHARTER SCHOOLS ASSOCIATION

The California Charter Schools Association (CCSA) is a professional membership organization serving more than 500 public charter schools in the State of California.

CHARTER SCHOOLS CAPITAL

Charter Schools Capital is a funding resource that provides access to working capital and facilities financing options.

CHARTER SCHOOLS MANAGEMENT CORPORATION

Charter Schools Management Corporation (CSMC) is the largest provider of back-office financial services to charter schools, serving over 150 schools throughout the country

CONFUCIUS INSTITUTE AT SAN FRANCISCO STATE UNIVERSITY

As a research and service organization at the university, the Confucius Institute at San Francisco State University promotes Chinese language and culture and supports local Chinese teaching. They provide programs and services including, but not limited to, Chinese teaching, Chinese teacher training, Chinese curriculum development, Chinese language and cultural events for the community, and a textbook and teaching resource center.

JUN LU PERFORMING ARTS ACADEMY

Jun Lu Performing Arts offers a wide range of high quality dance classes, from eastern folks dances (including Han and Tibetan, Mongolian, Uygur, Korean, Dai, Yi dances) to western dances (including Ballet, Flamenco, Jazz, Hiphop).

SILICON VALLEY CHINESE ASSOCIATION

Silicon Valley Chinese Association (SVCA) creates a platform to discuss and take action on critical issues that affect the Silicon Valley community.

YOUNG, MINNEY, & CORR, LLP

The Charter Law team of Young, Minney & Corr, LLP (YM&C) has been providing expert, effective, and responsive legal advice to California's charter school community since the inception of the Charter Schools Act of 1992.

EXECUTIVE SUMMARY

The Wei Yu International Charter School (WYICS) will be a public charter school serving kindergarten through 8th grade students located in the Moreland School District. The WYICS educational model integrates language immersion, social-emotional learning and a California Common Core State Standards-aligned curriculum that incorporates the STEAM (Science, Technology, Engineering, Arts, and Mathematics) framework via project-based learning, ensuring that our students are prepared to excel and prosper in the 21st century.

In a language immersion program, the target language is used as the medium or tool to deliver the curriculum. Therefore, we have a unique opportunity to integrate language with innovative curriculum and progressive teaching methods, without adding significant cost or time. The school plans to open in the fall of 2015 with three classes of kindergarten and three classes of 1st grade.

VISION AND MISSION

Vision: We will create a progressive learning environment for kindergarten through 8th grade students, preparing them to be lifelong learners and engaged global citizens.

Mission: We will provide a bilingual and biliterate education that promotes high academic achievement and cultivates students' emotional intelligence and curiosity, equipping them with the essential skills to thrive in our dynamic global society.

PROGRAM HIGHLIGHTS

The WYICS instructional program will integrate the development of bilingual and biliteracy skills in English and Mandarin with a California Common Core State Standards-aligned curriculum that incorporates the STEAM framework via project-based learning, while nurturing the whole child through social-emotional development.

We will create a learning environment that is meaningful and challenging, igniting our students' natural curiosity and exploring their passions, in order to achieve their full potential. Our instructional methods and school composition will address the needs of the 21st century and our students will develop skills in critical thinking, problem solving, creativity, communication, collaboration, civic responsibility, and cultural awareness, in addition to Mandarin.

Our program is based on the following components:

- **Mandarin Immersion:** The California Common Core State Standards will be delivered in Mandarin through a one-way immersion model, starting with a 90:10 ratio of Mandarin to English instruction in the first two years. Beginning in 2nd grade, more English is gradually introduced, until a 30:70 ratio of Mandarin to English is reached and maintained in middle school. The goal is to develop academic competency and advanced proficiency in both English and Mandarin.
- **Project-Based Learning Incorporating STEAM Framework:** Students will engage in collaborative, experiential, and interdisciplinary projects in Science, Technology, Engineering, Arts, and Mathematics to investigate and respond to "real-world" questions, problems, and challenges. These meaningful projects will integrate the STEAM disciplines into a single focus to create a unique solution.
- **Constructivism:** Constructivist teaching requires students to think critically, to make connections, and then to reflect upon and analyze their own experiences. Through these learning experiences students gain a deep understanding of the material that stays with them over time.
- **Differentiated Learning:** In order to offer a more personalized approach, we will differentiate learning in order to meet individual student needs through flexible grouping and blended learning.

- **Social-Emotional Learning:** In order to best prepare students to be citizens of a 21st century interconnected world, they will have to be proficient in academic skills and content, as well as the social-emotional skills of self-awareness, self-management and self-direction. We will implement these social-emotional skills with the Self-Science program and provide opportunities for practice throughout the school day.

ELEMENT A: EDUCATIONAL PROGRAM

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

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 those goals."

Cal. Ed. Code § 47605(b)(5)(A)(i)-(ii)

Our primary goal is to provide an excellent education designed to meet the academic and social needs of each child. WYICS's students will achieve at high academic levels and will meet or exceed the California state content standards and Common Core State Standards.

WYICS aims to prepare students to not only be successful and fulfilled individuals, but also to be change makers in the greater community. Throughout the curriculum, students will make connections between their studies and the outside world. There will be opportunities to participate in community service projects, in order to develop increasing empathy and responsible decision making that will help students build better relationships in school and in the community.

VISION AND MISSION

Vision: We will create a progressive learning environment for kindergarten through 8th grade students, preparing them to be lifelong learners and engaged global citizens.

Mission: We will provide a bilingual and biliterate education that promotes high academic achievement and cultivates students' emotional intelligence and curiosity, equipping them with the essential skills to thrive in our dynamic global society.

CORE VALUES

We will build, sustain, and grow WYICS with families, teachers, support staff, leaders, and board members who demonstrate alignment with the following core values:

1. We believe in **Possibility** and **Perseverance**: All children can, and will, achieve to their highest potential if they are willing to invest in the work and believe in themselves. We value courage, initiative, and tenacity.
2. We believe in **Creativity** and **Curiosity**: We aim to develop students who pursue inquiry collaboratively with critical and creative minds. We value exploration, perspective, and determination.
3. We believe in **Community**: Parents, teachers, and leaders assume collective and individual responsibility for students' success. We value relationships, kindness, integrity, and respect.
4. We believe in **Compassion** and the **Greater Good**: Our school will open students' minds to an enlightened sense of social justice and civic responsibility. We value holistic thinking that can improve our school, our community, and our world.
5. We believe in **Diversity**: In order to prepare students for a global society and workforce, they need to learn to work with, and appreciate the contributions of, those that are different from themselves in all aspects of life.

STUDENTS TO BE SERVED—TARGET STUDENT POPULATION

WYICS will grow to serve students in grades kindergarten through 8th grade from the MSD and surrounding areas. WYICS will serve grade levels that coincide with the District's grade levels (Education Code Section 47605(a)(6)). At its full capacity in 2022 - 2023, WYICS plans to serve 525 students. In the school's first year, 2015 – 2016, we plan to serve approximately 150 students in kindergarten and 1st grade. We will then add one grade level each year thereafter.

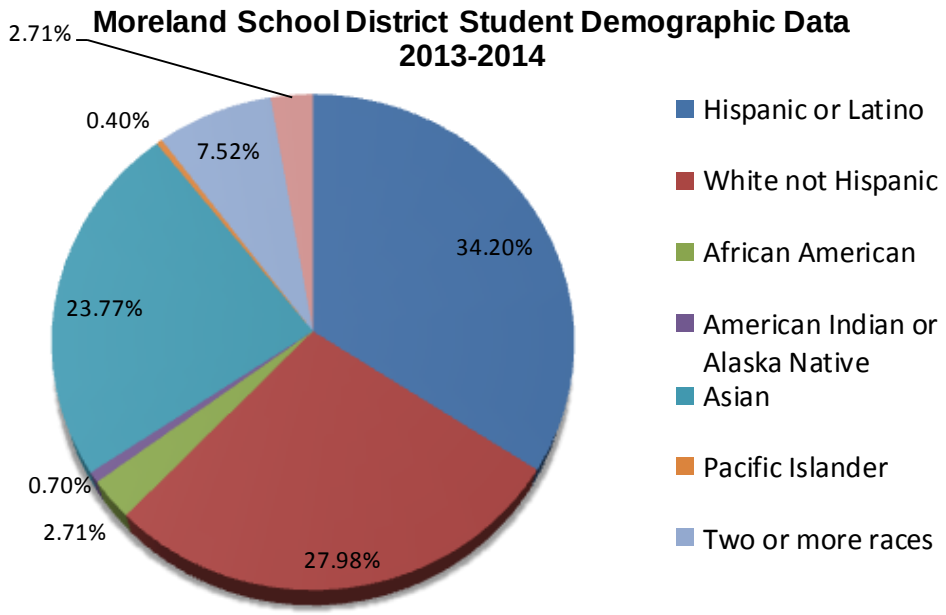
Grade	Year 1 2015 – 16	Year 2 2016 – 17	Year 3 2017 – 18	Year 4 2018 – 19	Year 5 2019 – 20	Year 6 2020 – 21	Year 7 2021 - 22	Year 8 2022 - 23
K	75	75	50	50	50	50	50	50
1	75	75	75	50	50	50	50	50
2		75	75	75	50	50	50	50
3			75	75	75	50	50	50
4				75	75	75	50	50
5					75	75	75	50
6						75	75	75
7							75	75
8								75
Total	**150**	**225**	**275**	**325**	**375**	**425**	**475**	**525**

STUDENT POPULATION AND DEMOGRAPHICS OF TARGETED SCHOOL COMMUNITY

We aim to serve families who live in the MSD and surrounding communities who are dedicated to the WYICS mission and vision. WYICS aims to enroll students whose racial and ethnic diversity is representative of the MSD.

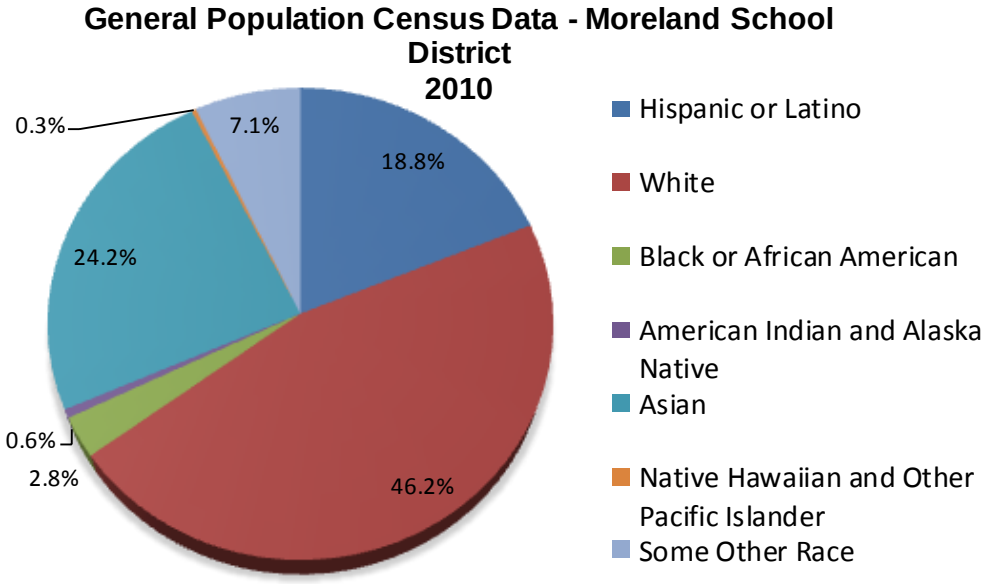
The current student and general census population of MSD is diverse although the student population is even more so when compared to the general population. The pie charts below show the student and general census demographic data for MSD.

Student Population by Ethnicity of the MSD:



Source: California Department of Education

General Population by Ethnicity of the MSD:



Source: US Census, 2010

Based on data pulled from 2013 School Accountability Report Card (SARC) reports, minor ethnic and racial disparities do exist between individual MSD public schools, particularly in the K-5 grades. As demonstrated by the heat map, specific ethnicities concentrate in areas that happen to align with individual school boundaries and may contribute to the ethnic and racial disparity. The table below shows the ethnic and racial make-up of individual MSD public schools. The heat map below indicates ethnicity by location in the MSD.

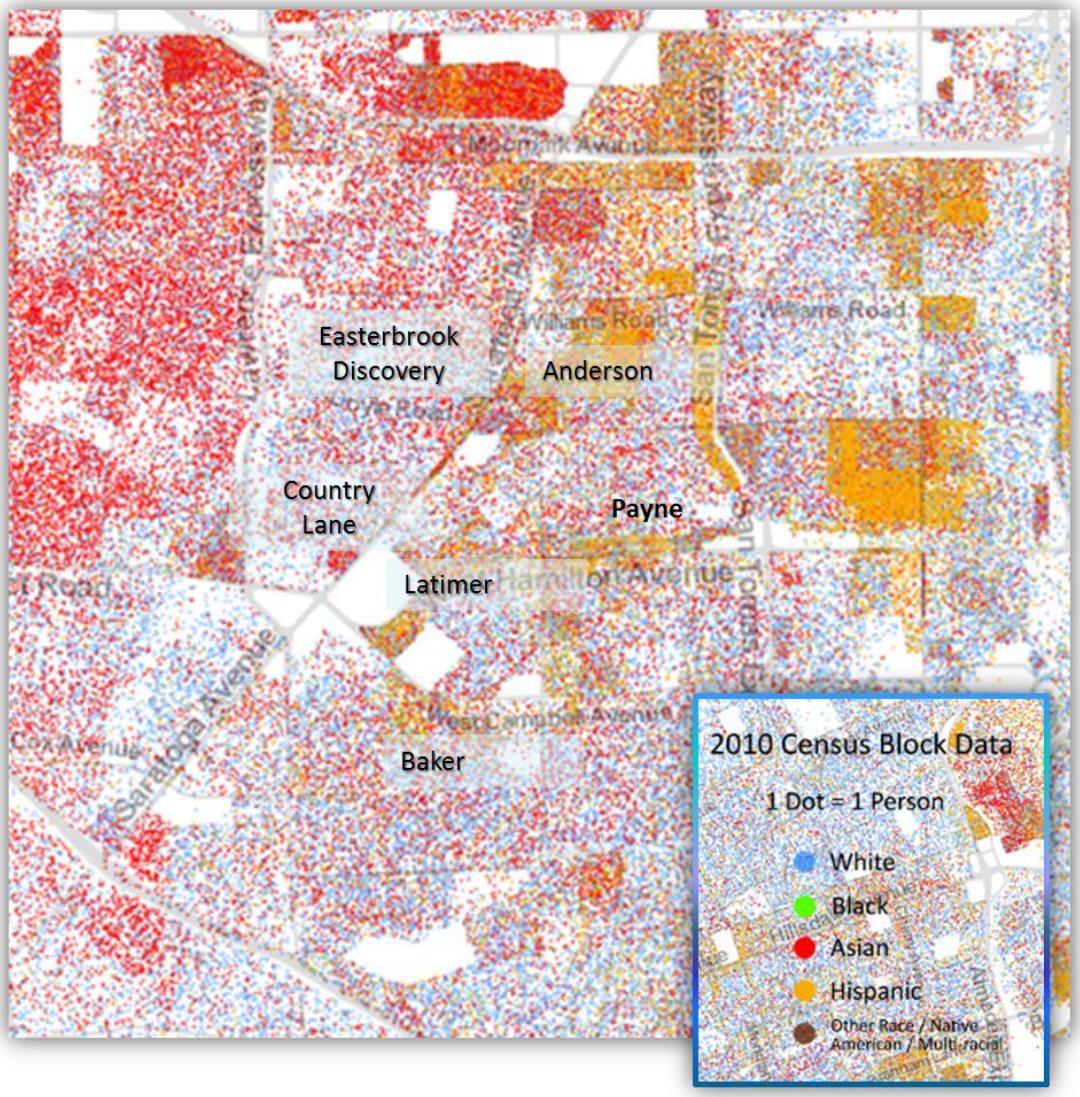
Student Population by Ethnicity of Individual MSD K-8 Public Schools:

	% in Anderson (K-5)	% in Baker (K-5)	% in Country Lane (K-5)	% in Easterbrook Discovery (K-8)	% in Payne (K-5)	% in Moreland Middle (6-8)
African American	3.7	2	1.9	2.3	3.9	3.2
American Indian	1.5	0.8	0.3	0.3	0.5	0.4
Asian	5.6	28	36.7	26.2	17.4	21.5
Filipino	1.7	1.4	3.1	1.7	3.9	2.4
Hispanic or Latino	80.6	24.2	16	25.6	38.1	37.2
Pacific Islander	0.2	0.6	0.3	0.8	-	0.7
White	4.8	31.4	35	35.4	26.3	27.1

Two or More	2	11.4	6.6	7.8	9.9	7.1
None Reported	-	0.1	0.1	-	-	0.4
English Learners	77.2	33.4	35.3	29.4	41.3	31.4
Socioeconomically Disadvantaged	87	18.5	14.3	22.9	36.3	39.5
Students with Disabilities	4.3	8.3	9.3	10.1	9	9.3

Source: 2013 SARC

Heat Map of General Population by Ethnicity of the MSD area:



Source: *Image Copyright, 2013, Weldon Cooper Center for Public Service, Rector and Visitors of the University of Virginia (Dustin A. Cable, creator)*

WYICS, as a school of choice and not subject to neighborhood lines, seeks to recruit a student population that is reflective of the entire school district and surrounding areas. WYICS's enrollment outreach activities will be designed to attract students who represent MSD's population more broadly. Growing enrollment and long wait lists in Mandarin immersion programs in the US have demonstrated the appeal of this model to attract students of diverse backgrounds, including racial, ethnic, linguistic, urban, suburban, socio-economic and learning abilities.

Those interested in Mandarin immersion are not confined to any particular racial or ethnic heritage. For example, Shuang Wen Public School #188 in New York City was featured in a front-page article in the New York Times as a magnet for African-American students.[1] When Mandarin was first offered in Chicago public schools in 1999, about 250 students enrolled. Today, nearly 6,000 public school students, out of roughly 421,000, study Mandarin with the majority being African-American or Hispanic.

One of the country's largest Mandarin language programs (in Chicago Public Schools) "primarily serves students who are not of Chinese descent… From an all-black elementary school on the West Side to a nearly all-Hispanic elementary school on the South Side to more diverse schools throughout the city, some 3,000 students from kindergarten through high school are learning Chinese."[2] Virginia Rivera, principal at Chicago's McCormick school states, "The fact that my students are 98 percent low-income and 99 percent Latino, and they are succeeding at this, tells me everyone should have a shot at learning languages."[3]

The National Journal prominently featured an article about how a St. Louis public Mandarin charter school is bringing together a diverse group of students to learn another language and succeed in a globalized economy.4 The Chinese School has approximately 160 students enrolled for kindergarten through second grade. Most of the students come from low-income families, about two dozen are from predominantly suburb white communities and more than half are African-American.

Recent enrollment trends seen within the Chinese American International School (CAIS) in San Francisco reveal that the percentage of non-Asian students enrolling in the school outnumbers that of Asians.[5] To further the creation of a world-class Mandarin immersion elementary and middle school indeed is to support the educational aspirations of all Bay Area students, no matter their ethnic heritage.

THE NEED

Like all parents and members of the Bay Area, one of our top priorities is to help prepare our children to excel and prosper in the 21st century global economy. US Secretary of Education, Arne Duncan, and Libia Gil recently wrote: "**Today, a world-class education means learning to speak, read and write languages in addition to English**. In an interconnected, interdependent global economy, we must prepare our children for a future in which their social and economic success will depend on their ability to understand diverse perspectives and communicate with people from other cultures and language groups. This isn't a matter of getting ahead—it's a matter of catching up."[6] Immersion education is taking center stage as the most effective and efficient program for preparing linguistically and culturally competent students who can

[1] "New York School for Chinese is a Magnet for Black Pupils." New York Times, November 2, 2002.
[2] "Classes in Chinese Grow as the Language Rides a Wave of Popularity," New York Times, October 15, 2005.
[3] Paulson, A. (2005). Next hot language to study: Chinese: http://www.csmonitor.com/2005/1108/p02s01-ussc.html
[4] Campbell, A. and Flores, R. (September 9, 2014). How a Public Chinese Immersion School is desegregating St. Louis: http://www.nationaljournal.com/next-america/population-2043/how-a-public-chinese-immersion-school-is-desegregating-st-louis-20140909
[5] Degen, N. (2006, 29 November) "Non-Asians Show a Growing Interest in Chinese Courses." New York Times
[6] Duncan, A. and Gil, L. (February 19, 2014). English Learners an Asset for Global, Multilingual Future: Arne Duncan and Libia Gil. Los Angeles Daily News: http://www.dailynews.com/opinion/20140219/english-learners-an-asset-for-global-multilingual-future-arne-duncan-and-libia-gil

successfully navigate in a complex global economy. In fact, some educators believe that the immersion model will eventually become the standard program in public education.

Our world has dramatically changed just in the last decade or two, with the impact of technology and increasing globalization. We can only imagine what it will be like when our children enter the work force in the next decade or two, but it's clear that bilingualism has become an increasingly more critical skill as we compete on a global level. In order to have our students become globally competent citizens, Secretary Arne Duncan said "we must focus on integrating international perspectives into our classrooms. It is through education and exchange that we become better collaborators, competitors and compassionate neighbors in this global society."[7]

This is further validated by the Federal, State, and County of Education's goal to develop biliteracy skills, as demonstrated by the Seal of Biliteracy, which is awarded to those students who have attained proficiency in two or more languages by high school graduation. The Santa Clara County Office of Education states that the benefits are infinite in language programs and with their Seal of Biliteracy, they strongly encourage the development of dual language immersion programs and promote the development of language and cross cultural understanding.[8]

Jon R. Gundry, Santa Clara County Superintendent of Schools, emphasized the incredible value of bilingual skills for K-12 students at the Silicon Valley Education Foundation kick off for the San Jose – Silicon Valley first Chinese Star Contest. This competition is co-sponsored by the Santa Clara County Office of Education and the Confucius Institute at San Francisco State University to encourage students to explore Chinese language, art, poetry and culture. "Our world is getting smaller every day, and the leaders of tomorrow are the students who learn now to engage in other cultures and languages," said Gundry. "I am so pleased that, through this event, our students will begin building skills that will help prepare them for the global marketplace while also developing an appreciation of China's impressive cultural legacy."[9]

Due to the way children are able to acquire language implicitly at a young age, foreign language fluency can be imparted as a matter of routine, as part of learning the core curriculum. Therefore, we have an incredibly unique, precious and limited opportunity to develop advanced levels of proficiency in a foreign language *while* teaching the California Common Core State Standards in a high quality, progressive learning environment.

WHY LANGUAGE IMMERSION?

Second language immersion is a well-researched educational program in which the core curriculum is taught through the medium of a second language, instead of as a separate language arts class.[10] The benefits of second language immersion have been widely recognized by leaders in education, such as the Partnership for 21st Century Skills, the Joint National Committee for Languages and the National Council for Languages and International Studies, and the Center for Applied Linguistics. The benefits of immersion education can be seen on a number of levels, including cognitive, academic, linguistic and societal, which are briefly documented below and described in depth in **Appendix II**.

In a typical immersion program, the ratio of target language to English will be as high as 90:10 or 80:20 for the first 2-3 years to ensure a solid foundation in the target language when acquisition is easiest. More English is then introduced over the years so that the ratio gradually

[7] Succeeding globally through international education and engagement: The U.S. Department of Education's International Strategy for 2012-2016. (2012). U.S. Department of Education. http://www2.ed.gov/about/inits/ed/internationaled/international-strategy-2012-16.pdf
[8] Santa Clara County Office of Education. Educating for Global Competency: The Value of Multilingualism. http://mes.sccoe.org/bwlct/about/Brochure%20Translations/Educating_Global_Competence.pdf
[9] El Observador. (August 21, 2014). 1st Chinese Star Contest Opens to Local K-12 Students: http://news.el-observador.com/2014/08/21/1st-chinese-star-contest-opens-to-local-k-12-students/
[10] Center for Applied Linguistics, http://www.carla.umn.edu/immersion/bibliographies/one-way.html

shifts to 30:70 by middle school. The goal is to develop bilingualism, biliteracy, and academic competency in both English and the target language.

Immersion also has a very time critical element. The window to acquire language implicitly begins to close at around 4 to 6 years of age, and this window is only open once in a lifetime. Therefore, children can typically only enter an immersion program in kindergarten or 1st grade if they have limited to no experience with the language. If a language immersion program is not available when a child enters elementary school, s/he will have lost this opportunity to acquire a second language effortlessly.

COGNITIVE BENEFITS

Research is clear that exposing children to a second language at an early age stimulates the development of critical thinking and problem-solving skills.[11] Students who are competent in more than one language consistently outscore monolinguals on tests of verbal and nonverbal intelligence suggesting that immersion students have greater cognitive flexibility.[12]

Furthermore, studies have shown there are specific benefits to students learning a second language:[13]

- The ability to shift easily between symbol systems, such as mathematics and literacy
- Higher performance on divergent thinking tasks indicating greater ability to solve problems in creative ways
- Metalinguistic awareness, which includes phonemic awareness, awareness of language as a tool to communicate, and the understanding that words are arbitrary symbols
- Improved overall school performance and superior problem-solving skills
- Higher scores on standardized tests, including the Scholastic Aptitude Test (SAT), which shows that students who had studied a foreign language for four or more years outscored other students on the verbal and mathematics portions of the test
- Students who have already gained significant skills in a second language have the ability to learn other languages more quickly than students who have never had foreign language training

ACADEMIC BENEFITS

Immersion students also typically perform as well as, or better than, their monolingual English speaking peers on tests of subject-content mastery in English Language Arts, Mathematics, Science, and Social Science.[14] Longitudinal research findings from one-way and two-way dual language immersion models of schooling demonstrate the substantial power of this program for enhancing student outcomes and fully closing the achievement gap [for] second language [students].

Both one-way and two-way bilingual programs lead to grade-level and above-grade-level achievement in second language, the only programs that fully close the gap. Groups of English learners attending one-way bilingual classes typically reach grade level achievement in the second language by 7th or 8th grade, scoring slightly above grade level through the remainder of their schooling. This is a truly astounding achievement when you consider that this is higher achievement than that of native-English speakers being schooled through their own language, and who have all the advantages of nonstop cognitive and academic development and sociocultural support.[15] Please refer to **Appendix III** for specific academic achievement data from Bay Area schools.

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[11] Tucker, G. R. (1999). A Global Perspective on Bilingualism and Bilingual Education: http://www.cal.org/content/download/1803/19986/file/AGlobalPerspectiveonBilingualism.pdf
[12] Bruck, M., Lambert, W.E., Tucker, R. (1974), Bilingual Schooling thrugh the Elementary Grades: the St. Lambert Project at Grade Seven. Language Learning 24. No. 2:183-204.
[13] Met, Myriam, "Improving Students' Capacity in Foreign Languages," Phi Delta Kappan, November, 2004.
[14] Curtain, H & Dahlberg, CA. Languages and children: Making the match, 2004.
[15] Collier, V. & Thomas, W. "The Astounding Effectiveness of Dual Language Education for All". NABE Journal of Research and Practice, 2:1 Winter 2004.

LINGUISTIC BENEFITS

Contrary to initial concerns about the possible detriment to English language development, children in language immersion programs reach higher levels of language proficiency than those in other types of world language programs while also demonstrating increased English vocabulary and better understanding of the symbolic representation of print, which facilitates decoding abilities and reading skills.[16]

SOCIETAL BENEFITS

Perhaps even more importantly, immersion students are engaged in meaningful, motivating, purposeful tasks that allow them to use the second language to communicate with others in a practical context.[17] Students have immediate motivation to want to understand what is being said and to make themselves understood.

Immersion students develop critical skills needed to become contributing citizens in our interconnected global society. According to educators at Stanford University, world language instruction in California is undervalued and underfunded and must be supported for Californians to keep pace with global developments.[18] The development of innovative educational programs such as immersion programs helps to ensure America's continued role as a world leader and progressive society.

WHY MANDARIN?

The international media has recognized the ascendancy of China as a world political and economic power, and the US Department of Education and the Department of Defense have identified the critical need for acquisition of world languages such as Mandarin to remain competitive in the new global economy. The concern within the halls of government is so acute that in 2006 the Bush Administration created the National Security Language Initiative (NSLI). Under this plan, the Secretaries of State, Education, Defense, and Director of National Intelligence have developed a comprehensive national plan to expand US foreign language education, to include Mandarin language education, beginning in early childhood and continuing throughout formal schooling and into the workforce.[19]

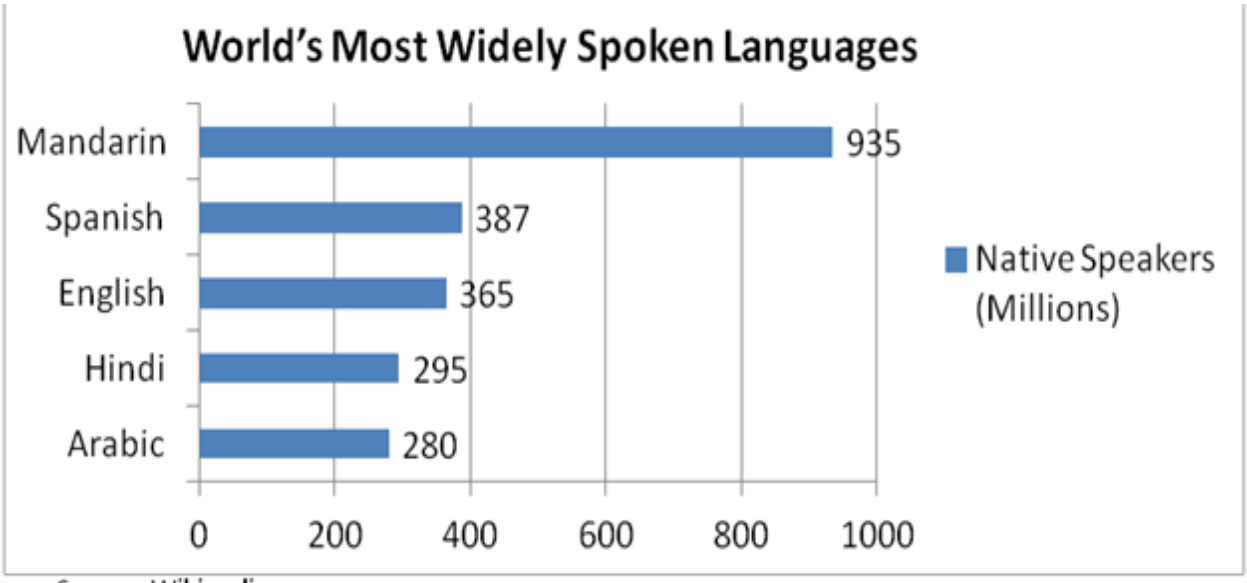
China is also heir to the traditions of one of the world's richest and most ancient cultures and has now risen to become the world's second largest economy. As one of the fastest growing economies, at an annual rate of 8 – 10%, China is expected to surpass the US by 2020, according to The Economist.

China's political, economic and cultural impact in generations to come will be significant. As business and political relationships between the US and China deepen and become more complex, having the skills to communicate with people in this increasingly important part of the world will be a valuable asset both at home and abroad.

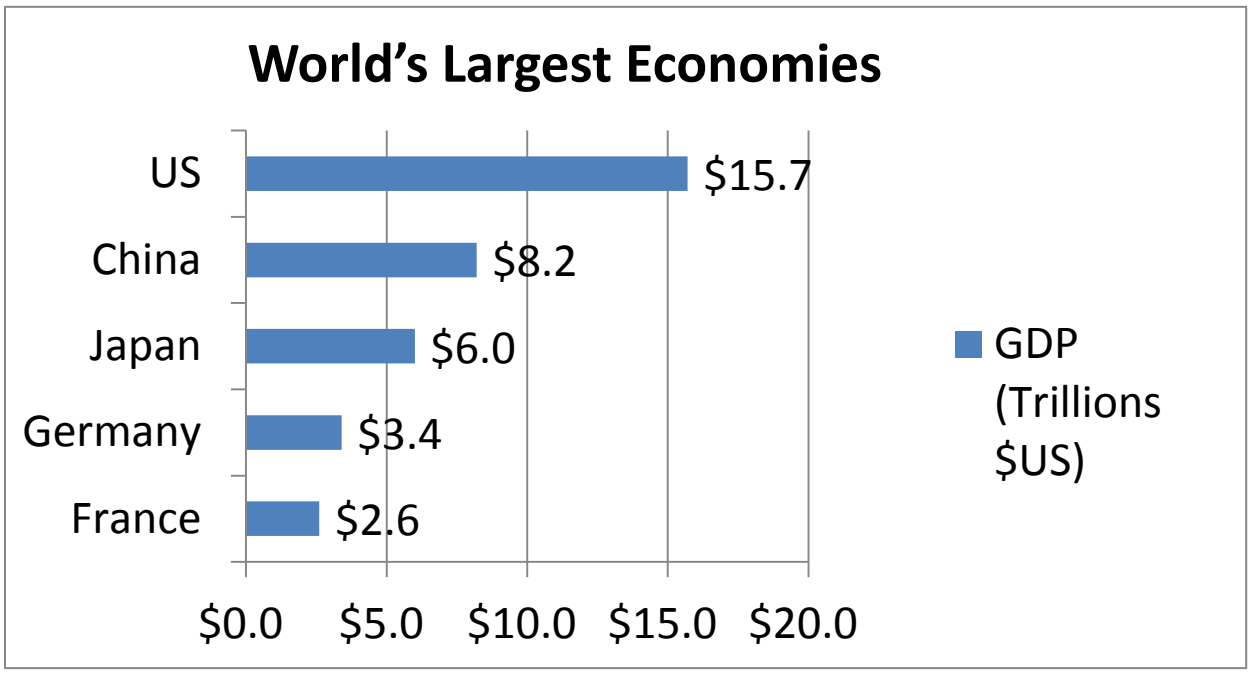
GLOBAL PERSPECTIVE

- Mandarin is the first language of around 1 billion people, or 15% of the world, more than any other language by more than double
- It is the national language of China, Taiwan, and Singapore and is used by the business community throughout Southeast Asia
- Research also indicates that Mandarin ranks 1st after English in the international marketplace

[16] Bialystok, E. 1997. "Effects of Bilingualism and Biliteracy on Children's Emergent Concepts of Print." Developmental Psychology 30 (3): 429–440
[17] Met, Myriam. "Foreign Language." *Handbook of Research on Improving Student Achievement,* Association for Supervision and Curriculum Development, 2004.
[18] The California Foreign Language Project. (2009). Learning World Languages and Cultures in California: A Stimulus for Academic and Economic Success: http://web.stanford.edu/group/CFLP/resource/Stanford_CFLP%20Handbook.pdf
[19] U.S. Department of State Fact Sheet, National Security Language Initiative, Washington, DC, 5 January 2006.



Source: Wikipedia



Source: CNN Money
http://money.cnn.com/news/economy/world_economie_gdp/

NATIONAL PERSPECTIVE

- Considered 1 of only 2 *critical* world languages by the US State Department
- In fiscal year 2011, 12 out of 13 departments in the Federal Government identified Mandarin as their first recommended language or within the top 5
- According to the US Census Bureau, Mandarin is the 3rd most widely spoken language in this country
- By 2030, it is estimated that 50% of the US will be bilingual (higher percentage in urban/coastal areas)

Since China joined the World Trade Organization in 2001, both the state and federal governments have made Chinese language and culture an important educational priority. "'Critical language' is a term used to designate languages for which there is large demand for language professionals, but little supply. They are also deemed 'critical' by the U.S. State Department and Defense Department to national security and economic growth."[20]

Americans who are fluent in more than one language are not only needed for political and national security purposes, but also to promote cultural understanding and participation in global discussions on issues such as climate change and pandemic diseases. Within our own borders, multilingual teachers, healthcare providers and law enforcement officials can reach across cultures and languages to better serve their communities.

LOCAL PERSPECTIVE

- Due to our geographic location, top universities, industries and demographics, much of the business between China and the US will be conducted within, or through, California and the Silicon Valley
- The State's and County's Seal of Biliteracy award, in addition to the County's Pathway Awards recognizing benchmarks towards biliteracy from preschool to middle school, demonstrate our local government's commitment to developing bilingualism and biliteracy skills

Based on the data presented in this section, there will be plenty of opportunities to practice and use Mandarin locally. However, and even more importantly, developing a future workforce that is bilingual and biliterate in Mandarin, and multiculturally competent, will further attract investment in Moreland and Silicon Valley.

WHY STEAM?

Many people are already familiar with the acronym STEM, which refers to the academic disciplines of Science, Technology, Engineering, and Mathematics and was conceived "in a national quest to prepare competitive citizens for the high speed, wired, innovative, and global economy that 21st century students will inhabit as adults. STEM has its roots at the Massachusetts Institute of Technology (MIT), the State of Ohio (STEM Learning Network), and Lockheed Martin. Thomas Friedman's The World is Flat (2006), The National Academy of Sciences (2006), and Science and Mathematics Education Policy Advisory Council Science and Mathematics, A Formula for 21st Century Success (2007), serve as rationale for efforts to implement advanced and challenging science, technology, engineering and mathematics classes."[21]

In the job market, consider that there are 2 million to 3 million unfilled positions because companies cannot find workers with basic technical skills. The United States will have about 10 million such openings before the end of the decade. But while jobs are the outcome, it all starts with education. Something has to change. The current system cannot produce the talent we need.[22]

The future of the United States depends heavily on science, technology, engineering and mathematics, but bolstering education and recruiting more workers in these fields is no easy feat. While experts have noted that at least half the growth in the U.S. gross domestic product over the last 50 years has been due to science and engineering, many say the United States is losing its competitive luster in the fields. The United States ranks 27th among developed

[20] Stephenson, H. (November 3, 2013). Howard Stephenson: Dual language immersion is best of both worlds: http://www.grandforksherald.com/content/howard-stephenson-dual-language-immersion-best-both-worlds
[21] Steamedu.com
[22] Kelly, B. (2012). What STEM Is—and Why We Care: http://www.usnews.com/news/blogs/stem-education/2012/04/27/what-stem-is--and-why-we-care

countries in the proportion of college students earning bachelor's degrees in science or engineering, according to a 2010 National Academies report.[23]

In 2006, the United States National Academies expressed their concern about the declining state of STEM education in the United States. Its Committee on Science, Engineering and Public Policy developed a list of 10 actions federal policy makers could take to advance STEM education in the United States to compete successfully in the 21st century. Their top three recommendations were to:

- Increase America's talent pool by improving K–12 science and mathematics education
- Strengthen the skills of teachers through additional training in science, mathematics and technology
- Enlarge the pipeline of students prepared to enter college and graduate with STEM degrees[24]

Going one step further, STEAM is a new movement to integrate STEM with the arts in order to foster improved innovation and creativity, using an inquiry-based approach. It is Science and Technology, interpreted through Engineering and the Arts, all based in Mathematical elements. It is a framework for teaching that is based on natural ways of learning, customizable for ALL types of students and programs and is FUNctional![25]

STEAM FRAMEWORK DEFINITION

Science and technology are understood as the basis of what the world has to go forward with, to be analyzed and developed through engineering and the arts, with the knowledge that everything is based in elements of mathematics. It is a contextual curriculum where the subjects are coordinated to co-support each other under a formal educational structure of how science, technology, engineering, mathematics and the broad spectrum of the arts all relate to each another in reality. This framework not only includes the art of aesthetics and design, but also the art divisions of the liberal, language, musical, physical and manual.

The STEAM structure explains how all the divisions of education and life work together. Therefore, it offers a formal place in the STEM structure for the language arts, social science and the purposeful integration of the exploratory subjects, including the arts, music, CTE and physical education divisions of public education. Shifting to a STEAM perspective means understanding learning contextually, not only in terms of having a framework that illustrates where the subjects overlap, but also in providing a living and adaptable learning structure for ever-changing personal and unpredictable global development.

S-T-E-M with the A includes:

- Sharing knowledge with communication and language arts, "voice" – impact, power, legacy
- Working knowledge of manual and physical arts
- Better understanding of the past and present cultures and aesthetics through the fine arts
- Rhythmic and emotional use of mathematics with the musical arts
- Understanding sociological developments, human nature and ethics with the liberal arts[26]

[23] Morella, M. (2012). U.S . News Inducts Five to STEM Leadership Hall of Fame: http://www.usnews.com/news/blogs/stem-education/2012/07/26/us-news-inducts-five-to-stem-leadership-hall-of-fame
[24] Wikipedia: STEM fields
[25] STEAM Education (n.d.) About STEAM Education: http://steamedu.com/html/steam-_about.html
[26] STEAM Education (2013). STEAM Education Program Description: http://steamedu.com/STEAM_Education_Program_Description_2014.pdf

WHAT IT MEANS TO BE AN EDUCATED PERSON IN THE 21ST CENTURY

WYICS's Founding Team believe an educated person in the 21st century must be prepared to understand and solve complex and novel problems. The world is changing at an unprecedented rate due to technology and the increasingly global nature of our society. Educated citizens in the 21st century are able to use their knowledge and skills to understand and improve both society and themselves.

It is the objective of WYICS to enable students to become competent, self-motivated and lifelong learners. WYICS aims to develop five central attributes in our students necessary to adapt and thrive in this time of change. To be educated in the 21st century one needs to be:

- Academically and Intellectually Competent
- Socially and Emotionally Competent
- Multilingual and Multiculturally Competent
- Self-Directed
- A Lifelong Learner

ACADEMICALLY AND INTELLECTUALLY COMPETENT

To prepare for high school, college and careers, students not only need to cover academic content areas, but also develop mastery over key academic concepts. Aligned with the California Common Core State Standards, curriculum at WYICS is structured so students can delve deeply into core subject areas with a focus on inquiry, exploration, and deep understanding. We will strive to exceed state standards and ensure a solid academic foundation in all subject areas, but more importantly, to develop the critical thinking and problem-solving skills that will have practical application in our global society.

SOCIALLY AND EMOTIONALLY COMPETENT

To build upon academic and intellectual foundations, learners in the 21st century must be able to collaborate with others and to be able to effectively navigate in an increasingly diverse and global community. WYICS will focus on developing these social and emotional competencies through the Self-Science program, which is a comprehensive, developmental and research-based curricula for creating a school-wide culture of emotional intelligence. The WYICS graduate will be able to identify and respond to emotions in one-self and others, work collaboratively and become compassionate global citizens.

MULTILINGUAL AND MULTICULTURALLY COMPETENT

In addition, language learning develops students' cultural understanding and the ability to appreciate diverse perspectives. As a global citizen, one needs to be competent in engaging with people from various backgrounds. According to The American Center of Teaching Foreign Languages (ACTFL), language and communication are at the heart of the human experience. The United States must educate students who are linguistically and culturally equipped to communicate successfully in a pluralistic American society and abroad. This imperative envisions a future in which ALL students will develop and maintain proficiency in English and at least one other language. [27]

Part of WYICS's vision is to develop bilingualism and biliteracy in English and Mandarin through our one-way immersion model, as well as multi-cultural competency. Immersion is the most effective method for developing advanced proficiency in a language, from both a cost and an efficacy perspective.

[27] American Council on the Teaching of Foreign Languages (n.d.) National Standards for Foreign Language Education: https://www.actfl.org/node/192

SELF-DIRECTED

Students' Intelligence Quotient (IQ) and Emotional Intelligence Quotient (EQ) together create the foundation for children to recognize challenges in and out of school, and to have the confidence, capability, resourcefulness, perseverance, intrinsic motivation and optimism to not only confront and solve those challenges, but to know that change is possible. Someone who is self-directed takes initiative and is a problem solver. These are critical attributes of all successful leaders, change makers and WYICS students.

Through our challenging academic program and progressive learning environment that focuses on developing critical 21st century skills, including social-emotional competencies, WYICS graduates will be high school, college and career ready.

LIFELONG LEARNER

In addition to content knowledge, our students will have the metacognitive skills to understand their own learning processes. They will strive to learn because they are self-directed, inquisitive and rewarded by gaining knowledge and understanding. We will instill a love of learning and a desire to seek knowledge because knowledge is transformative. Our students will become lifelong learners because they will understand that our society is not static and the world's challenges and information are rapidly evolving and becoming increasingly complex, so they will need to continuously learn and adapt in order to thrive.

HOW LEARNING BEST OCCURS

Our understanding of how the brain works and learns has grown exponentially in the past few decades. Beginning in the 1980s, neuroscientists and educators started exploring how advances in neuroscience could be applied to teaching. This interdisciplinary thinking and research provides insight into why some best practices continue to be effective, why some traditional practices are less effective, and how contexts for learning can be improved.[28]

With cognitive neuroscience as our guide, WYICS believes learning best occurs when:

- Learning starts early
- Learning is experiential
- Learning is meaningful and engaging
- Learning is physical
- Learning is social
- Curriculum addresses students' emotions
- Instruction caters to each child's development

LEARNING STARTS EARLY

Many skills truly mastered as an adult begin with training in early childhood. This is evident when we consider elite athletes, musicians, chess players, etc. Language skills also fall in this category. In fact, there is a critical period for implicit language acquisition that begins to close in early childhood, and that window is only open once in a lifetime.

Long-term outcome clearly favors those who start learning language during childhood. Peak proficiency in the language, control over the sound system, as well as the grammatical structure, is displayed by those whose exposure to that language begins in infancy or very early childhood. Such early learners show not only flawless control over the accent and rhythm of the language

[28] For a more in depth look at how neuroscience informs teaching and learning see: Caine, R. N., & Caine, G. (1994). Making Connections: Teaching and the Human Brain. Menlo Park, CA: Innovative Learning Publications. Jensen, E. (2005). Teaching with the Brain in Mind. Alexandria, VA: Association for Supervision and Curriculum Development. Sousa, D. (2006). How the Brain Learns. Thousand Oaks, CA: Corwin Press. Sousa, D., & Tomlinson, C. (2011). Differentiation and the Brain: How Neuroscience Supports the Learner-Friendly Classroom. Bloomington, IN: Solution Tree Press.

but also full and productive control over the syntax and morphology. With increasing ages of exposure there is a decline in average proficiency, beginning as early as ages 4 to 6.[29]

Through early and sustained immersion in the Mandarin language, WYICS's students will achieve high academic attainment, become highly proficient in two languages and develop sensitivity to other cultures.

LEARNING IS EXPERIENTIAL

Children (and adults) learn most effectively when doing. Experiential learning is a process through which students develop knowledge, skills and values from direct experiences outside a traditional academic setting. Experiential learning encompasses a variety of activities, including internships, service learning, undergraduate research, study abroad, and other creative and professional work experiences. Well-planned, supervised and assessed experiential learning programs can stimulate academic inquiry by promoting interdisciplinary learning, civic engagement, career development, cultural awareness, leadership, and other professional and intellectual skills.[30]

According to David A. Kolb, an American educational theorist, knowledge is continuously gained through both personal and environmental experience. What is vital in experiential learning is that the individual is encouraged to directly involve themselves in the experience, and then to reflect on their experiences using analytic skills, in order that they gain a better understanding of the new knowledge and retain the information for a longer time.[31]

Every experience at WYICS will be a learning opportunity for our students. WYICS's teachers will focus on seizing these opportunities, whether they are planned or spontaneous. Students will also reflect on their experiences during Closing Time at the end of the school day and to express what they've learned in their journal.

LEARNING IS MEANINGFUL AND CURRICULUM IS ENGAGING

Students understand best and are more motivated to learn when concepts are embedded in a larger context. When teaching and learning activities match students' developmental levels and experiences, the rate of learning accelerates. Having students' investigate their own questions is a fundamental way to "hook" students, especially when content may not naturally match student interest.[32]

A growing body of research suggests that students learn more deeply and perform better on complex tasks if they have the opportunity to engage in more "authentic" learning – projects and activities that require them to employ subject knowledge to solve real-world problems. Studies have shown a positive impact on learning when students participate in lessons that require them to construct and organize knowledge, consider alternatives, engage in detailed research, inquiry, writing and analysis, and to communicate effectively to audiences (Newmann, 1996). For example, a study of more than 2,100 students in 23 schools found significantly higher achievement on intellectually challenging performance tasks for students who experienced this kind of "authentic pedagogy" (Newmann, Marks, & Gamoran, 1995). Indeed, use of these practices resulted in stronger performance regardless of race, gender, or prior achievement.[33]

At WYICS, skills and concepts are connected to real-life events, meaningful stories or projects. In addition, lessons are connected in interdisciplinary themes to help deepen understanding. An

[29] Newport, E. L. (2006). Language Development, Critical Periods in, Encyclopedia of Cognitive Science, 737-740.
[30] Experiential Learning Center (n.d.) What is Experiential Learning? http://www.ucdenver.edu/life/services/ExperientialLearning/about/Pages/WhatisExperientialLearning.aspx
[31] Wikipedia "David A. Kolb"
[32] Bruner, J. (1966). Toward a Theory of Instruction. Cambridge, MA: Harvard University Press; Wiggins, G., & McTighe, J. (2005) Understanding by Design. Prentice Hall; Piaget, J., & Inhelder, B. (1969). The Psychology of the Child. New York: Basic Books.
[33] Barron, B., & Darling-Hammond, L. (n.d.). Teaching for meaningful learning: http://www.edutopia.org/pdfs/edutopia-teaching-for-meaningful-learning.pdf

example would be a theme on climate change, which would integrate concepts from Science, Social Science and Math, along with the 21st century skills of civic responsibility, collaboration and problem solving.

LEARNING IS PHYSICAL

Children that engage in physical activity show improved brain function, higher concentration, increased self-esteem and improved behavior, which all support learners cognition.[34] In many cases, more time in physical education leads to improved grades and standardized test scores.[35] In addition, evidence links higher levels of physical fitness with better school attendance and fewer disciplinary problems.[36] At WYICS, a lesson in physical education will be the first experience of every day, and kinesthetic activities and physical movement will be incorporated throughout the curriculum.

LEARNING IS SOCIAL

Collaborative learning activities underscore the positive social benefits of learning, especially for diverse populations including English Learners (EL). Because learning is socially constructed, students maximize learning regardless of achievement levels when placed together in different groupings and work together.[37] Moreover, students learn best when teachers are engaged in, and model, continuous collaboration and professional learning.[38] Every day at WYICS, students will have opportunities for meaningful interaction with their teachers and peers. Specific examples include the morning meeting, social-emotional exercises, project time and community service.

CURRICULUM ADDRESSES STUDENTS' EMOTIONS

A child's emotional state before, after and during a lesson affects comprehension and retention.[39] Lessons at WYICS may start with play and exploration as one strategy to help students enter an emotional state that is conducive to learning. Throughout each day, students will learn how to recognize and navigate emotions through the Self-Science program (described below) and develop self-awareness and the skills necessary to make positive decisions.

INSTRUCTION CATERS TO EACH CHILD'S DEVELOPMENT

Each brain is unique. While there are similarities and predictable patterns in how brains develop and are organized, each child will follow his or her own unique path. Teachers must use a variety of assessments and instructional approaches to most effectively target instruction to meet the needs of the student.[40] At WYICS, we honor and value the individuality of each child and hold the highest expectations for every student. With the use of student data analysis, teacher collaboration, and parent and community involvement, WYICS will use informational sources to calibrate instruction to best match each learner's academic growth.

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[34] Shephard, R. (1997). Curricular Physical Activity and Academic Performance. Pediatric Exercise Science , 9(2), 113-126

[35] Sallis J, McKenzie T, Kolody B, et al. (1999) Effects of Health-related Physical Education on Academic Achievement: Project SPARK. Research Quarterly for Exercise and Sport, 70, 127-134.

[36] Trost, Stewart G. (2009). Active Education: Physical Education, Physical Activity and Academic Performance. The Robert J Wood Foundation. http://www.rwjf.org/files/research/20090925alractiveeducation.pdf

[37] Vygotsky, L. (1978). Mind in Society: The Development of Higher Psychological Processes. Cummins, J. (1986). Empowering Minority Students: A Framework for Intervention. Harvard Educational Review , 18-36. Slavin, R. (1994). Using Student Team Learning. Baltimore: Johns Hopkins University.

[38] Darling-Hammond, L. (1993) Building Learner-Centered Schools: Developing Professional Capacity, Policy, And Political Consensus, in Building Learner-Centered Schools: Three Perspectives. New York: National Center for Restructuring Education, Schools, and Teaching, Teachers College, Columbia University. McLaughlin, M., & Oberman, eds. (1996). Teacher Learning: New Policies, New Practices. New York: Teachers College Press.

[39] See **Instructional Approach** on the benefits of supporting SEL in education.

[40] Bruner, J. (1966). Toward a Theory of Instruction. Cambridge, MA: Harvard University Press; Wiggins, G., & McTighe, J. (2005) Understanding by Design. Prentice Hall.

CURRICULUM AND INSTRUCTIONAL DESIGN

The unique features and structure of the WYICS learning environment, instructional strategies and curriculum outlined in this section are designed to maximize the learning opportunities of all students across a broad spectrum of abilities.

LEARNING ENVIRONMENT

WYICS will provide a productive, safe, nurturing, and enriching learning community in which children, parents, and teachers of different backgrounds, abilities, and needs work and learn together successfully. WYICS allows and encourages collaborative work between students and teachers, and values cooperation and collaboration as important life skills.

As a core component of the WYICS learning environment, teachers and staff will support students' social and emotional development through a positive school climate and culture that values and respects each child. Programs that develop students' Emotional Intelligence Quotient (EQ) have been shown to have positive benefits on academic performance, increase positive social behavior, reduce conduct problems and reduce emotional distress.

The WYICS approach will also use a combination of differentiated instruction for Mandarin, English, and Mathematics, as well as project-based learning for other subjects.

Subject	Method	% of Time
English Language Arts, Mandarin Language Arts, Mathematics	Personalized through differentiated instruction and blended learning	On average, students spend about 2.5 hours per day in a differentiated or blended learning environment for these subjects
Science, Social Science	Project-based learning	On average, students spend about 2 hours per day on Science/STEAM projects and Social Science

DIFFERENTIATED INSTRUCTION

WYICS will personalize learning using various approaches, depending on age group and skill level. Teachers will use a variety of techniques to differentiate instruction throughout the curriculum. Teachers will use flexible grouping, which can be based on assessment data, interests, learning preferences or specific learning objectives. Grouping will be interwoven with whole group instruction and independent work. In addition to flexible grouping, we will also incorporate blended learning through the use of technology for upper elementary and middle school students.

For Mandarin Language Arts, English Language Arts and Mathematics, the role of the teacher will be to design learning environments that allow students to move at their own pace toward competency in key topics in literacy and numeracy. Students who are struggling will get additional support through small group instruction and additional individual conferencing. Just as a gym allows athletes to exercise in a number of settings, including on equipment that adjusts to their ability level, so too will WYICS allow students to learn core skills using a combination of whole group, small group, one-on-one and customized independent learning.

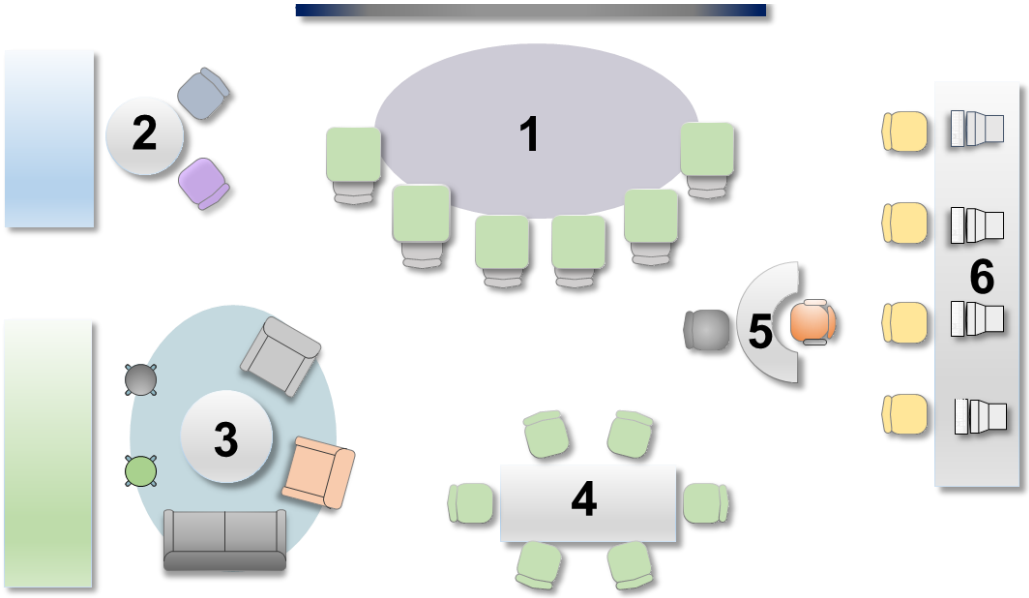
Mathematics and English Language Arts blocks will usually start with a whole group lesson. Following this, some students will go to a smaller teacher-led group for guided instruction and practice, older students will go to a computer-led group for independent on-line instruction and practice, and another group will go to a peer group for group independent practice.

PROJECT-BASED LEARNING

When students are learning Physical or Social Sciences, we will primarily use a project-based approach in which students are first engaged in a big question about the way the world works. They will then take an assessment to understand the core skill gaps they will need to fill to ensure they have the prerequisite skills to complete the larger project. The prerequisite skills are often linked to concurrent objectives in Mandarin Language Arts, English Language Arts, or Mathematics periods as a way of reinforcing, retaining, and enriching literacy and numeracy skills. Students will then work in teams to prepare and present a complete project.

PHYSICAL ENVIRONMENT

Our classrooms and furniture layout will be designed to facilitate flexible grouping arrangements, such as the following example:



The physical classroom space may be organized into various stations as described below:

1. The central carpet area at the front of the classroom is where whole group instruction, discussion and activities will take place. The tables staged around the carpet area will be used during direct instruction, as well as independent learning.
2. The area to the left will have a play kitchen and play house for imaginative and role play for the lower grades.
3. This station will have bookshelves and cubbies to store various reading materials of all genres and levels in Mandarin and English, manipulatives, and educational toys and games. There will be a small table with chairs, along with bean bags and other stuffed chairs for individual reading or free structured play.
4. This station will be the arts and crafts area and will eventually be expanded to become a Makerspace for older students. There will be various art supplies, textiles, and other materials provided to facilitate the creative process. In the upper and middle grades, this area, along with a conversion of the play kitchen area, would be stocked to include tools, electronics, hardware, and more sophisticated materials to enable the Maker process.
5. The horseshoe table will be used for one-on-one and small group instruction, as well as practice with the teacher.
6. This station will be the computer lab and host multiple workstations to support computer work and blended learning.

The walls will reflect our student-centered approach and will be covered with student work, learning charts developed with and by the students and evidence of on-going investigations. In addition, anchor posters will be displayed to reflect the current theme and subject matter.

LANGUAGE ENVIRONMENT

The language immersion component of the program is based on a one-way immersion model, in which the student population primarily consists of English language speakers with limited to no proficiency in the target language.

Students will be provided with a challenging, California Common Core State Standards-aligned curriculum in both Mandarin and English languages starting with a 90:10 ratio. The higher concentration of Mandarin provides more contact hours for English speaking students to achieve proficiency. Based on this model, core content matter taught in Mandarin will gradually transfer to English instruction time as students move up in the grades, in order to achieve bilingualism and biliteracy in both languages.

The ratio of Mandarin to English instructional time:

- 90:10 in Kindergarten and Grade 1
- 80:20 in Grade 2
- 70:30 in Grade 3
- 60:40 in Grade 4
- 50:50 in Grade 5-6
- 30:70 in Grades 7-8

The table in the **Mandarin Language Arts** sub-section of the **Curriculum Design** section provides more details on the instructional breakdown by language and subject.

The Mandarin program will utilize simplified and traditional script with texts from Taiwan, China and teacher-developed, project-based units of study. The language learning objectives will seek to develop listening, speaking, reading and writing skills in Mandarin for all students. Subjects taught in Mandarin will be taught by bilingual teachers with native or near-native proficiency in Mandarin and preferably have their Bilingual Authorization/Bilingual, Cross-Cultural, Language, and Academic Development (BCLAD) certificate. Subjects taught in English will be taught by teachers with native English proficiency and preferably hold an English Learner Authorization/.Cross-Cultural, Language and Academic Development (CLAD) certificate. Benchmark assessments will be implemented to monitor and evaluate student progress and to modify teaching and learning needs.

PERSONALIZATION

Personalization will be a central characteristic of our school community. “Personalization” is a term that has been used in recent decades to describe education reform efforts designed to “create more positive and caring relationships that form strong connections between students and the adults responsible for teaching and mentoring them.”[41] In other words, students in a personalized school environment feel connected to, known by and cared for by the adults in the school. Students who have positive relationships with adults and who feel connected to their education do better in school and are less likely to engage in risky behaviors.[42] A recent study of 14 California schools with high-risk, high-needs populations found students who reported higher levels of personalization in school had higher GPAs and higher scores on the English California Standardized Tests.[43] Personalization at WYICS will include the following components:

- Houses and Advisory Families
- Family and Community Engagement

[41] Mcclure, L., Yonezawa, S., & Jones, M. (2011). Personalization and Caring Relationships with Adults in Urban High Schools: Is There a Relationship with Academic Achievement? San Diego: California Healthy Students Research Project.
[42] Connell, J. (2004). Relationships Matter: Linking Teacher Support to Student Engagement and Achievement. Philadelphia: Institute for Research and Reform in Education. Bernard, B. (2004). Resiliency: What We Have Learned. San Francisco: West Ed.
[43] Mcclure, L., Yonezawa, S., & Jones, M. (2011). Personalization and Caring Relationships with Adults in Urban High Schools: Is There a Relationship with Academic Achievement? San Diego: California Healthy Students Research Project.

Houses and Advisory Families
By design, WYICS will be a small school[44]. There are a number of benefits associated with being a small school. These benefits include increased student engagement, more positive interpersonal relationships, and increased academic achievement, particularly for underserved student populations.

Also by design, WYICS will have smaller classes so that teachers can give each individual student the time and attention necessary to realize his or her personal academic goals. WYICS's goal is a 25:1 student: teacher ratio in kindergarten through 8th grade. Starting in the first year of operation, we will hire Mandarin-speaking teacher aides to increase the intensity of Mandarin exposure and provide more opportunities for differentiated instruction.

In a small school, all stakeholders (teachers, parents, students and administrators) feel a greater sense of belonging and more positive attitudes.[45] A sense of community and belonging is one of our core values. Maintaining a small school environment will allow us to stay true to this value. Additionally, studies comparing small and large schools found that there are fewer behavior problems and higher attendance rates at small schools.[46]

Being a small school will also be part of our efforts to improve educational equity for all of our students. For students from typically underserved populations, engagement in school and positive, on-going relationships with adults is particularly important in improving academic outcomes. In an analysis of research on school size, Kathleen Cotton found that small schools consistently had positive effects on academic achievement of minority students and students of low socioeconomic status.[47] An example of the research cited by Cotton was a study of 13,000 4th, 6th and 8th graders in Alaska. The study found that "disadvantaged" students in small schools significantly outperformed those in large schools on standardized tests.[48]

To greater enhance the feeling of community and belonging at WYICS, the school will be organized into multi-age Houses or Advisory Families, depending on grade level, which will foster strong relationships within the student body and between teachers and students. Additional advantages of multi-age grouping include:

- Older children are able to serve as leaders and role models
- Children have an opportunity to practice and develop their social skills
- Children receive an increased sense of personal responsibility

Houses will include kindergarten through 5th graders. There will be 7 Houses that will consist of approximately 50 students from grades K – 5, and students will remain with their House for all 6 years. The middle school Advisory Families will be slightly smaller. Every teacher and administrator at WYICS will be assigned a House or an Advisory Family. House and Advisory Families will meet one morning each month during the Assembly block to work on team-building activities and practice social-emotional skills.

Advisory
An important part of personalization at WYICS is the Advisory program. As stated above, middle school students will be assigned to multi-grade Advisory families. They will remain in the same Advisory family, with the same Advisor (teacher or administrator) for three years. Each Advisory family will meet for 40 minutes each month during the Assembly block. The goals of the Advisory program include:

- Promoting opportunities for social development

[44] There is no universal agreement on what constitutes a small school. Researchers on average agree that no school should have more than ~500 students. Cotton, K. (2006). Affective and Social Benefits of Small-Scale Schooling.
[45] Cotton, K. (2006). Affective and Social Benefits of Small-Scale Schooling.
[46] Rutter, R. (1988). Effects of School as a Community. Madison, WI: National Center on Effective Secondary Schools.
[47] Cotton, K. (1996). School Size, School Climate, and Student Performance. Portland: NorthWestern Regional Educational Laboratory.
[48] Huang, G., & Howley, C. (1993). Mitigating Disadvantage: Effects of Small-Scale Schooling on Student Achievement in Alaska. Journal of Research in Rural Education, 137-149

- Addressing adolescent issues
- Developing strong, caring relationships between students and teachers
- Promoting a positive school climate

Advisory activities designed to address the previously stated goals will be designed by teachers in collaborative groups. First, the middle school staff will define the school-wide goals and trajectory of the program to plan specific elements and activities. These groups will meet during the school year to develop a scope and sequence for the Advisory lessons. Lessons will fall into the following categories: creating community, academic advisement, learning-to-learn skills, life skills and collaboration skills.

In developing Advisory lessons, WYICS staff may draw on research-based, published resources and guides that align with the school's mission and our social-emotional learning program. Potential resources include The Advisory Guide and Connected and Respected, Lessons from the Resolving Conflict Creatively Program by Educators for Social Responsibility and Tribes Learning Communities by Center Source Systems. Topics and examples of each type of activity may include:

Goals	Types of Lessons
Creating Community	• Team-building activities • Establishing group norms and routines
Academic Advisement	• One-on-one conferencing • Guided work periods
Learning-to-Learn (Connected with Social-Emotional Learning Program)	• Understanding learning preferences/styles • Understanding effort and learning (mindsets) • Study skills, such as organization, time management
Life Skills	• Making healthy choices • Character development
Collaboration Skills (Connected with Social-Emotional Learning Program)	• Resolving conflicts • Managing emotions

FAMILY AND COMMUNITY ENGAGEMENT

WYICS believes that the school's strength will result from the partnership between families, staff, and the larger community. WYICS will seek to establish transparent processes that involve all stakeholders, specifically providing various opportunities for parent involvement, staff collaboration and community participation. WYICS will establish a Parent/Teacher Organization and a School Site Council. Parent and staff leadership will be cultivated to promote inclusiveness. Community partnerships will be encouraged to provide WYICS students with opportunities for community service, and to provide community members with various opportunities for active engagement with their local school.

Family involvement is particularly crucial in creating a nurturing and safe school community. Research shows that long-term parental involvement is a critical factor in student success.[49] The WYICS staff is committed to welcoming and working with families to engage them in their student's education. Families will have many opportunities throughout the year to build connections with the school.

There will be annual orientations to explain key policies and procedures. There will be frequent communication between the school and families through classroom and school newsletters. Teachers will send home monthly newsletters highlighting the classroom activities and events of the past month and informing parents of up-coming events. In addition, the Principal will oversee the development of school-wide monthly newsletters.

[49] Henderson, A., & Mapp, K. (2002). A New Wave of Evidence: The Impact of School, Family and Community Connections on Student Achievement. Austin, TX: Southwest Educational Development Laboratory.

Families will be advised of student progress through trimester report cards and annual conferences. In addition, WYICS will host a variety of social and educational events to promote community-building through our Parent/Teacher Organization (PTO). These might include family mathematics and literacy nights, parent education seminars, student performances, and exhibits of student work.

Although not mandatory, there will also be opportunities for parents to be involved within, and outside of the school day. Examples of parent participation include, but are not limited to, volunteering in the classroom, technical assistance, preparing materials at home, providing language support for other families, supervising field trips, helping with school-wide events, gardening, and serving as a liaison to community groups.

The PTO will be encouraged to identify a volunteer Parent Coordinator to promote parent participation opportunities, and to make sure that such activities are accessible to all regardless of linguistic or cultural background. The Coordinator will do this by making sure that written and in-person outreach occurs in Mandarin, Spanish, and English. S/he will also make sure that parents are informed of participation opportunities through a variety of methods including newsletters, phone calls, and orientation meetings.

Finally, families will be involved in the governance of the school via the School Site Council as outlined in **Element D: Governance Structure** of the charter.

SCHOOL DRESS CODE

WYICS will require all students to abide by a school dress code. A dress code shows that all students are of part of the school community and will promote a culture of inclusiveness by limiting words, pictures, logos, commercial characters, and other embellishments. These guidelines will provide choices for students and families while also reducing distractions and disruptions caused by clothing, making economic disparities between students less obvious, minimizing the use of clothing to signal gang affiliation and other risks to student safety, and promoting student achievement. Colors and other specifications of the dress code will be determined by the Board of Directors in consultation with the Parent/Teacher Organization. The dress code specifications will be detailed in the Parent-Student Handbook, and there will be several options so that students can express themselves within the confines of the dress code. WYICS will designate funds to support families who may need assistance in meeting the dress code requirements.

INSTRUCTIONAL APPROACH

The educational program at WYICS will utilize instructional practices that have been proven to promote student achievement. Our teaching staff will develop and implement an innovative educational model that will address the needs of the whole child. At WYICS we expect our teachers to be well-informed, reflective practitioners. We respect their ability to change and adapt their instructional practices as they deem necessary.

The foundations of our educational model will be an inquiry approach to teaching based in constructivism, differentiated instruction, and project-based learning. It will be driven by standards, including the California Common Core State Standards, and grounded in research and best practices. In order for students to master all of the skills and content of the WYICS educational program, as well as develop into capable global citizens, they must be able to work independently, as well as collaboratively. Learning must be personalized, meaningful, and relevant to students, as well as differentiated to each student's unique background, skills, and social-emotional needs.

The key skills we are cultivating are collaboration, communication, innovation, problem-solving, critical thinking, creativity, civic responsibility, and cultural awareness. We will also instill the key traits of curiosity, perseverance, possibility, and compassion. Finally, in order to prepare our

students to be 21st century leaders, they must also be able to work on long-term projects that involve innovation, authentic performance tasks, and real-world activities and interactions.

PROJECT-BASED LEARNING

WYICS's curriculum will be inquiry-oriented in order to prepare students to prosper and excel in the 21st century global community. Project-based learning will help students gain knowledge and skills by working for an extended period of time to investigate and respond to a complex question, problem or challenge. They will engage in long-term, "real-world," collaborative, interdisciplinary learning experiences that will culminate in authentic products such as a letter to a local environmental protection agency or a public announcement delivered to the whole school. Through this approach, learning becomes meaningful and purposeful, and the California Common Core State Standards and concepts students need to master at their grade level are addressed. Essential elements of project-based learning include[50]:

- **Significant Content**: At its core, the project is focused on teaching students important knowledge and skills, derived from standards and key concepts at the heart of academic subjects.
- **21st Century Competencies**: Students build competencies valuable for today's world, such as problem-solving, critical thinking, collaboration, communication and creativity/innovation, which are explicitly taught and assessed.
- **In-Depth Inquiry**: Students are engaged in an extended, rigorous process of asking questions, using resources and developing answers.
- **Driving Question**: Project work is focused through an open-ended question that students understand and find intriguing, which frames their exploration.
- **Need to Know**: Students see the need to gain knowledge, understand concepts and apply skills in order to answer the Driving Question and create project products, beginning with an Entry Event that generates interest and curiosity.
- **Voice and Choice**: Students are allowed to make some choices about the products to be created, how they work and how they use their time, guided by the teacher and depending on age level and project-based learning experience.
- **Critique and Revision**: The project includes processes for students to give and receive feedback on the quality of their work, leading them to make revisions or conduct further inquiry.
- **Public Audience**: Students present their work to other people, beyond their classmates and teacher.

CONSTRUCTIVISM

The instructional model at WYICS is based on a constructivist view of learning and teaching. The constructivist theory says that learning is an active process through which people construct their own meaning and knowledge. When a person experiences or encounters something new, it must be reconciled with previous ideas and experience. New understanding and knowledge develops through this process of reconciliation.

In a constructivist teaching model, teachers function as facilitators providing students with hands-on, real-life experiences. These experiences are designed to interact with students' previous theories and mindsets. It is through these interactions that students learn and grow. Constructivist teaching requires students to think critically, to make connections, and then to reflect upon and analyze their own experiences. Through these learning experiences students gain a deep understanding of the material that remains with them over time.

Constructivism as a learning theory has been present for over a century.[51] More recently, educators and neuroscientists have re-examined the theory with our current understanding of how the brain learns. Scientific research indicates that learning is an active process within the brain and that the brain literally constructs understanding by building and refining connections

[50] For more information on project-based learning, go to http://bie.org/about/what_pbl.
[51] Vygotsky, 1978. Brooks, J., & Brooks, M. (2001). In Search of Understanding: The Case for Constructivist Classrooms. Upper Saddle River, NJ: Merrill Prentice Hall.

between neurons.[52] Research shows that student engagement in interactive lessons that focus on learning for meaning leads to greater retention and use of information and ideas.[53]

Students engaged in this type of learning gain greater conceptual understanding that is retained and transferred to other meaningful applications, instead of rote memorization that is easily forgotten. At WYICS we have decided to build an instructional program based on constructivism as a brain-compatible learning theory.

DIFFERENTIATED INSTRUCTION

Children grow and develop at different rates in different skill areas. At WYICS, we recognize and value these differences and plan to differentiate instruction so that all students' needs are met. Differentiated instruction is an approach that will be incorporated into core subject areas at WYICS. Teachers at WYICS will use a variety of techniques to differentiate instruction throughout the curriculum.

Students will work on tasks that are engaging and require complex thought and problem-solving, regardless of their ability level, so that they construct meaning and are not just memorizing facts. In order to meet every student's needs, teachers will use flexible grouping, which can be based on assessment data, interests, learning preferences, or specific learning objectives. Grouping will be interwoven with whole group instruction and independent work.

In addition to flexible grouping, we plan to incorporate blended learning through the use of technology. To personalize learning and make learning relevant, students will work at the computer using adaptive software, such as Accelerated Reader, Accelerated Math, Dreambox or Math 180 to help them practice the needed concepts and skills or advance to the next level in Reading and Math. Students will rotate between focused small group instruction with the teacher, leveled group work with peers and the computer for individual practice. For Mandarin Language Arts, students will work on teacher-designed modules on websites, such as BlendSpace, to help them practice listening, character recognition and reading fluency. Computers will also be used as a tool for research, communication and production.

Successful implementation of this approach will require that teaching staff have a thorough knowledge of child development and instructional techniques. The WYICS model will include teacher support for differentiation through professional development and collaboration time. Our model of professional development is outlined in the **Curriculum and Instructional Design** section of this charter.

INTEGRATED SOCIAL-EMOTIONAL LEARNING PROGRAM

Coupled with supporting our students' academic and intellectual growth, we will also cultivate their social and emotional development by implementing the Self-Science program, which develops skills in eight emotional intelligence competencies in order to achieve the curriculum's three main goals: to know yourself (building self-awareness), to choose yourself (strengthening self-management), and to give yourself (committing to self-direction).

In recent years, an increasing amount of research has been published demonstrating the positive effects that social-emotional learning programs can have on social and academic outcomes in schools. In a meta-analysis of 379 social-emotional learning programs, Durlak and Weissberg reported that social-emotional learning intervention programs produced a variety of positive student outcomes, including fewer serious discipline problems and school suspensions, better school attendance, higher grade point averages, and higher academic achievement scores. Their analysis of research studies found an 11-percentile gain in academic performance at schools with complete social-emotional learning programs.[54]

[52] Gulpinar, M. (2005). The Principles of Brain-Based Learning and Constructivist Models in Education. Educational Sciences: Theory And Practice , 299-306. Sousa, 2006.
[53] Bransford, J., Brown, A., & Cocking, R. (. (2000). How People Learn: Brain, Mind, Experience, and School. Washington, DC: National Research Council.
[54] Durlack, J., Weissberg, R., Dymnicki, A., Taylor, R., & Schellinger, K. (2011). The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions. Child Development , 405-432.

Furthermore, research indicates that social-emotional programs may be especially important for all students. In particular, the development of a "growth mindset", instead of a "fixed mindset", can help students overcome perceived incompetence based on ethnic or gender stereotypes.[55] As defined by Carol Dweck, in a growth mindset people believe that most basic abilities can be developed through dedication and hard work. In a fixed mindset, people believe that basic qualities are fixed traits. A growth mindset develops a love of learning and resilience.[56] Thus, a social-emotional learning program that addresses the development of a growth mindset can help to close the achievement gap.

At WYICS, social-emotional learning will be integrated throughout the curriculum. The faculty will work together to serve as role models and reinforce the lessons of the social-emotional learning program. We will be following the Self-Science curriculum published by Six Seconds, a non-profit company dedicated to teaching people to develop emotional intelligence for more meaningful lives. Locally, the Self-Science curriculum is being used by Synapse School, an independent K-8 school in Menlo Park, CA, and Connect Community Charter School, a K-8 charter school in Redwood City, CA. A more extensive description of Self-Science can be found in **Appendix IV-a**.

Teachers who have taught the Self-Science curriculum report that the curriculum was highly effective in improving both classroom relationships and academic performance.[57] The social-emotional learning program will inform classroom management and school-wide discipline policies. Social-emotional learning concepts will be integrated into cross-curricular units. For example, in a unit on weather for kindergarten students, students might identify the emotions they feel depending on the weather and then discuss how those feelings influence the choices they make. In older grades, a unit on the civil war might include a discussion about the emotional consequences of brothers fighting brothers and how those emotions may have influenced the choices made by soldiers and leaders.

Furthermore, social-emotional learning lessons will be taught directly in weekly classes. Self-Science classes will be structured in four parts. The lesson begins with a Rating Scale, a quick activity in which students rate their own feelings for the day. Next, the students Engage with discussion designed to connect with prior knowledge and build interest in the focus of the lesson. The primary substance of the lessons comes with Activate. The teacher leads an exercise or game that gives students real-life experience with the content. Finally, in Reflect the students pull their learning together and prepare to apply it through small or whole group discussion, journal writing and/or drawing.

The content of the Self-Science lessons will follow a developmental progression. In the early grades, children are introduced to the basic vocabulary of emotions. They learn cooperation and problem-solving skills and develop an understanding of what it means to be a member of a group. Intermediate students build on these introductory concepts to include respect for themselves and others, management of strong feelings, development of effective listening skills, and the ability to set academic goals. For middle school students, the curriculum broadens to encompass the physical and emotional changes of adolescence, provides guidance in analyzing stressful social situations and develops peer leadership skills.

Through weekly lessons in Self-Science, students will learn to use and apply a systematic approach to making choices. In this process, students:

- *Observe* what happened, paying particular attention to their own emotions and responses as well as those of others
- *Interpret* or analyze the implications of different choices
- *Conclude* and commit to a plan of action

[55] Walton, G., & Cohen, G. (2003). Stereotype Lift. Journal of Experimental Social Psychology , 456-467.
[56] Dweck, C. (2008). Mindset: The New Psychology of Success. New York: Ballantine Books.
[57] Freedman, J. (2003). Key Lessons from 35 Years of Social-Emotional Education: How Self-Science Builds Self-Awareness, Positive Relationships, and Healthy Decision-Making. Perspectives in Education , 69-80.

This process will be taught through role play and discussion in the Self-Science lessons. The same process will also be used to mediate social problems throughout the day.

TEACHING STRATEGIES IN AN IMMERSION CLASSROOM

This section describes some of the specific teaching strategies that teachers will use to help students develop bilingual and biliteracy skills in English and Mandarin. Immersion practitioners believe that the high achievement of students in immersion programs is due in part to the teaching strategies used by immersion educators, proven through research and best practices:

- **Explicit Instruction**: The teacher presents the lesson and students demonstrate their new skills or knowledge individually or chorally.[58] Direct instruction will be an important strategy for ensuring that new vocabulary and curriculum content is learned.
- **Guided and Independent Practice**: Students will be given multiple structured opportunities to practice newly and previously learned skills and knowledge. Practice opportunities will be concentrated immediately after explicit instruction, and also distributed over the weeks and months following introduction of new skills. Practice increases students' retention of the newly learned material. Independent practice may also be differentiated to support students in the areas where they most need additional practice.
- **Small Group Instruction**: Teachers will work with small groups, pre-teaching or re-teaching specific standards. Groups will shift continually, depending on students' level. This creates opportunities to directly address the individual skill levels of mastery for our diverse student population.
- **Inquiry and Problem-Solving**: Students will be presented with a problem or question, around which they formulate and test theories to work towards a solution. Hands-on activities will encourage student-to-student interaction in both languages, and provide an opportunity to apply their language skills.
- **Technology**: Computers will also be used as a tool for research, communication and production. Students may use video-conferencing technology to interview experts for a project, search the Internet to practice their research skills, or use web-based tools like ePals to create real world, culturally-enriching learning experiences.
- **Specialized Language Acquisition Strategies**: Teachers may use a variety of techniques to assist with language acquisition. For example, they will use body language and facial gestures. They will build on background knowledge, using it along with context to convey meaning. They may initially use language with more simplified syntax, speak more slowly, emphasize key vocabulary, and both extend and expand students' limited utterances. As students progress in the language, teachers will expand the ways in which they make themselves understood, using paraphrase, exemplification, and literacy as tools for building language. Most importantly, students will gain proficiency by using the language to interact with the teacher and classmates on topics important to the life of the classroom, a key concept noted in Steven Krashen's language acquisition theory, which states that "Acquisition requires meaningful interaction in the target language - natural communication…"[59] In addition, teachers will use a variety strategies from Specially Designed Academic Instruction in English (SDAIE):

    - Realia (concrete objects and materials)
    - Manipulatives (drawings, posters, brainstorming-clusters, graphs, tables, maps, props, multimedia presentations, storyboards and storymaps)
    - Visuals (study-prints, text book illustrations, overhead-projected prints, reproductions of paintings and documents and documents)
    - Graphic organizers (matrices, Venn diagrams and webs)
    - Concrete experiences, including planned opportunities for interaction between all individuals in the classrooms (creating a skit and acting it out, cooperative

[58] Adams, G.L., & Engelmann, S. (1996). Research on Direct Instruction. Seattle, WA: Educational Achievement Systems.
[59] Krashen, Stephen D. Principles and Practice in Second Language Acquisition. Prentice-Hall International, 1987.

learning, collaborative groups and student-generated writing based on personal experience)

Furthermore, teachers will use Guided Language Acquisition Design (GLAD) to achieve an integrated, balanced literacy approach. Students will acquire academic language and concepts through the integration of listening, speaking, reading, and writing among all content areas, by focusing on the meaning and message but not on form.

PROPOSED SCHEDULE AND CALENDAR

SCHOOL YEAR

WYICS's academic calendar will comply with the minimum annual instructional minutes requirements set forth in Education Code Section 47612.5. The proposed school calendar for 2015-2016 will include 190 instructional days (182 regular days and 8 early release days) and 9 teacher work days. On teacher work days and the afternoon of early release days, teachers will focus on professional development as detailed in the Professional Development section of this charter. The complete proposed school calendar is included in **Appendix V**. The calendar may be modified to coordinate with WYICS priorities and professional development partners, and will not constitute a material revision to this charter.

INTERSESSION

Regular class is not in session during these school breaks. Participation during intersession is voluntary and class time will involve review and tutorials as needed. New instructional material and/or concepts will not be taught during this time.

DAILY AND WEEKLY SCHEDULES

The WYICS daily schedule and annual calendar amounts to more than the minimum number of instructional minutes set forth in Education Code Section 47612.5 and more than the required number of 175 school days. Education Code Section 47612.5 requires:

- For students in kindergarten: 36,000 minutes
- For students in grades 1 to 3 inclusive: 50,400 minutes
- For students in grades 4 to 8 inclusive: 54,000 minutes

At WYICS, students will have 64,590 minutes of instructional time (not including recess or lunch) each year.

Instructional Days and Minutes

	Regular Day (345 Minutes)	Early Release Day (225 Minutes)	Total Minutes/Month
July	3	0	1035
August	20	1	7125
September	20	1	7125
October	12	0	4140
November	16	1	5745
December	13	1	4710
January	18	1	6435
February	19	1	6780
March	14	0	4830
April	19	1	6780
May	20	1	7125
June	8	0	2760

Total Instructional Minutes	62,790	1800	**Annual Instructional Minutes 64,590**
Total School Days	182	8	**Annual School Days 190**

INSTRUCTIONAL DAY

The instructional day at WYICS is designed to reflect the school's mission and vision. For the first year of operation, all subjects and activities, with the exception of English Language Arts, will be taught in Mandarin.

Sample Kindergarten/1st Grade Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
8:15-8:30	Pledge of Allegiance and Morning Exercise				
8:30-9:30	MLA & SS	MLA & SS	MLA & SS	MLA & SS	PE
9:30-10:00					Self-Science
10:00–10:20	Recess and Snack				
10:20-11:20	ELA	ELA	ELA	MLA & SS	MLA & SS
11:20-12:20	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
12:20-1:00	Lunch				
1:00-1:40	Assembly	Drama/Dance	Music	Elective Wheel*	Art
1:40-3:00	Science/STEAM Project-Based Learning				
3:00-3:15	Closing Time				

ELA = English Language Arts
MLA = Mandarin Language Arts
PE = Physical Education
SS = Social Science

*Elective Wheel will be a trimester rotation of various classes to support the STEAM disciplines and explore student interests. Examples include Home Sciences, Computer Skills, Coding, Design Thinking, Makerspace, etc.

HOMEWORK CLUB

Three times per week, teachers and parent volunteers will run an after-school homework club to assist any students who desire help with their Mandarin and/or English homework. Attendance at the homework club is voluntary.

A DAY IN THE LIFE AT WYICS

The following presents an example of a typical day for a WYICS elementary student. It is intended to be a representative sample only.

Morning Fitness (8:15 – 8:30):
Neuroscience research suggests learning best occurs when the body is physically active. Recent studies have linked physical activity to increased learning and improved attention.[60] Exercise spurs the brain to produce more of a protein called brain-derived neurotrophic factor (BDNF), which encourages brain cells to grow, interconnect and communicate in new ways.[61] We will begin each day with fitness activities designed to activate students' brains and to prepare them for learning. When students arrive, they will engage in 15 minutes of physical activity. A variety of activities will be cycled throughout the year. These may include, but are not limited to, callisthenic warm ups; obstacle courses through the play area; interval walking, running, skipping; yoga. Morning exercise will be led by teachers or administrators with other staff or parent volunteers.

Olivia is a first grader at WYICS and it's a Wednesday morning in November. After dropping off her backpack by the classroom, she meets the rest of her

[60] Castelli, D., Hillman, C., Buck, S., & Erwin, H. (2007). Physical Fitness and Academic Achievement in Third- and Fifth-Grade Students. Journal of Sport & Exercise Psychology, 239 – 252.
[61] Ratey, J. (2008). Spark: The Revolutionary New Science of Exercise and the Brain. New York: Little, Brown and Company.

classmates on the play area. Today, morning exercises are being led by a parent volunteer, Mrs. Liu. Mrs. Liu selects Olivia and her classmate, Jordan, to lead the warm up exercises, which will require basic counting in Mandarin. Then, the students navigate through an obstacle course that Mrs. Liu has configured with age-appropriate equipment. After they've run through the course twice, Mrs. Liu blows the whistle indicating that it's time to move into the classroom.

Mandarin Language Arts and Social Science Block (8:30 – 10:00):
From Monday - Thursday, students will study Mandarin Language Arts in conjunction with Social Science. However, on Fridays, the first hour of this block, from 8:30 – 9:30, will be reserved for Physical Education, and 9:30 – 10:00, will be reserved for Self-Science.

This block of time will allow students and teachers to delve deeply into the content area in Mandarin Language Arts through Guided Language Acquisition Development (GLAD) strategies, reading, writing, and extended learning projects based on the topic of the month.

Elementary students will begin with the same teacher each morning. Students will meet on the central carpet for the morning meeting to review the calendar and weather and to conduct a social-emotional learning exercise. The teacher will then read a story related to this month's topic and then guide the students through a social science and literacy exercise using rich visuals. At the end of the lesson, students will practice Mandarin character writing, focusing on the vocabulary learned during this period. The remaining time will be used to work on a project related to the topic.

Ms. Fong warmly greets each of the students as they enter the classroom from morning exercise. Olivia takes a seat on the carpet near the front because she is eager to participate. Once everyone is seated and quiet, Ms. Fong starts the class with a morning meeting by asking for student volunteers to note the month, date, day of the week, and weather, which then turns into a discussion about the changing of the seasons due to the recent temperature drop and the falling leaves.

Ms. Fong then leads the students in a social-emotional learning exercise from the Self-Science program, which the students will practice throughout the day. Today's lesson is centered on Increase Empathy, in which students consider the feelings and emotions of others. This lesson is of particular interest to Olivia because a new student, who just moved from another country, started in her class this week and had cried these last few days after being dropped off. After Ms. Fong explains the concept of empathy, she asks the class to pair up for a "Think, Pair, Share" activity.

When the morning's social-emotional exercise has concluded, Ms. Fong reads a story based on the theme for the trimester, which is Fall and the Thanksgiving holiday. The book has a lot of pictures and Ms. Fong reads very animatedly, asking questions during the story to assess comprehension and also tying it back to the empathy lesson so that the students can try to imagine what the Pilgrims must have felt leaving their homeland.

After the story, Olivia and the rest of the class move to their desks in front of the whiteboard for today's lesson. Using a pre-traced image and GLAD strategies, Ms. Fong begins drawing a picture of the Mayflower crossing the ocean towards America. As she's drawing, she's writing out specific vocabulary words that the students will need to recognize and practice writing. The drawing and writing helps the students associate the words with their meaning as she explains the radicals and evolution of the characters from their pictorial origin. Olivia finds this fascinating as the Chinese characters do resemble little pictures and she is able to see how they look like the words they are supposed to represent.

After this lesson, the students work on practicing their writing, first by learning the basic strokes and order. After some practice, Olivia starts to get the hang of it and is ready to work on actual characters. Ms. Fong takes her and a few other students to the small group instruction table and shows them how to write a few basic characters that build on each other, like wood, forest, and tree, and has them practice independently, while she helps out some of the other students who have questions or are struggling.

Once the writing lesson is over, the students gather over on the carpet area to sing some songs and practice for a Thanksgiving performance that they've been working on for the last couple of weeks. The remaining time will be used to work on that trimester's project, which is to build a replica of the Mayflower crossing the Atlantic Ocean.

Recess and Snack Time (10:00 – 10:20):
To ensure that students have the energy and sustenance they need to stay focused on learning, there will be a 20 minute recess break in the morning. The children will take their snacks outside to eat and play during this period.

English Language Arts Block (10:20 – 11:20):
On Mondays - Wednesdays, students will be learning English Language Art during this period. On Thursdays and Fridays, students will be learning Mandarin Language Arts and Social Science.

Mathematics Block (11:20 – 12:20):
From Monday to Friday, students will be learning Mathematics during this time.

After Olivia returns from recess break, she and her classmates move to the library area for English. The English teacher, Ms. Thomas, starts by reading a story about The Giving Tree. She asks probing questions to stimulate critical thinking on the subject of unconditional love and gratitude.

After she is finished, the students move to the arts and crafts table to work on a storybook about the origin of the Thanksgiving holiday, what it represents, and what they are thankful for. Through this process, they are able to practice their writing skills.

After the students spend some time working on their project, Ms. Thomas directs the students to the computer center to work on individualized phonics practice.

After English Language Arts class, Olivia sits on the carpet area with her other classmates. They are learning how to count to 100 in Mandarin by using base ten blocks and recording the numbers on a chart as they count. They also work on arithmetic skills using manipulative at their desks and then move on to the next challenge once they've mastered a particular concept. In this case, Olivia is struggling with double-digit addition, so needs individual attention from the teacher before she is ready to advance.

Lunch (12:20 – 1:00):
Students will break for 40 minutes daily to eat a healthy lunch and play or rest. After eating, students will have a brief break to play, read, socialize, and use the restroom.

Olivia takes her lunch to the lunch tables where she sits with some of her friends. They are talking about their Thanksgiving performance that they will need to rehearse for during the Drama/Dance period in the next session. She notices the new student sitting by herself and remembers the empathy lesson they just learned that morning. As a result, Olivia decides to invite the new girl to join them, thinking it must be lonely to move to a new country and go to a new school where you don't know anyone.

Assembly, Art, Drama/Dance, Music, and Elective Wheel (1:00 – 1:40):
From Tuesdays through Fridays, students will take a different "specials" class in Art, Drama/Dance, Music, or an Elective Wheel, which may be Computer Basics, Coding, Design Thinking, Home Sciences, etc. These classes provide for physical, interactive, and collaborative learning opportunities. Monday will be reserved for Assembly, which will include guest speakers, student performances, House/Advisory, or other school-wide activities.

> *Since it's Tuesday, Olivia and her class will be taking Drama/Dance right after lunch. They will use this time to rehearse for the upcoming Thanksgiving play that they will perform for the school during Monday's Assembly time in 2 weeks.*

STEAM Project-Based Learning (1:40 – 3:00):
Every day, students will use this block to focus on a STEAM project that integrates the various disciplines and subjects into one meaningful project. Since the students are learning about Thanksgiving, the project will be focused on building a sustainable garden and planting crops that the pilgrims might have harvested for their first Thanksgiving meal. This project integrates the different subjects as follows:

- **Science**: Students will study the lifecycle of plants and the process of photosynthesis. They will also learn about planting pest-resistant crops to minimize the use of chemicals and the natural properties plants have to protect themselves from disease.
- **Technology and Engineering**: Students will use technology and engineering to build the garden and an irrigation system that can rely on rainwater capture to conserve water.
- **Arts**: Students will apply the arts to create an aesthetically pleasing and minimally impactful garden using sustainable materials.
- **Mathematics**: Based on the number of families to feed, students will use Mathematics to calculate the required yield of a harvest, in order to determine how much of what crop to plant.

> *Olivia is really excited to get working on her class's STEAM project. They have completed the design for the garden and irrigation system, as well as the calculations for the amount of crops to plant. The materials and seeds have been purchased recently, so the class will begin actual construction of the garden today and will be able to start planting soon.*

Closing Time (3:00 – 3:15):
Each day at WYICS will end with reflection to help students process the day's activities into their long-term learning. Each student will maintain a journal that they will use to draw or write about something meaningful that they learned about in class or that happened at school that day and how it made them feel.

> *Olivia has had a busy day and learned so many new things. She is having a hard time deciding on what to document, but finally settles on a drawing of her with her new friend. She adds a big smiley face to indicate her mood.*

CURRICULUM DESIGN

Core subject areas at WYICS include Mandarin Language Arts, English Language Arts, Mathematics, Science and Social Science. Furthermore, we will include other subjects essential to a healthy and well-rounded life: Physical Education, Creative Arts (Visual Arts, Music and Drama/Dance), social-emotional learning and an Elective Wheel that allows students to explore their interests. Other than Mandarin and English Language Arts, the remaining subjects will be taught in Mandarin or English, depending on the ratio of Mandarin to English as defined in the Mandarin Language Arts section below. As we pilot our curriculum, we will closely evaluate the subjects that should be taught in Mandarin or English by observing the performance of our own students and the experience of other Mandarin immersion schools.

The Mandarin teachers at WYICS will develop California Common Core State Standards-aligned curriculum for the core subjects taught in Mandarin. Teachers at WYICS will meet once per month during the early release days or during the day-long teacher work day to collaborate and develop Mandarin curricula for Mandarin Language Arts, Mathematics, Social Science, and Science by using instructional materials adopted by the California State Board of Education. The principal will participate in the process by reviewing the developed curricula and provide guidance and suggestions for refinement.

MANDARIN LANGUAGE ARTS

The WYICS program is designed around a one-way immersion model, which is a specific type of language immersion education that creates an additive bilingual experience in which students are able to acquire a second language similar to the way they acquired their first language. In a one-way language immersion model, content area subject matter is taught through the target language, thus increasing efficient acquisition of the native language and subject matter.

Research also indicates that students can simultaneously master a rigorous academic curriculum using the target language as a means of delivering subject matter content, as well as mastering their native language.[62] Lessons are not repeated in one language after the other, but skills and knowledge taught in one language are reinforced in the other language. One-way immersion programs promote bilingualism and biliteracy skills, grade-level academic achievement, and positive cross-cultural attitudes and behaviors in all students.

The proportion of instruction in Mandarin and English will shift gradually as students move up in grade level. Kindergarten and 1st grade students will spend 90% of their time exclusively immersed in Mandarin, while 10% of the content will be delivered in English. A 90:10 immersion model provides more contact hours for non-Mandarin speaking students to achieve proficiency. Subjects taught in Mandarin will be taught by bilingual teachers with native proficiency in Mandarin. Subjects taught in English will be taught by teachers with native English proficiency. Starting in 2nd grade, the percentage of instructional time in Mandarin and English gradually shifts, so that by the time students reach 8th grade, they are spending 30% of their time in Mandarin and 70% in English. The following table provides an approximate breakdown of instructional time by language and subject:[63]

Grades	Mandarin Instruction %	English Instruction %	Subjects Taught in Mandarin	Subjects Taught in English
K-1	90%	10%	Mandarin Language Arts, Mathematics, Science, Social Science, Art, Drama/Dance, Music, Physical Education, Elective Wheel	English Language Arts
2	80%	20%	Mandarin Language Arts, Mathematics, Science, Social Science, Art, Drama/Dance, Music, Elective Wheel	English Language Arts, Physical Education
3	70%	30%	Mandarin Language Arts, Mathematics, Science, Social Science, Art, Drama/Dance, Music	English Language Arts, Physical Education, Elective Wheel
4	60%	40%	Mandarin Language Arts, Science, Social Science, Art, Drama/Dance, Music	English Language Arts, Physical Education, Elective Wheel, Mathematics

[62] Met, Myriam, Improving Students' Capacity in Foreign Languages, Phi Delta Kappan, 2004.
[63] Percentage of time spent in each language at any particular grade may shift over time, depending on the latest findings in language immersion research and the school's experience.

5-6	50%	50%	Mandarin Language Arts, Social Science, Art, Drama/Dance, Music	English Language Arts, Physical Education, Elective Wheel, Mathematics, Science
7-8	30%	70%	Mandarin Language Arts, Social Science	English Language Arts, Physical Education, Elective Wheel, Mathematics, Science, Art, Drama/Dance, Music

Research shows that in addition to language immersion, there is a need for formal instruction in the target language to achieve native-like fluency and grammar. Mandarin Language Arts addresses the California Common Core State Standards in English Language Arts, Foreign Language Framework for California Public Schools, 2003 as well as concepts that are unique to the Mandarin language.

Teachers may use Mei Zhou Hua Yu, a US-published curriculum, as a starting point for planning their lessons. Mei Zhou Hua Yu is tailored for American students as it is written by Chinese teachers in America. We will also supplement with materials from teacher-designed units and may incorporate instructional materials from a variety of other sources (i.e., Sheng Huo Hua Yu, a Taiwan-published curriculum; Singapore textbooks; Better Chinese textbooks; materials from the Taiwan Department of Education and The People's Republic of China's Department of Education, etc.).

Traditional and Simplified Chinese

In the Chinese language education community, there is an on-going and vigorous debate about whether to teach children traditional or simplified characters. Simplified characters were created by decreasing the number of strokes in a traditional character. In many cases, this debate is loaded with political antagonism. Traditional characters are used in Taiwan and Hong Kong, whereas simplified characters are used in the People's Republic of China and Singapore. WYICS's decision about what to teach is based strictly on what is considered educationally advantageous and does not reflect any of the political belief systems of its diverse founding group.

WYICS's goal is to raise students with the ability to read both traditional and simplified characters, and to choose the system in which to write. Students' Mandarin education will begin in traditional characters. As students progress through the grades, they will increasingly be exposed to literature and non-fiction texts written in simplified characters. In the middle school years, students may choose the script of writing independently. Students will have continual exposure to both scripts throughout middle school.

WYICS believes that starting with traditional characters is important because they contain visual clues about meaning and sound, which help students access unfamiliar words. Many Chinese language characters include multiple parts (radicals) and these parts often stand alone as characters with a distinct meaning, which provide information about the meaning of the multi-part character. This is similar to teaching students Latin root words so they can use their knowledge of prefixes and suffixes to infer the meaning of an unfamiliar word.

Once a student recognizes a traditional character they can often infer equivalence to the simplified version of that character, while it is almost impossible to do the same process in the reverse sequence because the traditional characters are more complex and have more strokes. This inference process is the equivalent of reading the following sentence without vowels: "Th Schl wll tch bth trdtnl nd smplfd chrctrs." A reader who is accustomed to seeing the words in their entirety can mentally insert the necessary vowels to understand the sentence whereas a reader who had learned an alphabet without vowels would be hard-pressed to do so.

Furthermore, the traditional versus simplified debate affects only a small percentage of all Chinese characters. The Chinese language includes roughly 45,000 characters. Only 2,350 characters have been simplified, and of those, only 500 are remarkably different. Like

teaching cursive writing in addition to print, or teaching abbreviations (like “Mr.”, “Sept.”, or “ft.”), WYICS believes that it is feasible to teach students the two variations of these 500 characters without delaying students’ overall language progress.

The table below shows the goals in Mandarin Language Arts that we expect students to achieve by the end of kindergarten. The target is for 75% of students to achieve a Proficient or Advanced level in all goals.

Goal Type	Goal Level	Goal Description
Listening Strand	**Proficient**	Attend to spoken Mandarin for sustained periods of time (greater than 10 minutes)
		Detect and understand repeated language patterns
		Understand conversations within a familiar and meaningful context
		Understand familiar words and phrase in context
		Understand school rules and classroom commands
		Understand teacher’s instructions
		At the end of a lesson, understand the main idea of the story
	Advanced	Understand unrehearsed verbal communication within semi-familiar context
		Understand the main idea of a new story
Speaking Strand	**Proficient**	Regularly attempt to use words and phrases being used in the classroom by teachers and peers
		Regularly attempt to communicate in simple words with teachers and peers
		Repeat key words appropriately
		Sing songs and understand the basic meaning of songs
		Attempt to use correct pronunciation (accent and tones)
		Try to create phrases and sentences to communicate in Mandarin
	Advanced	Regularly use words, phrases, and sentences being used in the classroom by teachers and peers
		Initiate communication with teachers and peers
		Sing songs fluently and clearly and understand the meaning of each song
		Describe a familiar situation (e.g., picture or scene from story) using appropriate key words, phrases and sentences
Reading Strand	**Proficient**	Understand that certain parts of Mandarin are pictorial
		Begin to read basic characters, phrases, simple sentences and state meaning
		Understand that characters are composed of individual strokes
		Understand that characters are composed of radicals
		Recognize 80 core characters in traditional form
	Advanced	Recognize an additional 50 core characters and sate meaning
Writing Strand	**Proficient**	Recognize basic strokes and understand that strokes are written in fixed directions
		Begin awareness that each character has a certain stroke order
		Follow correct stroke order to produce known characters
		Be able to write 50 core characters following the correct stroke order
		Begin to write short phrases and simple sentences
		Begin to pay attention to punctuation mark: “period”
	Advanced	Be able to write an additional 50 core characters
		Begin to reproduce characters and short phrases provided by

		the teacher
		Begin to communicate in written form using a combination of pictures and characters

The table below shows the goals in Mandarin Language Arts that we expect students to achieve by the end of 1st grade. The target is for 75% of students to achieve a Proficient or Advanced level in all goals.

Goal Type	Goal Level	Goal Description
Listening Strand	**Proficient**	Attend to spoken Mandarin for longer periods of time (greater than 15 minutes)
		Understand repeated language patterns
		Understand and respond to conversations within a familiar and meaningful context
		Understand familiar words, phrases, and sentences in context
		Understand and act on teacher's spoken instructions
		Understand and follow familiar classroom activities
		Understand the main idea of a new story
	Advanced	Attend to spoken Mandarin (i.e., teacher, videos, books, music, etc.) for longer periods of time
		Comprehend familiar sentences on a regular basis
		Understand and follow a variety of classroom activities
Speaking Strand	**Proficient**	Regularly use words, phrases, and sentences being used in the classroom by teachers and peers
		Sing new songs and understand the meaning of each song
		Initiate communication with teachers and peers
		Describe a familiar situation (e.g., picture or scene from story) using appropriate key words, phrases and sentences
	Advanced	Attempt to self-correct and approximate teacher's pronunciation, tones, and phrasing
		Create own mini-presentations to peers
Reading Strand	**Proficient**	Recognize an additional 80-100 core characters and state meaning
		Continue to use and further develop vocabulary learned in kindergarten
		Read 80 to 100 basic characters with good Mandarin pronunciation
	Advanced	Understand how radical are used to help understand and provide clues about the meaning of words
		Recognize and correctly use an additional 80 to 100 basic characters
		Begin to read and comprehend sentences and short paragraphs written in characters
Writing Strand	**Proficient**	Be able to write an additional 80-100 core characters, developing correct form and stroke order
		Begin to reproduce characters and short phrases provided by the teacher
		Begin to communicate in written form using a combination of pictures and characters
		Begin to pay attention to writing convention
	Advanced	Be able to write the additional 80-100 basic grade-level characters
		Reproduce short patterned phrases and sentences provided by the teacher

		Use a picture dictionary or other resources regularly and independently to practice Mandarin writing

Developing an understanding of the Chinese cultural context is important for an understanding of the Mandarin language. We will cover Chinese proverbs and poetry, the art of Chinese calligraphy, Chinese music, and Chinese art for both Mandarin language development and to learn about Chinese culture.

We expect that our students will achieve mastery at no less than one grade level below a corresponding student in China or Taiwan in reading, writing, listening and speaking Mandarin. We will exceed World Language Content Standards for California Public Schools, 2009. Our overarching goal for Mandarin Language Arts is to attain near-native proficiency in Mandarin by 8th grade.

Mandarin Language Arts curriculum maps for our first year of operation are provided in **Appendix VI-a**.

ENGLISH LANGUAGE ARTS

Developing strong literacy skills is critical to students' success in school and for becoming productive, fulfilled individuals. At WYICS we will provide a comprehensive curriculum that includes opportunities for students to practice and improve reading, writing, listening, and speaking skills. Emphasis will be placed on using literacy skills for authentic purposes. Research has consistently shown that students who spend more time actually reading and writing in school become better readers and writers.[64]

Due to the nature of our Mandarin immersion curriculum, students will have limited English language arts time in the early grades. Therefore, we will be highly strategic and focused with our time and will implement a rigorous literacy program beginning with a strong focus on foundation skills (i.e., concepts of print, phonemic awareness, phonics, word study, etc.). Although students in an immersion program may initially lag behind their monolingual peers in English language development, studies have repeatedly confirmed that immersion students eventually perform as well as, or better than, their monolingual peers. Refer to the **Why Language Immersion?** section for a more detailed analysis on this topic.

At WYICS, we will take a balanced approach to literacy instruction. The curriculum will be based on the California Common Core State Standards for English Language Arts, 2010 and English Language Arts/English Language Development Framework for California Public Schools, 2014. Instruction will include lessons on developing fluency, comprehension strategies, critical analysis, reading deeply, close reading, and academic vocabulary. Students will be exposed to a variety of genres and increasingly complex text. Student reading levels will be assessed at the beginning, middle, and end of the year. Reading level assessments will be used to help students choose independent reading books and for teachers to plan guided reading lessons. The reading program is designed to instill a love of reading and will include the following components:

- **Independent Reading**: Every day, students will engage in independent reading. To become proficient readers, students must read a variety of text at an appropriate level. Through whole class and small group instruction, teachers will teach students how to choose appropriate independent reading material and to monitor their own comprehension. During independent reading time, teachers may be engaged in one-on-one reading conferences and/or work with small groups.
- **Strategy Workshops/Mini-Lessons**: In the workshop/mini-lesson format, teachers lead students in developing comprehension strategies and fluency. Depending on the grade level and needs of the students, mini-lessons may include think-alouds, shared reading, and interactive read-alouds.

[64] Allington, R., & Cunningham, P. (2002). Schools that Work: Where All Children Read and Write. Boston: Allyn and Bacon.

- **Literature Study**: Throughout the course of the year, students will read a variety of literature and engage in literary analysis. They will study the conventions of different genres and learn different ways of approaching fiction and non-fiction.
- **Guided Reading**: In the primary grades and as an intervention in the upper grades, teachers will lead Guided Reading groups. These groups will pull together students to work on specific word attack and fluency skills.
- **Word Work**: Lessons in word work focus on phonemic awareness, phonics skills, word attack skills, spelling, vocabulary and concept development. Word Work lessons will engage students through multiple modalities. The structure of these lessons will vary according to the grade level.

The writing curriculum at WYICS will be based on the California Common Core State Standards. Writing instruction will focus on the three text types as outlined in the California Common Core State Standards: expository, narrative and opinion writing. Teachers will guide students through the writing process of pre-writing, writing multiple drafts, feedback/revision and publication so that students produce writing that is coherent, organized and appropriate to the task, purpose and audience. Students will have opportunities to write across genres in content-based units and in writer's workshops, and they will produce numerous pieces over short and extended time frames throughout the year. Writing instruction at WYICS will include the following components:

- Direct Instruction/Mini-Lessons
- Individual Teacher-Student Conferences
- Shared Writing Experiences (particularly in the primary grades)
- Partner and Small Group Work

Teachers may use Saxon Phonics and Spelling, a research-based explicit instructional method, to help students build foundational skills in phonemic awareness, phonics, decoding, spelling and fluency. We may also use Reading A-Z, a set of leveled readers that are correlated to the California Common Core State Standards. These leveled readers span 27 levels of difficulty and employ best research-based reading instructional practices and strategies. Finally, to support writing, we may consider Step Up to Writing, a writing instructional program that is aligned to the California Common Core State Standards. Step Up to Writing employs research-based writing strategies for all three text types outlined in the California Common Core State Standards, while also allowing for multimodal instruction and flexible implementation options.

The California Common Core State Standards for English Language Arts will be integrated throughout the week during Mandarin Language Arts, Social Science, Mathematics and Science/STEAM.

Sample English Language Arts curriculum map for our first year of operation are provided in **Appendix VI-b**.

MATHEMATICS

At all grade levels WYICS students will be engaged in challenging, hands-on mathematics activities. Developing mathematical understanding and skills is crucial to academic success throughout the grades and beyond. At WYICS we hold high expectations for all students in mathematics development and will provide the support necessary to reach these expectations.

The curriculum will follow the Mathematics Framework for California Public Schools, 2013; the California Common Core State Standards for Mathematics, 2013; as well as the principles and standards set forth by the National Council of Teachers of Mathematics (NCTM).

In its Principles for School Mathematics, the NCTM states, "Students must learn mathematics with understanding, actively building new knowledge from experience and prior knowledge."[65] Our mathematics curriculum will emphasize conceptual understanding of important

[65] National Council of Teachers of Mathematics. (2000). *Principles and Standards for School Mathematics*

mathematical ideas and mathematical reasoning. We will do this through a cohesive mathematics curriculum that incorporates hands-on activities and helps students see connections between concepts and real-life applications. Basic skills such as number facts will be taught as well, but with an emphasis on conceptual understanding. To this end, we will use Singapore Mathematics to help students understand the "why" behind mathematics concepts, by teaching mathematical concepts from concrete, to pictorial, and finally abstract. We will use Math in Focus, a California Common Core-aligned Singapore Mathematics textbook, as the primary text for all of our mathematics classes. A study in 2011 found significant gains in mathematics performance for students using Math in Focus, even when the ability and demographics of the students were taken into account.[66]

Mathematics units will begin with hands-on activities. Instruction will emphasize the use of mathematical language and reasoning while involved in problem-solving. For example, as part of a unit on volume and surface, students will progress through a series of problems using unit cubes. They might begin by building rectangular prisms with an assigned number of cubes. Next, the teacher might present a series of problems using the cubes. These problems would be differentiated according to student ability. Using pre-assessments, teachers would identify students with an advanced understanding of volume and those who may need additional support. More advanced students might be presented with more complex shapes or more complex numbers. Students needing additional support might have simpler problems or be assigned to work with the teacher in a small group for part of the session. After the students have had opportunities to experience the concept, the symbolic representation of Volume = Length x Width x Height would be introduced.

Subsequent classes will further hone their understanding through more specific practice. Lessons will typically begin with a brief mental mathematics warm-up. The teacher may post a mathematics problem such as 13 x 27, which students work on for a few minutes independently. Then, the class would discuss all the ways they could solve the problem, in addition to the standard algorithm. This type of mathematical talk works to develop mathematical reasoning skills. For the rest of the lesson, students will be engaged in whole class, small group or individual work. For example, during the unit on volume and surface area, the class might have a menu of activities designed to reinforce and extend their conceptual understanding. The teacher would post the activities that students are responsible for completing over the course of a week. The activities would include computation, problem-solving and writing. While students are working on the mathematics menu activities, the teacher would work with small groups or individual students who need additional assistance or challenge activities.

Teaching will be differentiated to account for the variety of mathematical experiences and skills in a typical classroom. Pre-assessment and on-going assessment will be crucial in making sure that every student is suitably challenged and receives the support s/he needs. Differentiation techniques may include flexible grouping based on skill level and assigning different levels of activities in the mathematics menus.

Although fundamental mathematics skills are taught during stand-alone mathematics lesson time, we expect mathematics to be integrated into other aspects of the curriculum, particularly during STEAM project-based learning time. Mathematics curriculum maps for our first year of operation are provided in **Appendix VI-d**.

SCIENCE

The science program at WYICS aims to raise the scientific literacy of our students. Scientific literacy incorporates the knowledge and understanding of scientific concepts and practices. To attempt to solve the complex problems of the 21st century, people will need a high level of scientific literacy.

[66] Houghton Mifflin Harcourt. (n.d.) Singapore Math: Research and Efficacy. http://www.hmhco.com/~/media/sites/home/education/global/pdf/white-papers/mathematics/elementary/math-in-focus/MIF_Research_Efficacy_LR.pdf

The science program will be based on Next Generation Science Standards for California Public Schools, 2013; Science Framework for California Public Schools, 2004; and California Common Core State Standards for English Language and Literacy in History/Social Studies, Science and Technical Subjects. Students will be involved in inquiry-oriented investigations that aim to solve real-world problems. They will develop an understanding of the nature and process of scientific investigation. The science curriculum will be integrated during STEAM project-based learning time, and will include reading and writing during English Language Arts and Mandarin Language Arts. Curriculum maps for our first year of operation, including a sample STEAM project-based learning lesson, are provided in **Appendix VI-e** and **Appendix VII**, respectively.

WYICS will utilize and integrate a number of inquiry-based science resources. We will draw on units of study and materials from Delta Education's Full Options Science System® (FOSS) or the Science and Technology Concepts (STC) Program developed by the Smithsonian Science Education Center.

FOSS is a research-based science curriculum for grades K-8 developed at the Lawrence Hall of Science, University of California, Berkeley.[67] FOSS uses an inquiry-based approach that is aligned to Next Generation Science Standards, and presents science concepts and processes through a series of hands-on investigations. Writing and collaborative group work is emphasized.

The STC Program is a basal, inquiry-based science curriculum for grades K–10 that covers life, earth and physical sciences with technology. STC is in the process of thoroughly revising their curriculum and the new Next Generation Science Standards-aligned curriculum is expected to be available by the end of 2014.

Although fundamental science concepts will be taught during the project-based STEAM time, teachers will incorporate other subject areas to emphasize the interconnectedness of all the content students are learning.

SOCIAL SCIENCE

The Social Science curriculum will build students' knowledge through the investigation of big ideas and essential questions while connecting to students' interests and experiences. Content will be based on the California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects, and History-Social Science Content Standards for California Public Schools, 1998. Instruction will develop students' growing understanding of their community and the world by following the History-Social Science Framework for California Public Schools, 2005.

The Social Science content will be integrated into Mandarin and English Language Arts. WYICS may use the Houghton Mifflin History–Social Studies textbook for American History Studies and Social Science units in English. Houghton Mifflin History—Social Studies features experiential lessons and units that correlate to state standards. The lessons and units are inquiry-based and incorporate language arts throughout. For Social Science content in Mandarin, Taiwan texts will be used to teach Asian History, Geography and Social Science concepts.

The curriculum will include the four main Social Science disciplines: History, Geography, Civics, and Economics. Students will learn to distinguish fact from opinion, connect cause and effect, and examine history through a variety of perspectives. Social Science curriculum maps for our first year of operation are provided in **Appendix VI-c**.

STEAM

Students at WYICS will work daily on project-based learning that integrates the STEAM disciplines and subjects into one meaningful project. STEAM is science and technology,

[67] For research on the effectiveness of the FOSS program see McKelvie, C. (2010). Investigating the effectiveness of Full Option Science System (FOSS) on elementary students' short-term and long-term achievement. Master's thesis, Lebanon Valley College.

interpreted through engineering and the arts, all based in mathematical elements. Although fundamental science concepts will be taught during the project-based STEAM time, the emphasis here is on the application of skills and concepts students have learned during English Language Arts, Mandarin Language Arts and Mathematics classes to solve a real world problem. A sample STEAM Project-Based Learning lesson is provided in **Appendix VII** to illustrate how the various disciplines are integrated into a unique project that allows students to work collaboratively to solve a problem.

SELF-SCIENCE

As described earlier in the **Integrated Social-Emotional Learning Program** section, students will learn about the eight emotional intelligence competencies via stand-alone lessons and integrated with other subjects throughout the curriculum. Furthermore, the stand-alone Self-Science lesson time will also incorporate health topics, as described below.

PHYSICAL EDUCATION

Physical Education content will be based on the Physical Education Model Content Standards for California Public Schools, 2005. We will implement the standards by using the Physical Educational Framework for California Public Schools, 2009. The objective of the Physical Education and Health program at WYICS is for students to develop life-long habits of building physical strength and dexterity. Students will be exposed to a variety of physical movement activities that suit a variety of learning styles and skills. Physical Education will occur daily during morning fitness and during weekly Physical Education lessons. Physical Education develops students' awareness of how the body moves and how physical activity impacts other parts of their life. For instance, students may learn how physical activity can relieve stress or help with focus. Physical Education activities will develop a range of physical and athletic skills, as well as habits of teamwork, cooperation, and fair play.

HEALTH

Health is primarily addressed through House activities, Physical Education and during Self-Science. We will include content from the Health Education Content Standards for California Public Schools, 2008 and follow the Health Framework for California Public Schools, 2002. Students will focus on the importance of nutrition and physical activity while also addressing physical growth and development, as well as mental, emotional and social health.

CREATIVE ARTS

Visual and Performing Arts are integrated throughout the curriculum. Content will be based on the Visual and Performing Arts Content Standards for California Public Schools, 2001. We will implement the standards by using the Visual and Performing Arts Framework for California Public Schools, 2004. The Arts provide a multi-sensory, multi-modality way for students to access and interact with the core subject areas. Additionally, students will be encouraged to use the arts as a way to communicate their understanding and learning. For instance, students may develop a theatrical piece as the culmination of a unit studying an historical event.

In addition, students will have weekly lessons in the visual and performing arts. In these lessons, students will experience multiple ways of molding ideas and communicating through art, music, and drama/dance, using both Western and Chinese modes of expression. Students will be encouraged to express their creativity, feelings, and imagination through the various art forms.

ELECTIVE WHEEL

At WYICS, we are committed to igniting our students' natural curiosity and exploring their passions. To this end, we have a weekly elective wheel block when we will explore topics that are typically outside the scope of the core subject areas. The elective wheel topic will change each trimester. Following is a description of various electives that may be offered:

Coding
Code.org is a non-profit organization dedicated to expanding participation in computer science and has recently developed a K-5 coding curriculum for elementary school students[68]. This course teaches coding concepts that are accessible to even early reader students and do not necessarily require a computer. The K-5 course is modeled after a widely successful K-8 course that is already in use in 25,000 classrooms and with 99% of participating teachers recommending the course. Students will get a chance to explore and practice algorithmic thinking both on-line and with using physical manipulatives for a hands-on, kinesthetic approach.

Design Thinking
Design Thinking is a structured approach to generating and developing ideas. In order to solve a problem, students need to first learn about the problem, define the problem, brainstorm a variety of solutions, build a prototype of one or more solutions, and test the proposed solution(s). We plan to use the curriculum provided by the K-12 Lab from the Design School at Stanford University to encourage students to think creatively towards solutions for a problem.[69]

Makerspace
Students are given the latitude to explore, be creative, and learn new skills, as they pursue their own goals and realize their own ideas by making a product of their choice. Students will be provided with multiple materials and tools to create products. For younger students, they may start making with simpler materials such as textiles, while older students may work with wood and metal.

The goal of Makerspace is to allow students to find what intrinsically motivates them and help them realize the value of a growth mindset during the process of making a product. There is a wealth of information on-line and in print on how teachers can facilitate the student-directed process of making his/her own products. The Makerspace Playbook, written by the Makerspace team is one such resource.

Computer Skills
Computer technology skills are integral to the educational program at WYICS. Students will learn to use the computer, the Internet and other multimedia devices as learning and communications tools. Students will have access to technology for research, analysis, communication, skill-building and self-expression.

Furthermore, our approach to computer technology will be guided by Student Standards from the International Society for Technology in Education. These standards describe what students should understand about, and be able to do with, computer technology. In our first year of operation we plan to have several computer workstations in each classroom. As the school grows and develops, we may incorporate other forms of technology, including additional computers and/or tablets.

Home Sciences
In Food Technology, students will learn skills such as how to prepare and cook food. In Textile Technology, students will learn how to work with woven materials for clothing construction.

PROFESSIONAL DEVELOPMENT

At WYICS, we believe that teachers are central to the success of our school. In order to execute our vision and mission, and implement the WYICS model successfully, our teachers must be innovative and well versed on new and best practices in education. As part of the learning community themselves, teachers must have time to work together, plan, discuss student needs, mentor one another and observe other classrooms.

[68] Code.org. (n.d.). Teach our K-5 program: http://code.org/educate/k5.
[69] The K12 Lab Wiki. (n.d.). Curriculum home page: https://dschool.stanford.edu/groups/k12/wiki/332ff/Curriculum_Home_Page.html.

The school day is structured so that staff members have time during school hours for professional development, grade level collaboration and decision-making. To permit this flexibility, the length of the school year and/or the length of the school day may be extended beyond the state-mandated minutes.

WYICS teachers will have an enormous opportunity to grow as educators in the WYICS model through professional development provided by external and internal experts, and weekly collaboration time with colleagues. There will be opportunities for teachers to learn new techniques, observe colleagues to learn from each other and to collaborate with their teaching teams to develop curriculum and evaluate student progress.

Professional development will be aligned with the instructional goals and vision of WYICS, as well as each teacher's professional learning goals. Teachers are required to participate in on-going staff development in order to stay current with research in best teaching practices. Professional development is provided at the site by experts and staff members. Teachers are also encouraged to attend classes or workshops in their area of focus off campus, and to share their learning and experience with the staff when they return to school. Our professional development model will be structured around the following elements:

- Time
- Support
- Inquiry

TIME

Professional development will be on-going and built into the school calendar, a draft of which is provided in **Appendix V**. Structured professional development and collaboration will occur during the following times:

- A week-long summer institute may include the following topics: data analysis, California Common Core State Standards, planning integrated units (i.e., STEAM), specific language immersion teaching strategies (i.e., Guided Language Acquisition Design), social-emotional learning, latest learning technologies and practices, strategies to support special populations and building curriculum units. During the summer institute, staff will also develop professional learning goals.
- Weekly collaboration times after school and on the early release day each month: teams may meet by grade levels, professional learning goals and/or specific subject areas
- Four designated whole-group professional development days throughout the year

SUPPORT

At WYICS, teachers will be able to draw on a number of resources for professional development. These resources include, but are not limited to, the following:

- **Other Teachers**: Collaboration with colleagues will be an essential component of the WYICS community. Teachers will have at least one peer that they will meet with on an on-going basis, which will be the grade level partner teacher. For instance, the 6th grade Mathematics/Science teacher will collaborate with the 6th grade Mandarin Language Arts/Social Science teacher because they will be teaching the same students. Throughout the year, teachers will also collaborate with other teachers around similar professional learning goals.
- **School Principal**: The Principal will facilitate professional learning. S/he will help develop and implement protocols for professional development and collaboration, and supervise the evaluation process. Additionally, s/he will serve as a liaison with professional development resources outside of the school.
- **Outside Resources**: WYICS will draw on and develop partnerships with a number of outside organizations to support professional development. Some potential resources include the Confucius Institute at SFSU for Mandarin immersion education, the Buck Institute for Education for Project-Based Learning, the K-12 Lab at the Stanford University Design School, and Stanford University's School of Education. In addition,

WYICS will work with local language immersion programs, such as Yu Ming Charter School, to share best practices.

INQUIRY

Like our educational model, our professional development model will be inquiry-based. Each year, the teaching staff will select a theme for professional learning based on student achievement data, staff and parent surveys, and evaluations. In our first year of operation, the theme will probably focus on language immersion strategies, project-based learning, STEAM, social-emotional learning, and/or curriculum.

Once a theme is selected, teachers develop individual professional learning goals that apply to the theme. Within the example of curriculum, some teachers may create goals around developing integrated units that incorporate science, technology, engineering, arts and mathematics. Throughout the year, professional development and collaboration will be focused on these goals. Additionally, staff evaluation will incorporate these professional learning goals. Teachers will take leadership roles in planning and presenting professional development.

GOALS AND ACTIONS TO ACHIEVE THE EIGHT STATE PRIORITIES

Pursuant to Education Code Section 47605(b)(5)(A)(ii), following is a table describing the WYICS's annual goals to be achieved in the state priorities schoolwide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals.

WYICS will produce a Local Control Accountability Plan (LCAP) using the LCAP template adopted by the State Board of Education pursuant to Education Code Section 47606.5. WYICS shall submit the LCAP to its Authorizer and the Santa Clara 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 WYICS at the school site.

Because each state priority has multiple elements, in order to align the goals and annual actions with each element, WYICS has organized the state priorities into "subpriorities."

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))*	
SUBPRIORITY A – TEACHERS	
GOAL TO ACHIEVE SUBPRIORITY	All core teachers will hold a valid CA Teaching Credential. We will preferentially hire teachers who also hold a Bilingual Authorization/BCLAD and/or English Learner Authorization/CLAD and assign them to appropriate classes accordingly.
ACTIONS TO ACHIEVE GOAL	• All potential teachers will undergo a rigorous hiring process, including paper screening, reference checks, interviews, curricular and teaching materials review, and teaching demonstrations • All core teacher candidates screened for employment will hold a valid CA Teaching Credential. Teachers who teach in English would ideally hold either a Bilingual Authorization/BCLAD and/or English Learner Authorization/CLAD. Teachers who teach in Mandarin would ideally hold a Bilingual Authorization/BCLAD in Mandarin. • The Office Administrator will annually review credential status

	for compliance.
SUBPRIORITY B – INSTRUCTIONAL MATERIALS	
GOAL TO ACHIEVE SUBPRIORITY	All students will have access to standards-aligned materials and additional instructional materials, as outlined in the WYICS charter petition
ACTIONS TO ACHIEVE GOAL	All instructional materials purchased will be aligned to California Common Core State Standards and aligned with our charter petition
SUBPRIORITY C – FACILITIES	
GOAL TO ACHIEVE SUBPRIORITY	Maintain a clean and safe school facility in partnership with the District, if District serves as our facility lessor, or with hired custodian and maintenance services
ACTIONS TO ACHIEVE GOAL	• Daily general cleaning by custodial staff will maintain campus cleanliness • Annual and monthly facility inspections will screen for safety hazards
STATE PRIORITY #2— IMPLEMENTATION OF COMMON CORE STATE STANDARDS *Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency*	
SUBPRIORITY A – CCSS IMPLEMENTATION	
GOAL TO ACHIEVE SUBPRIORITY	WYICS's curriculum will be aligned to the CCSS
ACTIONS TO ACHIEVE GOAL	• WYICS's curriculum maps will be aligned to the CCSS • WYICS's teachers will identify and participate in intensive professional development and training on the CCSS
SUBPRIORITY B – EL STUDENTS & ACADEMIC CONTENT KNOWLEDGE	
GOAL TO ACHIEVE SUBPRIORITY	All EL students will gain academic content knowledge through the implementation of the CCSS
ACTIONS TO ACHIEVE GOAL	• EL students participate in English Language Arts/Literacy instruction with appropriate instructional support • Curriculum maps will specifically include goals and strategies for ELs and other struggling subgroups
SUBPRIORITY C – EL STUDENTS & ENGLISH LANGUAGE PROFICIENCY	
GOAL TO ACHIEVE SUBPRIORITY	All EL students will gain English language proficiency through the implementation of the ELD curriculum and related instructional strategies
ACTIONS TO ACHIEVE GOAL	• EL students participate in English Language Arts/Literacy instruction with appropriate instructional support • EL students have access to ELD curriculum • Teachers of EL students participate in professional development activities
STATE PRIORITY #3— PARENTAL INVOLVEMENT *Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation*	
SUBPRIORITY A – ACHIEVING/MAINTAINING PARENTAL INVOLVEMENT	
GOAL TO ACHIEVE SUBPRIORITY	• A Parent/Teacher Organization (PTO) will be established to facilitate parental involvement

	• A School Site Council (SSC), which can consist of parents, teachers and classified employees will be established to help make decisions on the school improvement plan
ACTIONS TO ACHIEVE GOAL	• The Founding Team will help establish the initial PTO and SSC • The PTO will select a volunteer Parent Coordinator to oversee parent participation opportunities through a variety of methods, including newsletters, phone calls, and orientation meetings • Parents may also choose to serve on the School Board
SUBPRIORITY B – PROMOTING PARENT PARTICIPATION	
GOAL TO ACHIEVE SUBPRIORITY	WYICS will maintain a Parent Teacher Organization (PTO) and School Site Council (SSC)
ACTIONS TO ACHIEVE GOAL	School leadership will work with the volunteer Parent Coordinator to recruit parents to the PTO and/or SSC via flyers, classroom newsletters, and monthly parent meetings
SUBPRIORITY C – SEEKING PARENTAL INPUT	
GOAL TO ACHIEVE SUBPRIORITY	Solicit parent feedback via annual satisfaction surveys
ACTIONS TO ACHIEVE GOAL	Annually, WYICS administration, as well as teachers, will conduct school and classroom satisfaction assessments to generate strategies for improvement. Results of parent satisfaction surveys will be presented to the School Board for discussion and implementation
STATE PRIORITY #4— STUDENT ACHIEVEMENT *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. The Academic Performance Index (API) (as available)* *C. Percentage of pupils who are college and career ready* *D. Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC)* *E. EL reclassification rate* *F. Percentage of pupils who have passed an AP exam with a score of 3 or higher* *G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness*	
SUBPRIORITY A1 – CAASPP: ELA/LITERACY	
GOAL TO ACHIEVE SUBPRIORITY	75% of students at every applicable grade level, including all student subgroups, score proficient or higher on the CAASPP statewide assessment in the area of English Language Arts/Literacy[70]
ACTIONS TO ACHIEVE GOAL	• Classroom instruction conducive to student learning • Adequate learning environments • Appropriate CCSS-aligned instructional materials • Use of instructional technology in the area of English Language Arts • Teacher assistants in classrooms to support instruction and

[70] Due to the high amount of instruction time in Mandarin during the early grades, it is expected that students' English proficiency may lag behind their non-immersion peers. Therefore, we have set lower goals to account for this delay for those first few years, but eventually expect at least 80% of students to achieve the goals as outlined by middle school.

	student learning
SUBPRIORITY A2 – CAASPP: MATHEMATICS	
GOAL TO ACHIEVE SUBPRIORITY	80% of students at every applicable grade level, including all student subgroups, score proficient or higher on the CAASPP statewide assessment in the area of Mathematics
ACTIONS TO ACHIEVE GOAL	• Classroom instruction conducive to student learning • Adequate learning environments • Appropriate CCSS-aligned instructional materials • Use of instructional technology in the area of Mathematics • Teacher assistants in classrooms to support instruction and student learning
SUBPRIORITY A3 – CAASPP: SCIENCE	
GOAL TO ACHIEVE SUBPRIORITY	80% of students at every applicable grade level, including all student subgroups, score proficient or higher on the CAASPP statewide assessment in the area of Science
ACTIONS TO ACHIEVE GOAL	• Classroom instruction conducive to student learning • Adequate learning environments • Appropriate CCSS-aligned instructional materials • Use of instructional technology in the area of Science • Teacher assistants in classrooms to support instruction and student learning
SUBPRIORITY B – API	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, will meet the annual API Growth Target or equivalent, as mandated by the CA State Board of Education
ACTIONS TO ACHIEVE GOAL	Classroom instruction will incorporate testing strategies in preparation for the CAASPP
SUBPRIORITY C – PERCENTAGE OF PUPILS WHO ARE COLLEGE AND CAREER READY (OR CTE)	
GRADE LEVELS NOT APPLICABLE TO WYICS	
SUBPRIORITY D – EL PROFICIENCY RATES	
GOAL TO ACHIEVE SUBPRIORITY	EL students will advance at least one performance level per the CELDT/ELPAC each academic year
ACTIONS TO ACHIEVE GOAL	EL students will receive in-class instructional support through focused small group instruction, 1-on-1 teacher or teacher assistant support, and after school tutoring, or homework club assistance. Teacher will implement integrated and designated ELD instructional strategies, including SDAIE
SUBPRIORITY E – EL RECLASSIFICATION RATES	
GOAL TO ACHIEVE SUBPRIORITY	EL students will be assessed for reclassification as Fluent English Proficient annually and perform at grade level on the CAASPP statewide assessment
ACTIONS TO ACHIEVE GOAL	EL students will receive in-class instructional support which includes 1-on-1 teacher support, or teacher assistant support, focused small group instruction and integrated and designated ELD instructional strategies such as SDAIE
SUBPRIORITY F – AP EXAM PASSAGE RATE	

GRADE LEVELS NOT APPLICABLE TO WYICS	
SUBPRIORITY G – COLLEGE PREPAREDNESS/EAP	
GRADE LEVELS NOT APPLICABLE TO WYICS	
STATE PRIORITY #5— STUDENT ENGAGEMENT *Pupil engagement, as measured by all of the following, as applicable:* *A. School attendance rates* *B. Chronic absenteeism rates* *C. Middle school dropout rates (EC §52052.1(a)(3))* *D. High school dropout rates* *E. High school graduation rates*	
SUBPRIORITY A – STUDENT ATTENDANCE RATES	
GOAL TO ACHIEVE SUBPRIORITY	WYICS will maintain a 95% ADA rate
ACTIONS TO ACHIEVE GOAL	• WYICS will provide a safe and engaging learning environment for all its students and families, including those of the various subgroups enrolled • WYICS will also keep families informed about the importance of attendance
SUBPRIORITY B – STUDENT ABSENTEEISM RATES	
GOAL TO ACHIEVE SUBPRIORITY	Students will not have more than three absences in any school year without prior notification from the parents
ACTIONS TO ACHIEVE GOAL	Parents will be informed of chronic absences as specified in Attendance & Truancy Policy
SUBPRIORITY C – MIDDLE SCHOOL DROPOUT RATE	
GOAL TO ACHIEVE SUBPRIORITY	WYICS will retain and promote 75% of 6th - 8th grade students
ACTIONS TO ACHIEVE GOAL	WYICS will offer an academically engaging learning environment for all its students, including members of all subgroups
SUBPRIORITY D – HIGH SCHOOL DROPOUT RATES	
GRADE LEVELS NOT APPLICABLE TO WYICS	
SUBPRIORITY E – HIGH SCHOOL GRADUATION RATES	
GRADE LEVELS NOT APPLICABLE TO WYICS	
STATE PRIORITY #6— SCHOOL CLIMATE *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*	
SUBPRIORITY A – PUPIL SUSPENSION RATES	
GOAL TO ACHIEVE SUBPRIORITY	WYICS will maintain an annual suspension rate of less than 1%
ACTIONS TO ACHIEVE GOAL	• School leadership and faculty will maintain a positive school climate

	• WYICS will organize House and Advisory activities to build relationships among the student body and to create a connection with the school • Teachers will be trained on, and implement, the Self-Science program, which develops 8 social-emotional competencies • School leadership will work with teachers and families to manage student behavior issues and concerns
SUBPRIORITY B – PUPIL EXPULSION RATES	
GOAL TO ACHIEVE SUBPRIORITY	WYICS will maintain an annual expulsion rate of less than 1%
ACTIONS TO ACHIEVE GOAL	• School leadership and faculty will maintain a positive school climate • WYICS will organize House and Advisory activities to build relationships among the student body and to create a sense of connectedness with the school • Teachers will be trained on, and implement, the Self-Science program, which develops 8 social-emotional competencies • School leadership will work with teachers and families to manage student behavior issues and concerns
SUBPRIORITY C – OTHER SCHOOL SAFETY AND SCHOOL CONNECTEDNESS MEASURES (SURVEYS)	
GOAL TO ACHIEVE SUBPRIORITY	WYICS students and staff will adhere to the School Safety Plan
ACTIONS TO ACHIEVE GOAL	• The School Safety Plan will be reviewed annually and modified, as needed • Annually, all school employees will be trained on the elements of the School Safety Plan • Students will participate in monthly fire, earthquake and safety drills
SUBPRIORITY D – SENSE OF COMMUNITY	
GOAL TO ACHIEVE SUBPRIORITY	Students, parents and teachers will feel a sense of community on campus, and within their classroom community
ACTIONS TO ACHIEVE GOAL	• All students will belong to a House or Advisory, which will consist of mixed age students, and is designed to foster relationships among the student body and to create a connectedness to the school • WYICS Administration will devise and administer satisfaction surveys to parents, students and teachers annually • A variety of fun and engaging co-curricular opportunities will further enhance students' sense of belonging and community
STATE PRIORITY #7— COURSE ACCESS *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))*	
GOAL TO ACHIEVE	WYICS students, including all student subgroups, unduplicated students,

PRIORITY	and students with exceptional needs, will have access to, and enroll in, our academic and educational program as outlined in the school's charter petition
ACTIONS TO ACHIEVE GOAL	All academic content areas will be available to all students, including student subgroups, at all grade levels
STATE PRIORITY #8— STUDENT PERFORMANCE *Pupil outcomes, if available, in the subject areas described in E.C. §51210 and E.C. §51220(a)-(i)*	
SUBPRIORITY A – ENGLISH	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students and students with exceptional needs, will demonstrate grade level proficiency in English Language Arts and Literacy[71]
ACTIONS TO ACHIEVE GOAL	• All students participate in WYICS's small focused instruction groups, participate in computer adaptive software, and guided reading groups • Instructional strategies implemented include one-to-one conferring, reading intervention program, speaking skills to present information, narrative and response to literature, and collaboration with colleagues to support student learning goals
SUBPRIORITY B – MATHEMATICS	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students and students with exceptional needs will demonstrate grade level proficiency in Mathematics
ACTIONS TO ACHIEVE GOAL	• All students participate in basic math skill lessons every day • Instructional strategies implemented in Mathematics include focused and designed instruction, spiraling math curriculum, small group work, one-to-one assistance, peer tutorial support and collaboration with colleagues to support student goals and learning
SUBPRIORITY C – SCIENCE	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students and students with exceptional needs will demonstrate grade level skills and content knowledge in life, earth and space and physical science
ACTIONS TO ACHIEVE GOAL	Utilizing an inquiry-based approach, students will develop an understanding of science and engineering practices, disciplinary core ideas and crosscutting practices. Strategies include hands-on learning, gathering and analyzing data, and integrating skills and concepts as they apply to different subjects.
SUBPRIORITY D – SOCIAL SCIENCES	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students and students with exceptional needs will demonstrate grade level skills and content knowledge in history, civics and social science
ACTIONS TO ACHIEVE GOAL	Through direct instruction and an integrated approach, students will study a blend of American history, Chinese history, world history, government, geography and economics using the CA History-Social Science Content Standards or presently approved state standards.

[71] Due to the high amount of instruction time in Mandarin during the early grades, it is expected that students' English proficiency may lag behind their non-immersion peers. Therefore, we have set lower goals to account for this delay for those first few years, but eventually expect at least 80% of students to achieve the goals as outlined by middle school.

	Strategies included in an integrated approach are non-fiction and historical fiction texts, mini-research projects and presentations, computer based information (articles, videos), field trip experiences, debates and hands-on projects.
SUBPRIORITY E – VISUAL AND PERFORMING ARTS	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students and students with exceptional needs will have the opportunity to participate in various Visual and Performing Arts classes, which will be provided three days per week
ACTIONS TO ACHIEVE GOAL	Art, Drama/Dance, and Music classes will be provided three days per week
SUBPRIORITY F – PHYSICAL EDUCATION	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students and students with exceptional needs will have the opportunity to participate in Physical Education activities and will achieve fitness levels within the Healthy Fitness Zone (HFZ) of the FITNESSGRAM assessment
ACTIONS TO ACHIEVE GOAL	• Physical Education (PE) content will be based on the Physical Education Model Content Standards for California Public Schools, 2005 • PE will occur daily during morning fitness and during weekly PE lessons • The combination of daily morning fitness and weekly physical education lessons meets the minimum requirement of 200 minutes each ten days set forth in Education Code Section 51210
SUBPRIORITY G – HEALTH	
GOAL TO ACHIEVE SUBPRIORITY	All WYICS students will develop healthy eating, physical and emotional habits
ACTIONS TO ACHIEVE GOAL	Health is primarily addressed through House/Advisory activities, Physical Education and during Self-Science. We will include content from the Health Education Content Standards for California Public Schools, 2008. Students will focus on the importance of nutrition and physical activity while also addressing physical growth and development, as well as mental, emotional and social health.
SUBPRIORITY H – FOREIGN LANGUAGES	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students and students with exceptional needs, will demonstrate grade level proficiency in Mandarin Language Arts and Literacy
ACTIONS TO ACHIEVE GOAL	• Mandarin will be the medium or tool used to deliver the core subject matter throughout the day. In addition, Mandarin Language Arts will be taught with Social Science every day. All students participate in WYICS's small focused instruction groups, computer adaptive software learning and guided reading groups. • Instructional strategies implemented include one-to one conferring, reading intervention program, speaking skills to present information, narrative and response to literature and collaboration with colleagues to support student learning goals
SUBPRIORITY I – APPLIED ARTS	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students and students with exceptional needs will have the opportunity to participate in at least one Applied Arts class, which may be provided one or more

	days per week
ACTIONS TO ACHIEVE GOAL	WYICS may offer a rotation of classes by trimester, such as Graphic Design, Industrial Design, Interior Design, Photography, etc.
SUBPRIORITY J – CTE	
GRADE LEVELS NOT APPLICABLE TO WYICS	
SUBPRIORITY K(1) – OTHER SUBJECTS – SOCIAL RESPONSIBILITY DOMAIN	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students and students with exceptional needs, will demonstrate an understanding of their actions, how these actions affect their surroundings and the ability to work with others.
ACTIONS TO ACHIEVE GOAL	All students participate in classroom dialogues and discussions, community activities and classroom decision-making processes. By integrating literature and dialogue, students are able to engage in the development of classroom rules and expectations while participating in a democratic process.
SUBPRIORITY K(2) – OTHER SUBJECTS – SOCIAL RESPONSIBILITY DOMAIN	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students and students with exceptional needs, will demonstrate social responsibility by working to improve their school and community environments
ACTIONS TO ACHIEVE GOAL	Throughout the school year, all students engage in various community service activities. Some examples could include organizing a Second Harvest food drive, book/toy drive, senior home visits, Earth Day cleanup, etc.
SUBPRIORITY K(3) – OTHER SUBJECTS – SOCIAL RESPONSIBILITY DOMAIN	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students and students with exceptional needs, will be thoughtful, engaged citizens and demonstrate 21st century life skills (problem solving, critical thinking, collaboration, adaptability and resourcefulness) and social-emotional competencies
ACTIONS TO ACHIEVE GOAL	Through classroom- and school-wide projects, in addition to the integration of the Self-Science curriculum, all students will have the opportunity to develop and practice these essential skills
SUBPRIORITY K(4) – OTHER SUBJECTS – CROSS-CULTURAL COMPETENCY	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students and students with exceptional needs, will develop cross-cultural competency by developing an awareness of other cultures and an international perspective
ACTIONS TO ACHIEVE GOAL	A language immersion program, by nature, will explore cross-cultural topics and help students develop an awareness of other cultures and an international perspective because culture is integral to language learning

PLAN FOR SPECIAL LEARNERS

WYICS is committed to meeting the needs of every learner. Thus, our educational program will be appropriate for students of various backgrounds: students who are academically low achieving, students who are academically high achieving, English Learners, and special education students. A variety of assessment tools will be used to identify students in these categories.

After enrolling in WYICS, a baseline assessment will be given to each student. Included in the baseline assessment are the following:

- A registration form requesting families to provide information that they wish to share, including student's interests, strengths, areas of need, learning preferences, and other pertinent background information
- All students will be given diagnostic assessments in English Language Arts and Mathematics

The following subsections explain the methods by which WYICS will identify and address the needs of diverse learners.

PLAN FOR STUDENTS WHO ARE ACADEMICALLY LOW ACHIEVING

A variety of assessment tools will be used to identify students who are academically low achieving. A baseline assessment in English Language Arts and Mathematics will be administered to all new students enrolled at WYICS and to returning students:

- **English Language Arts**: Basic Phonics Skills Test (K-2), High Frequency Words (K-2), Spelling Inventory (K-3), Rigby Reads Assessment (K-4), DIBELS Oral Reading Fluency (5-8) and a writing sample
- **Mathematics**: Each student will complete a baseline mathematics assessment based on the previous grade's mathematics standards

In addition, we will review data from the California Assessment of Student Performance and Progress (CAASPP) from the previous year if available. Throughout the year, teachers will also assess students through informal measures, such as standards-based checklists and observations, as well as formal methods, such as writing rubrics, standards-based tests, and quizzes.

Students will be considered academically low-achieving based on the following criteria:

- Scoring below basic or far below basic on the Mathematics and/or English Language Arts portion of the Smarter Balanced Assessments
- Performing significantly below their grade level peers on WYICS's standards-based mathematics assessments
- Performing significantly below grade level on the Basic Phonics Skills Test, High Frequency Words and Spelling Inventory
- Performing significantly below grade level on the reading assessments
- Performing significantly below grade level on writing samples

FAMILY NOTIFICATION

The classroom teacher will contact the parents of low-achieving students to discuss student performance and strategies for improvement. Parents will be notified in writing and verbally, either in person or by telephone. Conferences will be held for all families in the fall to discuss student progress and set informal learning goals. Progress towards these goals will be communicated through regular progress reports to parents and administrative staff. Additional conferences may be held for low-achieving students to discuss academic progress and interventions.

INTERVENTION SERVICES

Low-achieving students will be fully integrated into the entire student body. The engaging and active educational program at WYICS is designed to accommodate a full range of performance, including low-achieving students. In fact, immersion programs have proven to help close the achievement gap. Specific practices that support low-achieving students include:

- Hands-on, integrated curriculum provides concrete experiences to help students access content through a variety of modalities
- Differentiated instruction practices are used to make the curriculum accessible to low-achieving students, as outlined in the **Instructional Approach** section. Flexible, targeted grouping will be used during English Language Arts and Mathematics classes to develop and reinforce content area skills. In addition, after-school tutoring may be provided by teachers or non-classroom educators one-on-one or in small groups (refer to **Homework Club** section).
- During professional development days and weekly faculty collaboration times, grade level teams will discuss the academic progress of low-achieving students to develop and refine intervention supports.
- Students who demonstrate difficulty with Mathematics will be grouped according to their mathematics skill level and provided with small group instruction related to their areas of need. The teacher will meet with these small groups for longer durations and/or with greater frequency in order to accelerate their learning. Students will also use adaptive learning software, such as Accelerated Math, Dreambox or Math 180 on the computer to help them practice the skills or concepts that they have difficulty with.
- Students who demonstrate difficulty with reading will be grouped according to their instructional reading level and provided with small group guided reading instruction related to their areas of need during reading workshops. Teachers will meet with lower reading groups for longer durations and/or with greater frequency in order to accelerate their learning. Additionally, teachers will work with each student, in order to assist them in selecting independent reading material that is appropriate for each child's independent reading level. Teachers will conference with students to discuss each child's independent reading selection and ensure the child is selecting text that is adequately matched to the child's independent reading level, and to provide individualized instruction and support. Students will also use adaptive learning software such as Accelerated Reader to work on comprehension, vocabulary and literacy skills through independent reading practice.
- Students who demonstrate difficulty with writing will receive support in the classroom. This support will include specific mini-lessons that target the student's writing challenges, additional conferencing time/duration, and/or other strategies aimed at helping the child to improve.

MONITORING PROGRESS

Student progress will be monitored on an on-going basis through a combination of teacher observation, classroom assessment, and benchmark assessments. If intervention supports do not lead to sufficient progress, a Student Success Team will be convened to consider alternative intervention strategies. This team will be made up of the classroom teacher, parents, the Principal, and other support providers. The team will discuss observed strengths and areas of concern and brainstorm interventions. The team will designate a period for monitoring the student's progress, after which it will reconvene to evaluate the effectiveness of the interventions. Should the Student Success Team process fail to yield adequate progress, additional steps, such as a referral for special education evaluation and/or 504 services will be taken.

PLAN FOR STUDENTS WHO ARE ACADEMICALLY HIGH ACHIEVING

We anticipate that most students' needs will be met by the engaging, challenging curriculum at WYICS. We are committed to working with students who are performing above grade level to ensure they are challenged and receive appropriate academic extensions within the classroom. The process for developing and monitoring these interventions will be similar to the process for low achieving students.

ASSESSMENT AND IDENTIFICATION

A variety of assessment tools will be used to identify students who are academically high achieving. A baseline assessment in English Language Arts and Mathematics will be administered to all new students enrolled at WYICS and to returning students:

- **English Language Arts**: Basic Phonics Skills Test (K-2); High Frequency Words (K-2); Spelling Inventory (K-3); Rigby Reads Assessment (K-4); DIBELS Next Oral Reading Fluency (ORF) and Retell Fluency (RTF) (5-6); Content Area Reading Indicators (CARI)/DIBELS 7-9 ORF and RTF (7-8); and a writing sample.
- **Mathematics**: Each student will complete a baseline mathematics assessment based on the previous grade's mathematics standards

In addition, we will review CAASPP data from the previous year if available. Throughout the year, teachers will also assess students through informal measures, such as standards-based checklists and observations, as well as formal methods, such as writing rubrics, standards-based tests, and quizzes.

Students will be considered academically high-achieving if they score advanced on the Mathematics and/or English Language Arts portion of the Smarter Balanced Assessments and/or consistently perform significantly above their grade level peers on alternative assessments.

FAMILY NOTIFICATION

The classroom teacher will contact the parents of high achieving students to discuss student performance and strategies for meeting the needs of high achieving students. Parents will be notified in writing and verbally, either in person or by telephone. Student progress will be monitored on an on-going basis through a combination of teacher observation, classroom assessment, and benchmark assessments. Classroom teachers will provide regular progress reports to parents and administrative staff.

ADDITIONAL SUPPORTS

Academically high achieving students will be fully integrated into the WYICS student body. The engaging, personalized curriculum at WYICS is designed to meet students where they are appropriately challenged academically. We will implement additional strategies to ensure that the needs of high achieving students are met. These supports may include:

- Extra opportunities for enrichment in the core content areas. For instance, students who are reading at a level significantly above their grade level will be given appropriately challenging content reading books. Students will also use adaptive learning software, such as Accelerated Reader to advance their comprehension, vocabulary and literacy skills. For Math, they will use adaptive software such as Accelerated Math, Dreambox or Math 180 to work on skills and concepts appropriate to their level and pace.
- Extra opportunities for leadership and acquisition of mentoring skills
- Individual and small group projects developed to challenge the high-achieving student and extend learning beyond the classroom
- Utilizing parent "experts" as mentors in relevant fields of study
- Access to curriculum materials designed for their mastery level and opportunities to participate in classes or lessons designed for higher grades

Emphasis will be placed on guiding the high achieving students to develop their own learning goals and objectives.

PLAN FOR ENGLISH LEARNERS

WYICS will meet all applicable legal requirements for English Learners (ELs) as it pertains to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English

proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. WYICS will implement policies to ensure proper placement, evaluation and communication regarding ELs and the rights of students and parents.

Our English Language Development program will meet all federal and state requirements for services to ELs. Our program addresses the process for student identification, curriculum, assessments, reporting, and redesignation, as well as professional development and teacher qualifications for working with EL students. We will implement research-based instructional programs and strategies to meet the specific needs of ELs.

We will form an English Learner Advisory Committee (ELAC) if WYICS enrolls 21 or more English Learners, according to Education Code Sections 52176(b) and (c).

ASSESSMENT AND IDENTIFICATION

The orientation process at WYICS will strive to be inclusive and welcoming for all families. Because we anticipate most of our EL students to come from Spanish-speaking households, we will have translation available at all school events in addition to translations of all written communication. For translation, we plan to utilize bilingual members of the staff, as well as community members. Once we identify the home language of the EL students and their families, we will provide translation of school information by utilizing the talents of our staff as well as community members wherever feasible.

STUDENT IDENTIFICATION

Upon enrollment in the school, all parents will complete a home language survey (available in the primary language spoken by the parents) to determine what languages are spoken in the home. The home language survey will ask families to identify (a) the language the child first learned when s/he began to talk, (b) the language the child uses most frequently at home, (c) what language the parent/guardian most frequently uses when speaking to the child, and (d) what language is spoken most by the adults in the home.

Within 30 days of initial enrollment[72], we will assess the English proficiency of any student whose parents have indicated that English is not the primary language in the home. The California English Language Development Test (CELDT)/English Language Proficiency Assessments for California (ELPAC) will be used to assess English proficiency. The CELDT/ELPAC will be administered at least annually before October 31 of each year, until a student is re-designated as fluent English proficient. In addition, we will attempt to gain a fuller picture of the student's language profile through an additional survey and conversations with the student and parents, in order to find out more about the languages spoken in the home, as well as the student's literacy experiences in the home language. Research indicates that a child's fluency and literacy in the home language is an important factor when designing English Language Development instruction.[73]

EL students who score above the established cut-off on the CELDT/ELPAC will be reclassified from EL status and be considered English proficient. WYICS will notify parents of CELDT/ELPAC results within 30 days of receiving the test results from the publisher, and the number of EL students will be reported to the state. The CELDT/ELPAC shall be used to fulfill the requirements under ESEA for annual English proficiency testing.

ASSESSMENT, MONITORING, AND REDESIGNATION PROCESS

When creating classroom assessment tools, English Language Development standards will be incorporated whenever possible. The following methods will be used to monitor students' progress:

[72] The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment.

[73] Edwards, V. (1998). The Power of Babel: Teaching and Learning in Multilingual Classrooms. Stoke-on-Tent, Staffordshire, England: Trentahm Books. Handscombe, J. (1989). A Quality Program for Learners of English as a Second Language. In V. Allen, & P. Rigg, When They Don't All Speak English: Integrating ESL Students into the Regular Classroom (pp. 1-14). Urbana, IL: National Council of Teachers of English.

- Students will be assessed using the CELDT/ELPAC at the beginning of each year by October 31
- Staff will monitor EL student progress in language arts using school wide assessments
- During professional development days and weekly faculty collaboration times, staff will discuss EL progress to develop and refine teaching strategies for these students

A student may be redesignated as fluent English proficient using the following criteria:

- An assessment of English Language Proficient on the CELDT test (4 or 5) or equivalent on the ELPAC test
- Reasonable performance on baseline and benchmark assessments
- Teacher evaluation and recommendation
- Parent opinion and consultation

Reclassified students will continue to be monitored to ensure their continued ability to achieve mastery of state English Language Arts standards.

INSTRUCTIONAL STRATEGIES

WYICS is committed to hiring an instructional staff that can meet the needs of all students, including ELs. We will prioritize the hiring of teachers who have already obtained a Cross-Cultural, Language and Academic Development (CLAD) certificate/English Learner Authorization or a Bilingual, Cross- Cultural, Language and Academic Development (BCLAD) certificate/Bilingual Authorization. Promising teachers who are hired without CLAD/English Learner Authorization or BCLAD/Bilingual Authorization certification will be expected to acquire this certification within three years of their employment.

All EL students will be fully integrated into the regular classroom setting. Our educational program is designed to reach all learners, including ELs. We value the knowledge and experience that every student brings to the classroom. Teachers will encourage students to share that knowledge in a variety of forms so that even students with very little English proficiency can participate.

We also recognize and appreciate the particular needs of EL students and will continually evaluate our educational program with those needs in mind. As part of our Professional Development program, teachers will be trained in a variety of English Language Development techniques and strategies that may include the Sheltered English Observation Protocol (SIOP) Model and Specifically Designed Academic Instruction in English (SDAIE). Additionally, teachers will regularly discuss the needs and performance of our EL students during professional development days and weekly faculty collaboration meetings.

To become proficient in English, we have three primary goals for our EL students, which are based on the overarching goals described in the ESL Standards for Pre-K-12 Students:[74]

- To use English to communicate in social settings
- To use English to achieve academically in all content areas
- To use English in socially and culturally appropriate ways

Achieving these goals will be part of their development toward reclassification. School success requires that students acquire proficiency in interpersonal communication and in academic language development.

At WYICS we plan to implement a structured immersion program for our EL students. The over-arching structure of our plan for EL students will be based on the SIOP Model. The SIOP Model is a research-based model of effective instructional strategies for English Leaner students. Using the SIOP Model teachers will design and evaluate three components of every lesson:

[74] TESOL. (1997). ESL Standards for Pre K-12 Students. Alexandria, VA: TESOL.

preparation, instruction, review/assessment. Teachers will be trained in the SIOP Model as part of their professional development. Specific support strategies for our ELs will include:

- **Constructivist, Inquiry-Based Teaching**: EL students will benefit from the collaborative, engaging and purposeful teaching methods at WYICS. English Language Development strategies at WYICS are based on the belief that "communicative competence comes from opportunities to use language in real ways for real reasons with real people."[75] Teachers provide a context for language development by connecting with students' prior knowledge and engaging in meaningful learning experiences. The focus on conceptual understanding and contextualized learning at WYICS supports language development.[76]
- **Scaffolding**: Using sheltered instruction, teachers enable EL students to access grade level content and concepts. As part of sheltered instruction, multiple forms of instructional scaffolding will be used. Scaffolding is a way of temporarily supporting learners as they develop proficiency. Scaffolding will be built into the classroom environment, routines and schedules. Most importantly, teachers will support risk-taking by creating a safe environment. The development of a safe, nurturing learning environment is central to WYICS's mission and vision for all students. Predictable routines and procedures will help EL students participate in learning activities. Scaffolding will also be used in reading and writing development. Peregoy and Boyle define literacy scaffolds as "activities that provide built-in teacher or peer assistance, permitting students to participate fully at a level that would not be possible without the assistance."[77] Such activities may include shared reading, patterned writing, cognitive mapping, and interactive journal writing. This type of scaffolding naturally fits in with the balanced literacy approach used at WYICS. Teachers will carefully monitor, adjust, and supplement language to scaffold student comprehension and learning. This requires that teachers really know their students and the content and understand how to modify their language so that it is comprehensible, but not overly simplified.
- **Specially Designed Academic Instruction in English (SDAIE)**: Teachers across all grade levels may use SDAIE strategies to support ELs in learning academic content. SDAIE instruction focuses on making academic input comprehensible and reinforcing it using strategies such as:

    - Realia and Manipulatives
    - Visuals
    - Graphic Organizers
    - Planned Opportunities for Interaction
    - Modified Language Used During Instruction[78]

- **Literacy Support**: ELs will also receive specific and appropriate support in English Language Development during English Language Arts lessons. During reading instruction and language arts class, teachers may group EL students to specifically address EL needs. Teachers will use English Language Development assessments to develop specific small group lessons that will be delivered during the reading and writing workshops. These small group lessons may include specific vocabulary support and instruction, phonological awareness, and language skills. EL students will have access to appropriately leveled texts in the content areas. Additionally, specific vocabulary instruction will be incorporated into all lessons.

[75] Fu, D., & Townsend, J. (1998). A Chinese Boy's Joyful Initiation into American Literacy. Language Arts , 193-201.
[76] Aleman, D., Johnson, J., Perez, L. (2009). Winning Schools for ELLs. Educational Leadership, pp. 66-69. Francis, D., Rivera, M., Lesaux, N., Keiffer, M., & Rivera, H. (2006). Practical Guidelines for the Education of English Language Learners: Research-based Recommendations for Instruction and Academic Interventions. Portsmouth, NH: Center on Instruction.
[77] Peregoy, S., & Boyle, O. (2005). Reading, Writing, and Learning in ESL: A Resource Book for K-12 Teachers. Boston: Pearson Education.
[78] Gulack, J., & Silverstein, S. (n.d.). SDAIE Handbook: Techniques, Strategies, and Suggestions for Teachers of LEP and Former LEP Students. Retrieved from http://www.suhsd.k12.ca.us/suh/suhionline/SDAIE/SDAIEhandbook.html

- **On-Going Assessment**: For all EL students, teachers will use a number of assessments to monitor progress. EL students will be observed in the classroom using a rubric modeled after the CELDT/ELPAC. Teachers will also monitor EL students' performance, particularly in English Language Arts to ensure that they are not falling significantly behind their grade level peers. In addition, the SIOP Model includes methods for teachers to assess the effectiveness of lessons for EL students and ways to monitor comprehension informally.

MONITORING AND EVALUATION OF PROGRAM EFFECTIVENESS

The evaluation for the program effectiveness for ELs in WYICS will include:

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

PLAN FOR STUDENTS WITH DISABILITIES

SPECIAL EDUCATION STUDENTS

WYICS recognizes its responsibility to enroll and support students with disabilities. WYICS pledges to work in cooperation with the MSD to ensure that a free and appropriate education is provided to all students with exceptional needs.

WYICS will comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, the Individuals with Disabilities Education Improvement Act of 2004 (IDEIA), Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act and any other civil rights enforced by the U.S. Department of Education Office of Civil Rights (OCR). Furthermore, WYICS will comply with AB 602, MSD guidelines, and all California laws pertaining to special education students.

WYICS shall be categorized as a public school of the District in accordance with Education Code Section 47641(b).

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

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

SERVICES FOR STUDENTS WITH DISABILITIES UNDER THE IDEIA

The following description regarding how special education and related services will be provided and funded is being proposed by WYICS for the sole purpose of providing a reasonably comprehensive description of the special education program in the Charter Petition, and is not binding on the District. The specific manner in which special education and related services will be provided and funded shall be set forth in a Memorandum of Understanding (MOU), delineating the respective responsibilities of WYICS and the District, which MOU shall be executed at least six (6) months prior to the commencement of operation, or as otherwise agreed upon by the parties. The following provisions are meant to summarize WYICS's understanding of the manner in which special education instruction and related services shall be provided by WYICS and the District.

The following language mirrors the typical "industry standard" arrangement between a school district and a charter school, and aligns with State and Federal law, which requires that students in charter schools receive special education and related services in the same manner as any other student in the District. ***The language that follows is not meant to unilaterally bind the***

District, or to preclude alternative arrangements between the District and WYICS as agreed upon in a MOU:

WYICS intends to provide special education instruction and related services in accordance with the IDEIA, Education Code requirements, and applicable policies and practices of the Special Education Local Plan Area ("SELPA").

WYICS shall initially remain, by default, a public school of MSD for purposes of special education, pursuant to Education Code Section 47641(b). However, WYICS reserves the right to submit written verifiable assurances that it shall become an independent local educational agency (LEA) and join a special education local plan area (SELPA) pursuant to Education Code Section 47641(a), either on its own or with a grouping of charter school LEAs as a consortium. A change in LEA status or SELPA membership shall not require a material revision of this charter.

As a public school of the District, solely for purposes of providing special education and related services under the IDEIA pursuant to Education Code Section 47641(b), in accordance with Education Code Section 47646 and 20 U.S.C. 1413, WYICS seeks services from the District for special education students enrolled in WYICS in the same manner as is provided to students in other District schools. WYICS will follow the District and SELPA policies and procedures, and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services, and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records. WYICS will comply with District protocol as to the delineation of duties between the District central office and the local school site in providing special education instruction and related services to identified pupils. An annual meeting between WYICS and the District to review special education policies, procedures, protocols and forms of the District and the SELPA, and District protocol, will ensure that WYICS and the District have an ongoing mutual understanding of District protocol and will facilitate ongoing compliance.

As long as WYICS functions as a public school of the District solely for the purposes of providing special education and related services under the IDEIA pursuant to Education Code Section 47641(b), then we would anticipate that a Memorandum of Understanding (MOU) will be developed between WYICS and the MSD, which shall delineate the respective responsibilities of WYICS and the MSD with regard to the funding and delivery of special education and related services.

SEARCH AND SERVE

WYICS shall have the responsibility to identify, refer and work cooperatively in locating Charter School students who have, or may have, exceptional needs that qualify them to receive special education services. WYICS will implement SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the regular education program have been considered, and where appropriate, utilized.

WYICS will follow SELPA child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

Students possibly in need of special education can be screened from already available data (i.e., school tests, teacher observations, grades, etc.) regarding the student's progress or lack of progress within the general program.

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

INTERIM AND INITIAL PLACEMENTS OF NEW CHARTER SCHOOL STUDENTS

WYICS shall comply with Education Code Section 56325 with regard to students transferring into WYICS within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in WYICS from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, the District and WYICS shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time the District and WYICS shall adopt the previously approved IEP or shall develop, adopt and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into WYICS from a district operated program under the same special education local plan area of the District within the same academic year, the District and WYICS shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the District agree to develop, adopt and implement a new IEP that is consistent with Federal and State law. For students transferring to WYICS with an IEP from outside of California during the same academic year, the District and WYICS shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until the District conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the District, and develops a new IEP, if appropriate, that is consistent with Federal and State law.

REFERRAL FOR ASSESSMENT

WYICS will implement District and SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the regular education program have been considered, and where appropriate, utilized.

It is WYICS's understanding that the District shall provide WYICS with any assistance that it generally provides its schools in the identification and referral processes, and will ensure that WYICS is provided with notification and relevant files of all students who have an existing IEP and who are transferring to WYICS from a District school. The District shall have unfettered access to all WYICS student records and information in order to serve all of WYICS's students' special needs.

In the event that WYICS receives a parent written request for assessment, it will work collaboratively with the District and the parent to address the request. Unless otherwise appropriate pursuant to applicable State and Federal law, WYICS and the District will provide the parent with a written assessment plan within fifteen days of receipt of the written request and shall hold an IEP within sixty days of a parent's consent to the assessment plan to consider the results of any assessment.

WYICS will follow District child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

ASSESSMENT

The term "assessments" shall have the same meaning as the term "evaluation" in the IDEIA, as provided in Section 1414, Title 20 of the United States Code. The District will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with the District's general practice and procedure and applicable law. WYICS shall work in collaboration with the District to obtain parent/guardian consent to assess WYICS students. WYICS shall not conduct special education assessments unless directed by the District.

DEVELOPMENT AND IMPLEMENTATION OF IEP

Every student assessed by the school will have an IEP that documents assessment results and eligibility determination for special education services.

It is WYICS's understanding that the District shall arrange and notice the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. WYICS shall be responsible for having the following individuals in attendance at the IEP meetings or as otherwise agreed upon by the District and WYICS:

- The parent or guardian of the student for whom the IEP was developed
- The student, if appropriate
- The Principal and/or the WYICS designated representative with appropriate administrative authority as required by the IDEIA
- The student's special education teacher
- The student's general education teacher, if the student is, or may be, participating in the general education environment
- Other WYICS representatives who are knowledgeable about the regular education program at WYICS and/or about the student

It is WYICS's understanding that the District shall arrange for the attendance, or participation of, all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEIA, a speech therapist, psychologist, resource specialist and behavior specialist, and shall document the IEP meeting and provide notice of parental rights.

WYICS understands that the decisions regarding eligibility, goals/objectives, program, services, placement and exit from special education shall be the decision of the IEP team pursuant to the District's IEP process. Programs, services and placements shall be provided to all eligible WYICS students in accordance with the policies, procedures and requirements of the District and of the SELPA and State and Federal law.

WYICS shall promptly notify the District of all requests it receives for assessment, services, IEP meetings, reimbursement, compensatory education, mediation and/or due process, whether these requests are verbal or in writing.

Pursuant to District policy and how the District operates special education at all other public schools in the District, the District shall be responsible for all school site implementation of the IEP. WYICS shall assist the District in implementing IEPs, pursuant to District and SELPA policies in the same manner as any other school of the District. WYICS will need to be jointly involved in all aspects of the special education program, with the District holding ultimate authority over implementation and supervision of services. As part of this responsibility, WYICS shall provide the District and the parents with timely reports on the student's progress as provided in the student's IEP at least as frequently as progress reports are provided for WYICS' non-special education students. WYICS shall also provide all home-school coordination and information exchange unless directed otherwise by the District. WYICS shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology unless directed otherwise by the District. WYICS shall comply with any directive of the District as relates to the coordination of WYICS and the District for IEP implementation including but not limited to adequate notification of student progress and immediate notification of any considered discipline of special education students in such matters, the petitioner would notify the District of relevant circumstances and communications immediately and act according to District administrative authority.

STAFFING

All special education services at WYICS will be delivered by individuals or agencies qualified to provide special education services as required by Education Code and the IDEIA. WYICS staff shall participate in all mandatory District in-service training relating to special education.

It is WYICS's understanding that the District will be responsible for the hiring, training and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists unless the District directs WYICS that current District practice is for the individual school sites to hire site special education staff or the District and WYICS agree that WYICS must hire on-site special education staff. In that instance, WYICS shall ensure that all special education staff hired by WYICS is qualified pursuant to District and SELPA policies, as well as meet all legal requirements. The District may review the qualifications of all special education staff hired at WYICS (with the agreement of the District) and may require pre-approval by the District of all hires to ensure consistency with District and SELPA policies. The District shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to WYICS students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

DUE PROCESS HEARINGS

In the event that a parent/guardian files a request for a due process hearing or request for mediation, the MSD and WYICS shall work together to defend the case, so long as WYICS operates as a school of the Authorizer for special education purposes. In the event that the MSD determines that legal representation is needed, WYICS agrees that it shall be jointly represented by legal counsel of the MSD's choosing.

So long as the WYICS operates as a school of the District for special education purposes, MSD may initiate a due process hearing or request for mediation with respect to a student enrolled in WYICS if the District determines such action is legally necessary or advisable. WYICS agrees to cooperate fully with the District in such a proceeding.

So long as WYICS operates as a school of the District for purposes of special education, WYICS understands that the District shall have sole discretion to settle any matter in mediation or due process. For the purposes of special education, the District shall also have sole discretion to file an appeal from a due process hearing or take other legal action, involving any WYICS student, necessary to protect its rights.

NON-PUBLIC PLACEMENTS/NON-PUBLIC AGENCIES

The District shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students. WYICS shall not hire, request services from, or pay any non-public school or agency to provide education or services to special education students without the prior written approval of the District. WYICS shall immediately notify the District of all parental requests for services from non-public schools or agencies, unilateral placements, and/or requests for reimbursement.

NON-DISCRIMINATION

It is understood and agreed that all children will have access to WYICS and no student shall be denied admission nor counseled out of WYICS due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services.

PARENT/GUARDIAN CONCERNS AND COMPLAINT PROCEDURES

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

WYICS shall follow District policies as they apply to all District schools for responding to parental concerns or complaints related to special education services. WYICS shall instruct parents/guardians to raise concerns regarding special education services, related services and rights to the District unless otherwise directed by the District. WYICS shall immediately notify the District of any concerns raised by parents. In addition, WYICS and the District shall immediately bring to the other's attention any concern or complaint by a parent/guardian that is in writing and/or which involves a potential violation of state or federal law.

The District's designated representative, in consultation with WYICS's designated representative, shall investigate as necessary, respond to, and address the parent/guardian concern or complaint. WYICS shall allow the District access to all facilities, equipment, students, personnel, and records to conduct such an investigation.

WYICS and the District shall timely notify the other of any meetings scheduled with parents/guardians or their representatives to address the parent/guardian concerns or complaints so that a representative of each entity may attend. The District, as the LEA, shall be ultimately responsible for determining how to respond to parent concerns or complaints, and WYICS shall comply with the District's decision.

WYICS and the District shall cooperate in responding to any complaint to or investigation by the California Department of Education, the United States Department of Education, or any other agency, and shall provide timely notice to the other upon receipt of such a complaint or request for investigation.

SELPA REPRESENTATION

It is WYICS's understanding that the District shall represent WYICS at all SELPA meetings and report to WYICS of SELPA activities in the same manner as is reported to all schools within the District.

FUNDING

WYICS understands that it will enter into a MOU with the District regarding Special Education funding, and cannot, at this time, unilaterally dictate the funding relationship between the District and WYICS. WYICS anticipates, based upon State and Federal law, that the fiscal relationship could be summarized as follows:

Retention of Special Education Funds by the District
The District shall retain all state and federal special education funding allocated for WYICS students though the SELPA Annual Budget Plan, and shall be entitled to count WYICS students as its own for all such purposes.

Retention of Average Daily Attendance Funds by the District for Non-Public Placements
The Parties acknowledge that the District may be required to pay for, or provide, WYICS students with placements at locations other than at the WYICS's school site, in order to provide them with a free and appropriate public education. Such placements could include, without limitation, programs or services in other District schools, in other public school districts within the SELPA, in a County Office of Education program, in a non-public school, at home, at a hospital, or in a residential program. When such programs or services are provided at District expense, the District shall be entitled to receive from WYICS the pro rata share of all funding received for such student, including, without limitation, all Average Daily Attendance funds, based on the number of instructional days or minutes per day that the student is not at the WYICS site.

Contribution to Encroachment
WYICS shall contribute its fair share to offset special education's encroachment upon the District's general fund. Accordingly, WYICS shall pay to the District a pro-rata share of the District's unfunded special education costs ("Encroachment"). At the end of each fiscal year, the District shall invoice WYICS for WYICS's pro-rata share of the District-wide Encroachment for that year, as calculated by the total unfunded special education costs of the District, including those costs attributable to WYICS, divided by the total number of District Average Daily Attendance including WYICS students, and multiplied by the total number of WYICS Average Daily Attendance. The WYICS Average Daily Attendance shall include all WYICS students, regardless of home district.

SECTION 504 OF THE REHABILITATION ACT

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

WYICS 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 WYICS. 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 school.

A 504 team will be assembled by the Principal and shall include the parent/guardian, the student, a qualified staff member, and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records, including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate.

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

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

The final determination of whether the student is eligible for accommodations under Section 504 must be made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEIA, a referral for assessment under the IDEIA will be made by the 504 team.

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

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The Principal will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that they review the 504 Plan with the long-term substitutes. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least

once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

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 aptitudes 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."

Cal. Ed. Code § 47605(b)(5)(B)

WYICS will provide a challenging, comprehensive, and well-rounded education that prepares them to be engaged global citizens. The education program is designed to ensure all students meet the following measurable pupil outcomes:

- **Basic Skills**: Mastery of grade level competency in core subjects: Mathematics, Science, Social Science, and English Language Arts, based on the strands and standards in the California state content framework
- **Bilingualism and Biliteracy in Mandarin**: Mastery at no less than one grade level below a corresponding student in China or Taiwan in reading, writing and speaking Mandarin
- **Life Skills**: Development of problem-solving and critical thinking skills, collaboration, adaptability, resourcefulness, civic and moral responsibility
- **Cross-Cultural Competency**: Development of an international perspective and awareness of, and sensitivity to, other cultures

In order to best serve our students and community, WYICS will continue to examine and refine its list of student outcomes over time to reflect the WYICS's mission and any changes to state or local standards. WYICS affirms that benchmark skills and specific classroom-level skills will be developed, and that its exit outcomes align to its mission, curriculum, and assessments. WYICS also recognizes that its student outcomes may need to be modified over time, and will be closely monitored by staff and the Board for continued appropriateness.

CHARTER SCHOOL OUTCOMES THAT ALIGN WITH THE EIGHT STATE PRIORITIES

Pursuant to Education Code Section 47605(b)(5)(B), following is a table describing the WYICS's outcomes that align with the eight state priorities and WYICS's goals and actions to achieve the state priorities, as identified in **Element A: Educational Program** of the charter. The assessment tools used to measure these outcomes are also covered in detail in **Element C: Methods of Assessment**.

WYICS will pursue the following school-wide and subgroup outcome goals, as measured by multiple and varied benchmarks assessments that are aligned to state and federal standards (including the new Common Core) and reflect proficiency measures required by California Assessment of Student Performance and Progress, as well as applicable state priorities detailed in Education Code Section 52060(d) that apply for the grade levels served, or the nature of the program operated, by WYICS. 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 populations of pupils at a school who have valid test scores"*

Cal. Ed. Code § 47607(a)(3)(B)

The following table delineates the WYICS 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 WYICS, including methods for measuring progress and the individual(s) with primary responsibility for each, as defined in Education Code Section 52060(d).

As the State and District finalize new standardized assessment tools (e.g., California Assessment of Student Performance and Progress) and new school performance measures (e.g., API), and finalize the format for the new Local Control Accountability Plans as applicable to charter schools, WYICS will work with the District to ensure it creates and updates its plans and goals accordingly. The LCAP shall not be deemed part of the charter, and therefore, annual amendments to the LCAP shall not be considered a "material revision to the charter" as defined on Section 47607.

Actions intended to ensure that the school meets these goals and targets are delineated throughout this charter petition (e.g., **Element A: Educational Program**, **Element D: Governance**, etc.). Refer to the following table for specific actions and their corresponding assessments.

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))*	
SUBPRIORITY A – TEACHERS	
GOAL TO ACHIEVE SUBPRIORITY	All core teachers will hold a valid CA Teaching Credential with the appropriate Bilingual Authorization/BCLAD and/or English Learner Authorization/CLAD as defined by the CA Commission on Teaching Credentialing, and will be appropriately assigned.
ACTIONS TO ACHIEVE GOAL	• All potential teachers will undergo a rigorous hiring process, including paper screening, reference checks, interviews, curricular and teaching materials review, and teaching demonstrations • All core teacher candidates screened for employment will hold a valid CA Teaching Credential. Teachers who teach in English would ideally hold either a Bilingual Authorization/BCLAD and/or English Learner Authorization/CLAD. Teachers who teach in Mandarin would ideally hold a Bilingual Authorization/BCLAD in Mandarin. • The Office Administrator will annually review credential status for compliance
MEASURABLE OUTCOME	100% of core teachers will hold a valid CA Teaching Credential with the appropriate Bilingual Authorization/BCLAD and English Learner Authorization/CLAD, as defined by the CA Commission on Teaching Credentialing, and will be appropriately assigned
METHODS OF MEASUREMENT	• Initial and annual verification of core teacher credential as reported by the CA Commission on Teacher Credentialing • CALPADS Report 3.5 NCLB Core Course Section Compliance • Annual publication of School Accountability Report Card
SUBPRIORITY B – INSTRUCTIONAL MATERIALS	
GOAL TO ACHIEVE SUBPRIORITY	All students will have access to standards-aligned materials and additional instructional materials, as outlined in the WYICS charter petition
ACTIONS TO ACHIEVE GOAL	All instructional materials purchased will be aligned to California Common Core State Standards and aligned with our charter petition
MEASURABLE	100% of students will have access to standards-aligned materials and

OUTCOME	additional instructional materials, as outlined in our charter petition.
METHODS OF MEASUREMENT	Executive Director, Principal, and faculty will review all instructional materials before purchase, pursuant to E.C. § 60119
SUBPRIORITY C – FACILITIES	
GOAL TO ACHIEVE SUBPRIORITY	Maintain a clean and safe school facility in partnership with the District, if District serves as our facility lessor, or with hired custodian and maintenance services
ACTIONS TO ACHIEVE GOAL	• Daily general cleaning by custodial staff will maintain campus cleanliness • Annual and monthly facility inspections will screen for safety hazards
MEASURABLE OUTCOME	• Annually, 90% of all items on monthly site inspection checklists and 90% of facility inspection checklists will be in compliance or good standing • 100% of identified Required Corrections will be corrected within three months
METHODS OF MEASUREMENT	• Daily cleanliness spot checks will be performed • Monthly site inspection documents prepared by the Principal, or the Principal's designee • Annual facility inspection reports
STATE PRIORITY #2— IMPLEMENTATION OF COMMON CORE STATE STANDARDS *Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency*	
SUBPRIORITY A – CCSS IMPLEMENTATION	
GOAL TO ACHIEVE SUBPRIORITY	WYICS's curriculum will be aligned to CCSS
ACTIONS TO ACHIEVE GOAL	• WYICS's curriculum maps will be aligned to the CCSS • WYICS's teachers will identify and participate in intensive professional development and training on the CCSS
MEASURABLE OUTCOME	• 100% of curriculum will be aligned to CCSS • Annually, 100% of teachers will participate in at least five hours of Professional Development and training in CCSS
METHODS OF MEASUREMENT	• Professional Development calendar and rosters will evidence participation by teachers in professional development activities • Curriculum maps will be written prior to school opening and will be revisited on an annual basis • Annual review of curriculum will show full implementation of CCSS
SUBPRIORITY B – EL STUDENTS & ACADEMIC CONTENT KNOWLEDGE	
GOAL TO ACHIEVE SUBPRIORITY	All EL students will gain academic content knowledge through the implementation of the CCSS
ACTIONS TO ACHIEVE GOAL	• EL students participate in English Language Arts/Literacy instruction with appropriate instructional support • Curriculum maps will specifically include goals and strategies for ELs and other struggling subgroups
MEASURABLE OUTCOME	Annually, 100% of EL students will gain academic content knowledge through the implementation of the CCSS
METHODS OF MEASUREMENT	• EL student performance on the CAASPP statewide assessments • CELDT/ELPAC Assessments • Personalized Learning Portfolio folder • Teacher assessments • Annual report cards

SUBPRIORITY C – EL STUDENTS & ENGLISH LANGUAGE PROFICIENCY	
GOAL TO ACHIEVE SUBPRIORITY	All EL students will gain English language proficiency through the implementation of the ELD curriculum and related instructional strategies
ACTIONS TO ACHIEVE GOAL	• EL students participate in English Language Arts/Literacy instruction with appropriate instructional support • EL students have access to ELD curriculum • Teachers of EL students participate in professional development activities
MEASURABLE OUTCOME	100% of EL students will reach English language proficiency within five years of initial classification as English Learner through the implementation of the CCSS and related instructional strategies
METHODS OF MEASUREMENT	• EL student performance on CELDT/ELPAC Assessment • ELD folder and reclassification documentation
STATE PRIORITY #3— PARENTAL INVOLVEMENT *Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation*	
SUBPRIORITY A – ACHIEVING/MAINTAINING PARENTAL INVOLVEMENT	
GOAL TO ACHIEVE SUBPRIORITY	• A Parent/Teacher Organization (PTO) will be established to facilitate parental involvement • A School Site Council (SSC), which can consist of parents, teachers and classified employees will be established to help make decisions on the school improvement plan
ACTIONS TO ACHIEVE GOAL	• The Founding Team will help establish the initial PTO and SSC • The PTO will select a volunteer Parent Coordinator to oversee parent participation opportunities through a variety of methods, including newsletters, phone calls, and orientation meetings • Parents may also choose to serve on the School Board
MEASURABLE OUTCOME	All parents will have multiple opportunities to provide input to, and participate in, the school
METHODS OF MEASUREMENT	• Feedback from parents will be solicited regularly (i.e. monthly meetings, coffee hours) • Volunteer opportunities will be published to parents • An end-of-year survey will be distributed to parents and students requesting feedback
SUBPRIORITY B – PROMOTING PARENT PARTICIPATION	
GOAL TO ACHIEVE SUBPRIORITY	WYICS will maintain a Parent Teacher Organization (PTO) and School Site Council (SSC)
ACTIONS TO ACHIEVE GOAL	School leadership will work with the volunteer Parent Coordinator to recruit parents to the PTO and/or SSC via flyers, classroom newsletters, and monthly parent meetings
MEASURABLE OUTCOME	Annually, the SSC and PTO will be comprised of at least 50% parents
METHODS OF MEASUREMENT	PTO and SSC meeting agendas and minutes identify parents who form part of the PTO and SSC
SUBPRIORITY C – SEEKING PARENTAL INPUT	
GOAL TO ACHIEVE SUBPRIORITY	Solicit parent feedback via annual satisfaction surveys
ACTIONS TO ACHIEVE GOAL	Annually, WYICS administration, as well as teachers, will conduct school and classroom satisfaction assessments to generate strategies for improvement. Results of parent satisfaction surveys will be presented to

	the School Board for discussion and implementation.
MEASURABLE OUTCOME	Campus community surveys will generate a consistent rate of return of at least 25% unduplicated community members
METHODS OF MEASUREMENT	Results and reports of community satisfaction surveys will be shared with parents, School Board members and staff upon completion of its results and analysis
STATE PRIORITY #4— STUDENT ACHIEVEMENT *Pupil achievement, as measured by all of the following, as applicable:* *H. CA Measurement of Academic Progress and Performance on statewide assessment (as available)* *I. The Academic Performance Index (API) (as available)* *J. Percentage of pupils who are college and career ready* *K. Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC)* *L. EL reclassification rate* *M. Percentage of pupils who have passed an AP exam with a score of 3 or higher* *N. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness*	
SUBPRIORITY A1 – CAASPP: ELA/LITERACY	
GOAL TO ACHIEVE SUBPRIORITY	75% of students at every applicable grade level, including all student subgroups, score proficient or higher on the CAASPP statewide assessment in the area of English Language Arts/Literacy[79]
ACTIONS TO ACHIEVE GOAL	• Classroom instruction conducive to student learning • Adequate learning environments • Appropriate CCSS-aligned instructional materials • Use of instructional technology in the area of English Language Arts • Teacher assistants in classrooms to support instruction and student learning
MEASURABLE OUTCOME	• Annually, at least 95% participation rate in the CAASPP statewide assessments • Annually, at least 75% of students at every applicable grade level, including all subgroups, score proficient or higher on the CAASPP statewide assessment in the areas of English Language Arts/Literacy
METHODS OF MEASUREMENT	• CAASPP score reports
SUBPRIORITY A2 – CAASPP: MATHEMATICS	
GOAL TO ACHIEVE SUBPRIORITY	80% of students at every applicable grade level, including all student subgroups, score proficient or higher on the CAASPP statewide assessment in the area of Mathematics
ACTIONS TO ACHIEVE GOAL	• Classroom instruction conducive to student learning • Adequate learning environments • Appropriate CCSS-aligned instructional materials • Use of instructional technology in the area of Mathematics • Teacher assistants in classrooms to support instruction and student

[79] Due to the high amount of instruction time in Mandarin during the early grades, it is expected that students' English proficiency may lag behind their non-immersion peers. Therefore, we have set lower goals to account for this delay for those first few years, but eventually expect at least 80% of students to achieve the goals as outlined by middle school.

	learning
Measurable Outcome	• Annually, at least 95% participation rate in the CAASPP statewide assessments • Annually, at least 80% of students at every applicable grade level, including all subgroups, score proficient or higher on the CAASPP statewide assessment in the area of Mathematics
Methods of Measurement	• CAASPP score reports
Subpriority A3 – CAASPP: Science	
Goal to Achieve Subpriority	80% of students at every applicable grade level, including all student subgroups, score proficient or higher on the CAASPP statewide assessment in the area of Science
Actions to Achieve Goal	• Classroom instruction conducive to student learning • Adequate learning environments • Appropriate CCSS-aligned instructional materials • Use of instructional technology in the area of Science • Teacher assistants in classrooms to support instruction and student learning
Measurable Outcome	• Annually, at least 95% participation rate in the CAASPP statewide assessments • Annually, at least 80% of students at every applicable grade level, including all subgroups, score proficient or higher on the CAASPP statewide assessment in the area of Science
Methods of Measurement	• CAASPP score reports
Subpriority B – API	
Goal to Achieve Subpriority	All students, including all student subgroups, will meet the annual API Growth Target or equivalent, as mandated by the CA State Board of Education
Actions to Achieve Goal	Classroom instruction will incorporate testing strategies in preparation for the CAASPP
Measurable Outcome	100% of students, including all student subgroups, will meet the annual API Growth Target or equivalent, as mandated by the CA State Board of Education
Methods of Measurement	• CAASPP Score reports
Subpriority C – Percentage of Pupils who are College and Career Ready (or CTE)	
Grade Levels Not Applicable to WYICS	
Subpriority D – EL Proficiency Rates	
Goal to Achieve Subpriority	EL students will advance at least one performance level per the CELDT/ELPAC each academic year
Actions to Achieve Goal	EL students will receive in-class instructional support through focused small group instruction, 1-on-1 teacher or teacher assistant support, and after school tutoring, or homework club assistance. Teacher will implement integrated and designated ELD instructional strategies, including SDAIE.
Measurable Outcome	80% of EL students will advance at least one performance level per the CELDT/ELPAC each academic year
Methods of Measurement	• CELDT/ELPAC Score Reports • EL reclassification documentation maintained by ELPAC/CELDT Coordinator • ELD folder in conjunction with ELD curriculum assessments and annual report

	cards
SUBPRIORITY E – EL RECLASSIFICATION RATES	
GOAL TO ACHIEVE SUBPRIORITY	EL students will be assessed for reclassification as Fluent English Proficient annually and perform at grade level on the CAASPP statewide assessment.
ACTIONS TO ACHIEVE GOAL	EL students will receive in-class instructional support which includes 1-on-1 teacher support, or teacher assistant support, focused small group instruction and integrated and designated ELD instructional strategies such as SDAIE.
MEASURABLE OUTCOME	At least 25% of EL students will be reclassified as Fluent English Proficient annually and perform at grade level on the CAASPP statewide assessment.
METHODS OF MEASUREMENT	• Analysis and review of CELDT/ELPAC results
SUBPRIORITY F – AP EXAM PASSAGE RATE	
GRADE LEVELS NOT APPLICABLE TO WYICS	
SUBPRIORITY G – COLLEGE PREPAREDNESS/EAP	
GRADE LEVELS NOT APPLICABLE TO WYICS	
STATE PRIORITY #5— STUDENT ENGAGEMENT *Pupil engagement, as measured by all of the following, as applicable:* *F. School attendance rates* *G. Chronic absenteeism rates* *H. Middle school dropout rates (EC §52052.1(a)(3))* *I. High school dropout rates* *J. High school graduation rates*	
SUBPRIORITY A – STUDENT ATTENDANCE RATES	
GOAL TO ACHIEVE SUBPRIORITY	WYICS will maintain a 95% ADA rate
ACTIONS TO ACHIEVE GOAL	• WYICS will provide a safe and engaging learning environment for all its students and families, including those of the various subgroups enrolled • WYICS will also keep families informed about the importance of attendance
MEASURABLE OUTCOME	Annual Average Daily Attendance of at least 95%
METHODS OF MEASUREMENT	• Monthly, Quarterly and Annual ADA reports • Periodic attendance updates to families reminding them of the importance of in-school attendance as the primary way of learning and success
SUBPRIORITY B – STUDENT ABSENTEEISM RATES	
GOAL TO ACHIEVE SUBPRIORITY	Students will not have more than three absences in any school year without prior notification from the parents.
ACTIONS TO ACHIEVE GOAL	Parents will be informed of chronic absences as specified in Attendance & Truancy Policy
MEASURABLE OUTCOME	90% of enrolled students will have fewer than three absences during any one school year without prior notification from the parents.
METHODS OF MEASUREMENT	• End of term absence and tardy reports from our student information system • Periodic attendance updates to families reminding them of the

	importance of in-school attendance as the primary way of learning and success • Evidence of success is determined by monthly, quarterly and annual attendance reports
SUBPRIORITY C – MIDDLE SCHOOL DROPOUT RATE	
GOAL TO ACHIEVE SUBPRIORITY	WYICS will retain and promote 75% of 6th - 8th grade students.
ACTIONS TO ACHIEVE GOAL	WYICS will offer an academically engaging learning environment for all its students, including members of all subgroups
MEASURABLE OUTCOME	75% of the 6th - 8th grade classes will be comprised of students who enrolled at WYICS the prior academic year
METHODS OF MEASUREMENT	Student re-enrollment documentation as verified by our student information system and CALPADS
SUBPRIORITY D – HIGH SCHOOL DROPOUT RATES	
GRADE LEVELS NOT APPLICABLE TO WYICS	
SUBPRIORITY E – HIGH SCHOOL GRADUATION RATES	
GRADE LEVELS NOT APPLICABLE TO WYICS	
STATE PRIORITY #6— SCHOOL CLIMATE *School climate, as measured by all of the following, as applicable:* *D. Pupil suspension rates* *E. Pupil expulsion rates* *F. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness*	
SUBPRIORITY A – PUPIL SUSPENSION RATES	
GOAL TO ACHIEVE SUBPRIORITY	WYICS will maintain an annual suspension rate of less than 1%
ACTIONS TO ACHIEVE GOAL	• School leadership and faculty will maintain a positive school climate • WYICS will organize House and Advisory activities to build relationships among the student body and to create a connection with the school • Teachers will be trained on, and implement, the Self-Science program, which develops 8 social-emotional competencies • School leadership will work with teachers and families to manage student behavior issues and concerns
MEASURABLE OUTCOME	Annually, 1% or fewer of all enrolled students will be suspended
METHODS OF MEASUREMENT	• Annual School Accountability Report Card & Annual Report • CALPADS Report 7.1 Discipline Incidents • Annual surveys to students, parents and teachers
SUBPRIORITY B – PUPIL EXPULSION RATES	
GOAL TO ACHIEVE SUBPRIORITY	WYICS will maintain an annual expulsion rate of less than 1%
ACTIONS TO ACHIEVE GOAL	• School leadership and faculty will maintain a positive school climate • WYICS will organize House and Advisory activities to build relationships among the student body and to create a sense of connectedness with the school • Teachers will be trained on, and implement, the Self-Science program, which develops 8 social-emotional competencies • School leadership will work with teachers and families to manage student behavior issues and concerns

MEASURABLE OUTCOME	Annually, 1% or fewer of enrolled students will be expelled.
METHODS OF MEASUREMENT	• Annual School Accountability Report Card & Annual Report • CALPADS Report 7.1 Discipline Incidents • Annual surveys to students, parents and teachers
SUBPRIORITY C – OTHER SCHOOL SAFETY AND SCHOOL CONNECTEDNESS MEASURES (SURVEYS)	
GOAL TO ACHIEVE SUBPRIORITY	WYICS students and staff will adhere to the School Safety Plan
ACTIONS TO ACHIEVE GOAL	• The School Safety Plan will be reviewed annually and modified, as needed • Annually, all school employees will be trained on the elements of the School Safety Plan • Students will participate in monthly fire, earthquake, and safety drills
MEASURABLE OUTCOME	• School Safety Plan will be reviewed annually • 100% of staff will participate in at least four hours of Safe School training • Students will participate in at least eight fire, earthquake or safety drills annually
METHODS OF MEASUREMENT	• School Safety Plan • Professional Development agenda • Annual drill calendars
SUBPRIORITY D – SENSE OF COMMUNITY	
GOAL TO ACHIEVE SUBPRIORITY	Students, parents and teachers will feel a sense of community on campus, and within their classroom community
ACTIONS TO ACHIEVE GOAL	• All students will belong to a House or Advisory, which will consist of mixed age students, and is designed to foster relationships among the student body and to create a connectedness to the school • WYICS Administration will devise and administer satisfaction surveys to parents, students and teachers annually • A variety of fun and engaging co-curricular opportunities will further enhance students' sense of belonging and community
MEASURABLE OUTCOME	Annually, at least 75% of students and families will be retained
METHODS OF MEASUREMENT	• Parent, student and teacher satisfaction surveys will provide information regarding their sense of connectedness and community • Attendance and participation by students in campus events will evidence their sense of belonging and engagement • Annual re-enrollment documentation and class lists will reflect a return rate of at least 75%
STATE PRIORITY #7— COURSE ACCESS *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))*	
GOAL TO ACHIEVE PRIORITY	WYICS students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to, and enroll in, our academic and educational program as outlined in the school's charter petition

ACTIONS TO ACHIEVE GOAL	All academic content areas will be available to all students, including student subgroups, at all grade levels
MEASURABLE OUTCOME	Annually, 100% of students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to, and enroll in, all core and non-core subject content areas available
METHODS OF MEASUREMENT	Student, teacher, course, and grade level schedules will serve as evidence
STATE PRIORITY #8— STUDENT PERFORMANCE *Pupil outcomes, if available, in the subject areas described in E.C. §51210 and E.C. §51220(a)-(i)*	
SUBPRIORITY A – ENGLISH	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students and students with exceptional needs, will demonstrate grade level proficiency in English Language Arts and Literacy[80]
ACTIONS TO ACHIEVE GOAL	• All students participate in WYICS's small focused instruction groups, participate in computer adaptive software, and guided reading groups • Instructional strategies implemented include one-to one conferring, reading intervention program, speaking skills to present information, narrative and response to literature, and collaboration with colleagues to support student learning goals
MEASURABLE OUTCOME	• At least 75% of all students will demonstrate one or more years of growth on the SBAC for English Language Arts • At least 75% of all students will be classified as having a proficient or advanced grade level equivalence on the Rigby Reads or DIBELS ORF assessment • At least 75% of all students will be classified as having a proficient or advanced grade level equivalence on the Basic Phonics Skills Test, Primary and Elementary Spelling Inventory, and High Frequency Words Assessment • At least 75% of all students will earn a rating of proficient or advanced in English Language Arts on end-of-year report cards, based on a composite of all reading and writing scores • At least 75% of all students will earn a rating of proficient or advanced on summative performance assessments in writing
METHODS OF MEASUREMENT	WYICS's authentic creation of Personalized Learning Portfolios is used to monitor and track student progress throughout the year. Personalized Learning Portfolios include, but are not limited to, SBAC test results, internal benchmark assessments, pre- and post-unit testing, spelling inventories, student writing journals, response to literature journals and published writing and oral presentations.
SUBPRIORITY B – MATHEMATICS	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students and students with exceptional needs will demonstrate grade level proficiency in Mathematics
ACTIONS TO ACHIEVE GOAL	• All students participate in basic math skill lessons every day • Instructional strategies implemented in Mathematics include focused and designed instruction, spiraling math curriculum, small group work, one-to one assistance, peer tutorial support, and collaboration with colleagues to support student goals and learning
MEASURABLE	• At least 80% of all students will demonstrate one or more years

[80] Due to the high amount of instruction time in Mandarin during the early grades, it is expected that students' English proficiency may lag behind their non-immersion peers. Therefore, we have set lower goals to account for this delay for those first few years, but eventually expect at least 80% of students to achieve the goals as outlined by middle school.

OUTCOME	of growth on the SBAC for Mathematics • At least 80% of all students will score proficient or advanced on trimester and end of unit Mathematics assessments • At least 80% of all students will earn a rating of proficient or advanced in Mathematics on end-of-year report cards, based on a composite of all Mathematics scores
METHODS OF MEASUREMENT	WYICS's authentic creation of Personalized Learning Portfolios is used to monitor and track student progress throughout the year. Personalized Learning Portfolios include, but are not limited to, SBAC test results, internal benchmark assessments, pre- and post-unit testing, and math portfolio submissions demonstrating mathematical thinking.
SUBPRIORITY C – SCIENCE	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students and students with exceptional needs will demonstrate grade level skills and content knowledge in life, earth and space, and physical science.
ACTIONS TO ACHIEVE GOAL	Utilizing an inquiry-based approach, students will develop an understanding of science and engineering practices, disciplinary core ideas and crosscutting practices. Strategies include hands-on learning, gathering and analyzing data, and integrating skills and concepts as they apply to different subjects.
MEASURABLE OUTCOME	• At least 80% of all 5th and 8th grade students will score proficient or advanced on the CST for Science • At least 80% of all students will score proficient or advanced in Science on end of unit assessments • At least 80% of all students will earn a rating of proficient or advanced in Science on end-of-year report cards • At least 80% of all students will earn a rating of proficient or advanced on portfolio submissions related to Science
METHODS OF MEASUREMENT	• Formal assessments include pre- and post-unit testing and reports • Authentic assessments include experimentations, presentations, projects, rubrics, peer feedback and teacher feedback
SUBPRIORITY D – SOCIAL SCIENCES	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students and students with exceptional needs will demonstrate grade level skills and content knowledge in history, civics and social science
ACTIONS TO ACHIEVE GOAL	Through direct instruction and an integrated approach, students will study a blend of American history, Chinese history, world history, government, geography and economics using the CA History-Social Science Content Standards or presently approved state standards. Strategies included in an integrated approach are non-fiction and historical fiction texts, mini-research projects and presentations, computer based information (articles, videos), field trip experiences, debates and hands-on projects.
MEASURABLE OUTCOME	• At least 80% of all 8th grade students will score proficient or advanced on the SBAC for Social Science[81] • At least 80% of all students will score proficient or advanced in Social Science on end of unit assessments • At least 80% of all students will earn a rating of proficient or advanced in Social Science on end-of-year report cards • At least 80% of all students will earn a rating of proficient or advanced on portfolio submissions related to Social Science
METHODS OF	• Formal assessments include pre- and post-unit testing and essay

[81] The Smarter Balanced Assessment Consortium has not developed an assessment for Social Science at this time. However, we anticipate that SBAC will release an assessment for Social Science by the time our first year of students reach the 8th grade in 2022. WYICS will continue to refine and update our assessment list to integrate new tools as they become available.

MEASUREMENT	exams • Authentic assessments include presentations, projects, rubrics, peer feedback and teacher feedback as a form of assessment to demonstrate proficiency
SUBPRIORITY E – VISUAL AND PERFORMING ARTS	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students and students with exceptional needs will have the opportunity to participate in various Visual and Performing Arts classes, which will be provided three days per week
ACTIONS TO ACHIEVE GOAL	Art, Drama/Dance and Music classes will be provided three days per week
MEASURABLE OUTCOME	All students will participate in the Visual and Performing Arts classes and submit applicable projects to be evaluated in their Personalized Learning Portfolio
METHODS OF MEASUREMENT	The class schedule of activities and student attendance list will serve as evidence of participation
SUBPRIORITY F – PHYSICAL EDUCATION	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students and students with exceptional needs will have the opportunity to participate in Physical Education activities and will achieve fitness levels within the Healthy Fitness Zone (HFZ) of the FITNESSGRAM assessment
ACTIONS TO ACHIEVE GOAL	• Physical Education (PE) content will be based on the Physical Education Model Content Standards for California Public Schools, 2005 • PE will occur daily during morning fitness and during weekly PE lessons • The combination of daily morning fitness and weekly physical education lessons meets the minimum requirement of 200 minutes each ten days set forth in Education Code Section 51210
MEASURABLE OUTCOME	At least 80% of all students in 5th and 7th grade will test within the HFZ. For each test area, the FITNESSGRAM uses the HFZ to evaluate fitness performance. The performance goal for all test areas is the HFZ. These zones represent minimum levels of fitness that offer protection against the diseases that result from sedentary living.
METHODS OF MEASUREMENT	The physical fitness test (PFT) for students in California schools is the FITNESSGRAM®. The main goal of the test is to help students in starting life-long habits of regular physical activity. Students in grades five and seven will take the fitness test. The test has six parts that show a level of fitness that offer a degree of defense against diseases that come from inactivity. The test results can be used by students, teachers and parents.
SUBPRIORITY G – HEALTH	
GOAL TO ACHIEVE SUBPRIORITY	All WYICS students will develop healthy eating, physical and emotional habits.
ACTIONS TO ACHIEVE GOAL	Health is primarily addressed through House/Advisory activities, Physical Education and during Self-Science. We will include content from the Health Education Content Standards for California Public Schools, 2008. Students will focus on the importance of nutrition and physical activity while also addressing physical growth and development, as well as mental, emotional and social health.
MEASURABLE OUTCOME	Measurable outcomes are identical to the measurable outcomes of Subpriority F - Physical Education and Subpriority K - Social Responsibility Domain
METHODS OF MEASUREMENT	Methods of measurement are identical to the methods of measurement for Subpriority F - Physical Education and Subpriority K - Social Responsibility Domain.
SUBPRIORITY H – FOREIGN LANGUAGES	

GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students and students with exceptional needs, will demonstrate grade level proficiency in Mandarin Language Arts and Literacy
ACTIONS TO ACHIEVE GOAL	• Mandarin will be the medium or tool used to deliver the core subject matter throughout the day. In addition, Mandarin Language Arts will be taught with Social Science every day. All students participate in WYICS's small focused instruction groups, participate in computer adaptive software, and guided reading groups. • Instructional strategies implemented include one-to one conferring, reading intervention program, speaking skills to present information, narrative and response to literature, and collaboration with colleagues to support student learning goals
MEASURABLE OUTCOME	• At least 75% of all students will demonstrate one or more years of growth on the Mandarin proficiency assessments • At least 75% of all students will be classified as having a proficient or advanced grade level equivalence on the Mandarin proficiency assessments • At least 75% of all students will score proficient or advanced on trimester and end of unit Mandarin Language Arts assessments • At least 75% of all students will earn a rating of proficient or advanced in Mandarin Language Arts on end-of-year report cards, based on a composite of all reading and writing scores • At least 75% of all students will earn a rating of proficient or advanced on summative performance assessments in writing
METHODS OF MEASUREMENT	Mandarin proficiency assessments include the SOPA, CCCC and HSK, depending on grade level[82]. In addition, internal benchmark assessments, projects, presentations, portfolio submissions, rubrics, peer feedback and teacher feedback are forms of assessment to demonstrate proficiency.
SUBPRIORITY I – APPLIED ARTS	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students and students with exceptional needs will have the opportunity to participate in at least one Applied Arts class, which may be provided one or more days per week
ACTIONS TO ACHIEVE GOAL	WYICS may offer a rotation of classes by trimester, such as Graphic Design, Industrial Design, Interior Design, Photography, etc.
MEASURABLE OUTCOME	All students will participate in the Applied Arts class and submit projects to be evaluated in their Personalized Learning Portfolio
METHODS OF MEASUREMENT	The class schedule of activities and student attendance list will serve as evidence of compliance
SUBPRIORITY J – CTE	
GRADE LEVELS NOT APPLICABLE TO WYICS	
SUBPRIORITY K(1) – OTHER SUBJECTS – SOCIAL RESPONSIBILITY DOMAIN	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students and students with exceptional needs, will demonstrate an understanding of their actions, how these actions affect their surroundings and the ability to work with others
ACTIONS TO ACHIEVE GOAL	All students participate in classroom dialogues and discussions, community activities and classroom decision-making processes. By integrating literature and dialogue, students are able to engage in the development of classroom

[82] Please refer to **Element C: Methods of Assessment** for a detailed description of the Mandarin proficiency assessments.

	rules and expectations while participating in a democratic process.
MEASURABLE OUTCOME	Annually, 100% of classrooms will have collaboratively devised rules and expectations, fewer than 1% of students will be suspended, and fewer than 1% of students will be subject to expulsion
METHODS OF MEASUREMENT	Classroom observation rubrics, book titles in classroom libraries, annual School Accountability Report Card & Annual Report and CALPADS Report 7.1 Discipline Incidents will be used as evidence
SUBPRIORITY K(2) – OTHER SUBJECTS – SOCIAL RESPONSIBILITY DOMAIN	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students and students with exceptional needs, will demonstrate social responsibility by working to improve their school and community environments
ACTIONS TO ACHIEVE GOAL	Throughout the school year, all students engage in various community service activities. Some examples could include organizing a Second Harvest food drive, book/toy drive, senior home visits, Earth Day cleanup, etc.
MEASURABLE OUTCOME	At least 95% of students will participate in 2 or more various community service projects offered throughout the year
METHODS OF MEASUREMENT	The classroom schedule of activities and participation roster will serve as evidence of compliance
SUBPRIORITY K(3) – OTHER SUBJECTS – SOCIAL RESPONSIBILITY DOMAIN	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students and students with exceptional needs, will be thoughtful, engaged citizens and demonstrate 21st century life skills (problem solving, critical thinking, collaboration, adaptability and resourcefulness) and social-emotional competencies
ACTIONS TO ACHIEVE GOAL	Through classroom- and school-wide projects, in addition to the integration of the Self-Science curriculum, all students will have the opportunity to develop and practice these essential skills
MEASURABLE OUTCOME	• At least 80% of students will score proficient or advanced on teacher-created rubrics in the planning and execution of each project, demonstrating high levels of problem-solving and critical thinking skills, collaboration, adaptability and resourcefulness • At least 80% of students will score proficient or advanced for problem-solving and critical thinking skills, collaboration, adaptability and resourcefulness on end-of-year report cards • At least 80% of students will see growth towards achieving a balance on their Barometers of Life measurement, which correlates to the eight emotional competencies described in **Appendix IV-a** • At least 80% of students will achieve the goals as described in the Self-Science Scope and Sequence of **Appendix IV-b**
METHODS OF MEASUREMENT	Project rubric, presentation rubric, classroom grade books and report cards will demonstrate project participation. Student journals, portfolio submissions, and teacher observations, as well as the Six-Seconds Emotional Intelligence Assessment – Youth Version (SEI – YV) will provide evidence of achievement
SUBPRIORITY K(4) – OTHER SUBJECTS – CROSS-CULTURAL COMPETENCY	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students and students with exceptional needs, will develop cross-cultural competency by developing an awareness of other cultures and an international perspective
ACTIONS TO ACHIEVE GOAL	A language immersion program, by nature, will explore cross-cultural topics and help students develop an awareness of other cultures and an international perspective because culture is integral to language learning
MEASURABLE OUTCOME	The measurable outcomes will be aligned with the Mandarin Language Arts subpriority because of the interdependency between language and culture.

	Developing proficiency in the language will also result in developing cross-cultural competency
METHODS OF MEASUREMENT	Parent and teacher surveys, teacher observation and Mandarin proficiency assessments will provide evidence of achievement

ELEMENT C: METHODS OF ASSESSMENT

"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."
Cal. Ed. Code § 47605(b)(5)(C)

WYICS believes that true data driven instruction includes an assessment cycle that is one of the most important features of outstanding teaching and learning. In order to be a great learning organization, everyone within the organization must be clear on what the expected outcomes are and must be given regular, meaningful data on progress towards those outcomes. Additionally, to prepare our students for the STEAM fields, in which industries are constantly iterating and improving outcomes, students must be familiar with a regular cycle of testing and improvement.

WYICS will implement a comprehensive assessment system to measure and track student mastery of grade-level standards and requisite skills in each subject area, including Mandarin proficiency. Assessment allows WYICS to observe individual student progress, determine the efficacy of individual teachers and evaluate the success of the program as a whole. Assessment result analysis will also form the basis for teacher professional development and instructional planning.

Assessment data will be collected at regular intervals throughout the school year including: baseline, formative, and summative assessments. We will explore the use of computer-based assessments and data administration that will allow teachers to develop personalized reports, disaggregate class data and observe patterns so that the assessments can be used to strategically target instruction.

WYICS will adhere to all state testing requirements, including provisions of AB 484/2012 and any revisions of Education Code that are applicable to charter schools. As established in the previous section, WYICS 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 documented in the table below.

As new exciting assessment tools become available that align with California Common Core State Standards, we will continue to refine and update our assessment list to integrate these new tools. WYICS staff will work diligently to review individual student performance data enabling the appropriate staff to take corrective action for students who fall below the minimum performance expectation.

STATE ASSESSMENTS

WYICS, via the direct supervision of its Principal, will administer annual state-mandated assessments as required under Education Code Section 60642.5(a)(2), including the Smarter Balanced Assessment Consortium (SBAC), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). SBAC is a state-led consortium working collaboratively to develop next-generation assessments aligned to the California Common Core State Standards that accurately measure student progress toward college and career readiness.[83]

The new SBAC standardized tests are aligned with the California Common Core State Standards and will better assess whether a student has truly mastered a concept instead of just memorizing information. This test will be administered to students in grades 3 – 8 and is only available for English Language Arts and Mathematics at this time. As other subjects are added

[83] Smarter Balanced Assessment Consortium. (n.d.). Frequently Asked Questions: http://www.smarterbalanced.org/resources-events/faqs/

in the future, WYICS will continue to refine and update our assessment list to comply with the new testing system, in accordance with Education Code, and will integrate these new tools as they become available.

For students with disabilities and have an IEP, we will administer the CMA for Science in grades 5 and 8. The SBAC for English Language Arts and Mathematics, with appropriate universal tools, designated supports and/or accommodations is appropriate for students with disabilities who have an IEP.

For students with disabilities who cannot take part in general statewide assessments, they will receive the alternative assessment CAPA, for English Language Arts and Mathematics in grades 2-8, and Science in grades 5 and 8.

All students who indicate that their home language is any language other than English will be given the California English Language Development Test (CELDT)/English Language Proficiency Assessment for California (ELPAC) within thirty days of initial enrollment and at least annually thereafter until re-designated as fluent English proficient. The Physical Fitness Test (PFT) shall be given to students in grades five and seven annually.

MULTIPLE MEASURES

WYICS will use a variety of baseline, formative and summative assessments, reflecting best practices. WYICS's intention of using a variety of assessments is to ensure that teachers, parents and students continually have current and accurate information about students' level of mastery and areas in which they may be struggling.

In immersion classrooms, multiple measures are particularly important because it may sometimes be necessary to disaggregate content performance from linguistic performance. For example, some students may comprehend the concept of re-grouping in mathematics, but are unable to explain how they arrived at their answer in Mandarin. Determining whether students understand the concept and can use their knowledge in performance may need to be separated from their ability to verbalize this knowledge. On the other hand, it is also important for students to be able to demonstrate through oral or written language what they have learned. As a result, requiring students to use Mandarin to explain their thinking will also be appropriate.

Teachers will develop, select and use different assessments depending on the lesson or unit goal, children's developmental characteristics, availability of resources and planned use of the data. In addition to the annual state-mandated standardized assessments noted above, WYICS's assessment plan includes the following assessments:

LEVELED READING ASSESSMENTS

All students will be assessed two times a year, at the beginning and end of the year, using the Rigby Reads assessment (grades K – 4) , the DIBELS Next Oral Reading Fluency (ORF) and Retell Frequency (RTF) assessment (grades 5 – 6), or the Content Area Reading Indicators (CARI)/DIBELS 7-9 ORF and RTF assessment (grades 7-8). Students in grades K-4 will also receive the Rigby Reads assessment midway through the year. At the primary level, teachers will conduct running records using Rigby for each student, at least three times per year. Running records measure reading fluency and word analysis skills. Teachers will use running record levels to adjust guided reading groups as necessary.

PHONICS, SPELLING, AND KNOWLEDGE OF HIGH FREQUENCY WORDS

For grades K-2, students will be assessed three times a year on phonics, spelling, and knowledge of high frequency words. To assess phonics, we will use the Basic Phonics Skills Test Levels I-III. This is an informal test of (a) high-utility, spelling-sound relationships for reading

single-syllable words, (b) syllabic and morphemic strategies for reading polysyllabic words, (c) recognition of letter sounds, (d) specific phonics patterns, and (e) blending of single syllable and polysyllabic words out of context. To assess students' developmental spelling stage, we will use the Primary and Elementary Spelling Inventory to determine how students use spelling patterns and rules to spell new words. To assess for knowledge of high frequency words, we will assess for automatic word recognition. Students who can instantly recognize high frequency words do not need to focus on the meaning of the word itself but instead can focus on the meaning in the entire story.

WRITING ASSESSMENTS

A writing sample will be collected and assessed for each student in grades 3-8 at least three times a year: as a baseline assessment and at the end of the second and third trimesters. In grade level groups, teachers will develop rubrics that align to grade-specific content standards for writing.

MATHEMATICS ASSESSMENTS

At the beginning of each year students grades 1 - 8, will be given a baseline mathematics assessment. Kindergarten students will be assessed as part of the kindergarten-readiness assessment. The baseline assessment will include multiple choice and constructed response questions. It will be designed to assess students' mastery of the previous grade's standards. The data from the baseline assessment will be used to guide instruction including possible interventions and extensions.

WYICS's teachers, with support from the administration, will develop the baseline assessment before the opening of the school year. They may use released questions from state testing as well as curriculum resources, such as TERC or Connected Mathematics, in developing the assessment.

Throughout the year, student progress in mathematics will be measured using formal and performance-based assessments. Students will be pre-assessed at the beginning of each mathematics unit to identify students in need of extra challenge or support. On-going assessment will take the form of teacher observations and assignments. At the end of each unit, student understanding and mastery will be measured through performance tasks or formal assessments. During designated faculty collaboration times and/or professional development days, teachers will design these assessments or select them from curriculum resources (TERC or Connected Mathematics).

At the end of each trimester, including the end of the year, students will be given a trimester assessment that will cover all standards taught to date. Much like the baseline assessment, these assessments will include both multiple choice and constructed response questions. They will be created in the same way. We may also use performance tasks from the Mathematical Assessment Resource Service (MARS) to assess problem-solving skills.

SOCIAL-EMOTIONAL LEARNING ASSESSMENTS

Social-emotional learning will be assessed through multiple measures. Teachers will use the Self-Science Scope and Sequence (see **Appendix IV-b**) to see whether students are reaching appropriate milestones. Social-emotional learning achievement will be documented through student journals, portfolio submissions, and observations. In addition, the Six Seconds Emotional Intelligence Assessment (SEI-YV) will be given annually. The SEI-YV is a statistically sound, normed measure. It measures student achievement in the eight Emotional Intelligence competencies relative to peers.

MANDARIN PROFICIENCY ASSESSMENT

Various assessments will be administered to track students' progress in developing proficiency in Mandarin. A baseline assessment will be conducted for those students who have some exposure to the language. For students planning to enter in later grades, this baseline assessment will also serve as a placement indicator.

CHINESE CHILDREN'S COMPETENCY CERTIFICATE (CCCC)

The Chinese Children's Competency Certificate (CCCC), designed in consideration of children's specific cognitive and linguistic development, is a standardized test to objectively measure the Mandarin proficiency of young test takers (grades 2 – 4) from different language and cultural backgrounds. With its special emphasis on the everyday lives and interests of children, CCCC helps test takers to understand their own levels of Mandarin proficiency and encourages them to pursue further Mandarin study. The test includes the following features:

- Test content is lively, diverse, and interesting
- Test content is tailored to suit children's life experiences
- Test content matches children's cognitive and language development
- Fascinating pictures in the color-printed test booklet capture children's attention[84]

STUDENT ORAL PROFICIENCY ASSESSMENT (SOPA)

Student Oral Proficiency Assessment (SOPA) interviews are innovative language proficiency assessment instruments designed to allow students in grades 2 – 4 to demonstrate their highest level of performance in oral fluency, grammar, vocabulary, and listening comprehension.

These interactive listening and speaking assessments are designed for children who are learning a foreign language in a school setting. They include hands-on activities and are conducted entirely in the foreign language. Students are assessed in pairs by two trained test administrators and, during the activities or tasks, are encouraged to interact with each other as well as with the interviewers. The focus of the interview is to determine what the students can do with the language.[85]

HANYU SHUIPING KAOSHI (HSK)

The new Chinese Proficiency Test, Hanyu Shuiping Kaoshi (HSK), was launched by Hanban in an effort to better serve Mandarin language learners. The test is the result of coordinated efforts by domestic and foreign experts from different disciplines including Mandarin language teaching, linguistics, psychology, and educational measurement. The new exam combines the advantages of the original HSK while taking into consideration recent trends in Mandarin language training by conducting surveys and making use of the latest findings in international language testing.

The new HSK is an international standardized exam that tests and rates Mandarin language proficiency. It assesses non-native Mandarin speakers' abilities in using the Mandarin language in their daily and academic lives. HSK consists of six levels, namely HSK Level I, HSK Level II, HSK Level III, HSK Level IV, HSK Level V, and HSK Level VI.[86]

REPORT CARDS AND PORTFOLIOS

In addition to the subject area specific assessments described above, WYICS will use report cards and portfolios to summarize student achievement.

[84] Steering Committee for the Test of Proficiency-Huayu.(n.d.). Children's Chinese Competency Certificate: http://cccc.sc-top.org.tw/en/feature.html
[85] Center for Applied Linguistics. (2014). Early Language Assessments: SOPA, ELLOPA, COPE: http://www.cal.org/ela/sopaellopa/index.html
[86] Hanban. (2014). Chinese Tests: HSK: http://english.hanban.org/node_8002.htm

REPORT CARDS

Report Cards will provide a summary of student performance at the end of each trimester. Our report cards will describe the level of development for each student in relation to key, standards-based grade level skills and content.

Our report cards will be designed to describe a five point continuum of learning stages (beginning, developing, approaching, proficient, and exceeding). Report cards will demonstrate student development in the following areas: Mandarin Language Arts, English Language Arts, Mathematics, Social Science, Science, Creative Arts, Physical Education and Self-Science. The specific features of each area will be grade-level specific and standards-based.

Students in grades 6 – 8 will receive hybrid report cards that will include developmental scores, as well as letter grades. Our report cards will also contain several narrative sections where teachers detail examples of a child's level of development/mastery based on observations, student work, portfolio submissions, project rubrics, and/or various classroom-based and school-wide assessments.

WYICS will explore digital assessment platforms and student data systems that will enable us to generate custom summary reports. The SEI-YV already has the capability to create student reports. We are researching systems that will allow us to incorporate all subject areas into one report and these systems include Data Director and Vantage Learning Systems.

PORTFOLIOS

WYICS will implement a portfolio system as part of our assessment plan. Portfolios will be used as a record of learning that includes samples of work and students' reflections on their work. Portfolios display the individual nature of a child's learning over time, provide evidence of academic achievement, and assist teachers with targeted instructional planning.

Portfolios will be reviewed by students, parents/guardians, and teachers at each conference, as well as at the end of the school year. As a learning record, portfolios will ensure teacher knowledge of student work from class to class. Each trimester, students, in consultation with their teachers, will select work samples from all core subject areas, including Self-Science, to place in their portfolios. As part of this selection process, students will reflect on their performance to identify their strengths and areas for improvement, as well as set personal goals for themselves.

ASSESSMENT CYCLE

The following table provides an overview of the assessment tools described in the table in **Element B: Measurable Student Outcomes**, which are aligned with the eight state priorities, pursuant to Education Code Section 52060(d). WYICS affirms that its methods for measuring student outcomes for the eight state priorities, as described in **Element B: Measurable Student Outcomes** of this charter, shall be consistent with the way information is reported on a School Accountability Report Card as required by Education Code Section 47605(b)(5)(C).

Measurable Outcome (As Defined in Element B)	Assessment Tools	Frequency
Outcome #1: All students will become proficient readers and writers of the English language	Smarter Balanced Assessment in English Language Arts or California Alternate Performance Assessment	Annually in Grades 3 - 8 Annually in Grades 2 - 8
	Rigby Reads	3x/Year in Grades K - 4
	DIBELS Next, ORF and RTF (Grades 5-6)	2x/Year in Grades 5 - 8

	Content Area Reading Indicators/ DIBELS 7-9, ORF and RTF (Grades 7-8)	
	Basic Phonics Skills Test	3x/Year in Grades K-2
	Primary and Elementary Spelling Inventory	3x/Year in Grades K-2
	High Frequency Words Assessment	3x/Year in Grades K-2
	Writing Rubrics Aligned to State Standards	3x/Year in Grades K - 8
	Report Cards	3x/Year
	Teacher Observations	On-Going
	English Portfolio Submissions	3x/Year
Outcome #2: All students will become proficient in Mathematical skills and content	Smarter Balanced Assessment in Mathematics or California Alternate Performance Assessment	Annually in Grades 3 - 8 Annually in Grades 2 - 8
	Internal Benchmark Assessments	3x/Year
	Report Cards	3x/Year
	Teacher Observations	On-Going
	Mathematics Portfolio Submissions	3x/Year
Outcome #3: All students will become proficient in Science concepts and scientific thinking	The Smarter Balanced Assessment Consortium has not developed an assessment for Science at this time. However, it is likely that the on-line test delivery options selected by states (or the Consortium) will support the delivery of on-line test Science assessments in the future, particularly in cases where the Science assessments are comprised of selected-response items. Smarter Balanced will continue to monitor the development and adoption of science standards i.e., Next Generation Science Standards. Until then, students will continue to take the CST Science tests or California Modified Assessment or California Alternate Performance Assessment.	Annually in Grades 5 and 8
	Unit Test	End of Unit
	Report Cards	3x/Year
	Teacher Observations	On-Going
	Science Portfolio Submissions	3x/Year
Outcome #4: All students will become proficient in Social Science practices and content	The Smarter Balanced Assessment Consortium has not developed an assessment for Social Science at this time. WYICS will continue to refine and update our assessment list to integrate new tools as they become available.	Annually in Grade 8
	Unit Test	End of Unit
	Report Cards	3x/Year

	Teacher Observations	On-Going
	Social Science Portfolio Submissions	3x/Year
Outcome #5: All students develop a high level of oral proficiency and literacy in the Mandarin language	SOPA (Speaking)	Annually in Grades 2 - 4
	CCCC (Listening and Reading)	Annually in Grades 2 - 4
	HSK (Listening, Speaking, Reading, Writing)	Annually in Grade 5 - 8
	Internal Benchmark Assessments	3x/Year
	Report Cards	3x/Year
	Teacher Observations	On-Going
	Mandarin Portfolio Submissions	3x/Year
Outcome #6: All students will develop cross-cultural competency by developing an awareness of other cultures and an international perspective	Parent and Teacher Survey	3x/Year
	Teacher Observations	On-Going
Outcome #7: English language development for EL students	CELDT/ELPAC	Annually
Outcome #8: Special Education	Individualized Education Plan (IEP) Goals for Special Education Students	Annually
Outcome #9: Students will be thoughtful, engaged citizens and demonstrate 21st century life skills (problem-solving, collaboration, critical thinking, adaptability, resourcefulness, civic responsibility)	Six-Seconds Emotional Intelligence Assessment – Youth Version (SEI – YV)	Annually
	Participation in Community Service Projects	2x/Year
	Report Cards	3x/Year
	Teacher Observations	On-Going

USE AND REPORTING OF DATA

WYICS will implement a Student Information System (SIS) to track and maintain student data. The Principal, in consultation with staff and the Board, will choose a SIS to ensure the information collected is used in accordance with WYICS's mission and vision as well as provide for all mandated reporting requirements at the local, county, state, and federal levels. Some of the SISs we are considering include, but are not limited to, School Loop, School Pathways, Illuminate, Zoom! Data Source and Data Director. We will use the system to create reports that will allow us to disaggregate, analyze, and disseminate performance data to staff, parents, students, and the authorizing agency.

WYICS teachers and staff will be engaged in an on-going process of data review and evaluation in connection to student learning outcomes. They will analyze individual data to review performance for students in their classrooms and work in collaborative teams to review class performance and benchmark data. In both cases, teachers will be guided to look at how students performed on multiple measures, identify patterns of underperformance or high performance, and identify focus students who are not making adequate progress in one or more areas.

Additionally, assessment data will be used to judge the effectiveness of curriculum units and teaching. This information will then be used to refine or change future units and instruction. Collaborative teams based on grade levels and subject areas will use these opportunities to form questions that arise from the data, develop hypotheses around the questions, and pursue different strategies or actions to improve student outcomes. Teachers will be coached in using various assessment protocols. Individual student achievement will also be tracked

longitudinally. Portfolios will allow teachers to track and monitor progress from one year to the next.

At WYICS we believe that teaching to deep understanding and mastery is complex and that teachers cannot approach this complex task formulaically. They must develop hypotheses about how a given child might master a particular objective based on that child's interests, current level of ability, level of engagement, personality, learning style, etc. Should the hypothesis be incorrect, as a researcher, an effective teacher would use that data to form another hypothesis and continue this line of inquiry until success is achieved.

REPORTING TO PARENTS AND STUDENTS

At the beginning of every school year, WYICS will hold orientation meetings during which we will share our assessment philosophy and system and to train the families on how to access assessment data. Such data may include student report cards, CAASPP results, the SARC, interim and benchmark assessments, student portfolios, and project assessments. Families will have access to some of this information through the school's website. In addition, assessment data will be shared directly with families during teacher-parent conferences, phone calls, and by sending materials home with students. Teachers and administrators will track parent contact.

Students are informed about their assessment results by the teacher and via report cards at the end of each marking period and progress reports halfway through each marking period. Individually and by class, students will look at their own performance data, set goals, examine outcomes, and develop action plans in response to the data.

Parents are informed about both their individual student's and WYICS's achievement progress. Students and parents will discuss individual student achievement, progress towards graduation, and performance on state assessments under the direction of the classroom teacher during Family Conferences conducted twice a year. At this time, they also develop, modify, or review their child's Personalized Learning Plan and find out about the progress of their student in all areas: academic, social, and emotional. They can ask questions about any of the assessments and their student's scores. They also receive standards-based report cards mailed home 3x/year, but can request more frequent progress information if desired.

Parents of English Learners will also receive mandated communications on reclassification per Title III through annual CELDT/ELPAC testing results. Parents of students with IEPs will receive reports according to the plan specified in each IEP. WYICS will comply with applicable state and federal laws regarding reporting requirements for students with disabilities and English Learners.

The Principal, collaborating with teachers and the School Site Council, uses the assessment results to create annual and targeted plans for increased achievement. The plan will target specified areas for improving student learning and other aspects of the school that the WYICS community agrees need attention. The School Improvement Plan will be presented to the Board of Directors for their review and approval. The following aspects of the school will be addressed each year in the School Improvement Plan:

- Student achievement, instructional strategies, and educational programs
- Community relations
- Parent involvement and communication
- Facilities
- Staffing and personnel development
- Financial resources

WYICS takes ownership for implementing the plan, measuring progress and ultimately improving student learning. Action plans in response to data often include school-wide

professional development. In addition, results from benchmark tests are analyzed by the staff and used to adjust pacing guides, direct re-teaching, and intervention services for students.

REPORTING TO AUTHORIZING ENTITY AND OTHER STAKEHOLDERS

WYICS will promptly meet all reasonable inquiries for information from the MSD or other authorized agency and assure timely scheduled data reporting to the District in compliance with the law. Furthermore, WYICS hereby grants authority to the State of California to furnish copies of all test results directly to the District, as well as to the Charter School.

In accordance with Title III, WYICS will adhere to all mandated reporting guidelines in relation to English Learners, including notification to parents regarding CELDT/ELPAC results and reclassification. In accordance with IDEIA, WYICS will comply with all state and federal laws regarding reporting requirements for children with IEPs, including, at a minimum, trimester reports to a Special Education student's parents on progress towards goals stated within the IEP.

SCHOOL ACCOUNTABILITY REPORT CARD (SARC)

WYICS will compile the necessary data and create a SARC annually as required by state law. The SARC shall contain all of the following, as applicable to WYICS:

- Demographic information
- School safety and climate for learning information
- Academic data
- School completion rates
- Class sizes
- Teacher and staff information, including data about Highly Qualified Teachers
- Curriculum and instruction descriptions
- Post-secondary preparation information
- Fiscal and expenditure data

LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

WYICS will produce a Local Control Accountability Plan (LCAP) using the LCAP template adopted by the State Board of Education pursuant to Education Code Section 47606.5. WYICS shall submit the LCAP to the District and the Santa Clara County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

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."

Cal. Ed. Code § 47605(b)(5)(D)

LEGAL STATUS

WYICS will be a directly funded independent charter school and will be operated by Bay Area Language Immersion Schools ("BALIS"), a California nonprofit public benefit corporation, pursuant to California law upon approval of this charter. BALIS exists to ensure that WYICS adheres to this charter, and that the School has the resources and support necessary to be successful. The BALIS Board of Directors will govern WYICS.

WYICS will operate autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the District and WYICS. Pursuant to Education Code Section 47604(c), the District shall not be liable for the debts and obligations of WYICS, operated by a California nonprofit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by WYICS as long as the District has complied with all oversight responsibilities required by law, including, but not limited to, those required by Education Code Sections 47604.32 and 47605(m).

Attached, please find the BALIS Articles of Incorporation (**Appendix VIII-a**), draft Bylaws (**Appendix VIII-b**) and draft Conflict of Interest Code (**Appendix VIII-c**). The Bylaws and Conflict of Interest code will be adopted by the Board of Directors following approval of this charter and provided to the District promptly thereafter.

BOARD OF DIRECTORS

WYICS will be governed by the BALIS Board of Directors (Board or Board of Directors) in accordance with its adopted bylaws, which shall be consistent with the terms of this charter. The Board is ultimately responsible for the operation and activities of WYICS. Board members have a responsibility to solicit input from parents, faculty, and staff regarding issues of significance, and to consider input carefully before taking action. The Board's primary method for executing its responsibilities is the adoption of policies that offer guidance and interpretation of the charter and the oversight of the implementation of such policies by the Executive Director and Principal.

The Permanent Board will consist of at least five (5), and no more than fifteen (15) members who will govern WYICS. The initial founding Board has five directors, as described below. Based on governance best practices, BALIS will seek to have a range of seven to eleven directors once WYICS opens and establishes the Permanent Board. This number allows for sufficient expertise and population of committees, while also ensuring the size is manageable for making strategic decisions.

Terms for the initial Board of Directors shall be five (5) seats for a term of either two (2) or three (3) year(s). The terms of the initial Board of Directors shall be staggered, with three (3) members serving for three (3) years and two (2) members serving for two (2) years. The staggering of the initial Directors' terms of service will be drawn by lot. The initial Board of Directors is as follows:

Name	Term[87]
Whitney Clay	TBD
Jun Dong	TBD

[87] Term length drawing to be held after petition is approved, and board formally begins to govern.

Ching-Pei Hu	TBD
Roy R. Stanley, Esq.	TBD
Thomas C. Südhof, M.D.	TBD

- Whitney Clay: Whitney is a tenured Reading instructor at West Valley College where she serves as Reading Department Chair, Academic Senate Representative, and Student Success Coordinator. She has been in charge of writing and revising curriculum as well as hiring and mentoring Reading instructors. She was also the faculty leader for the campus implementation of CA Senate Bill 1456, the Student Success Act of 2012.
- Jun Dong: Jun is a manager of engineering with more than 17 years of experience in the high tech industry. His areas of expertise include engineering, marketing, and business planning. He is a mainland-born Chinese who values traditional Chinese culture, language learning, and early childhood language acquisition.
- Ching Pei Hu: Ching-Pei is an elementary school principal and brings over a decade of experience in the public school system as teacher, district office coordinator, and site principal. She currently serves at Meyerholz Elementary School, home of the Cupertino Language Immersion Program.
- Roy R. Stanley: Roy is a principal and founder of Wilkerson Stanley, A Professional Law Corporation; a Business and Employment Law firm located in Oakland, CA specializing in Business Litigation, Business transactions, Civil litigation and Construction Law. Mr. Stanley began his legal career at Joseph J. Albanese, Inc. Serving as In-House Counsel from 2006 – 2014.
- Thomas C. Südhof: Thomas is the Avram Goldstein Professor of Molecular and Cellular Physiology and of Neurology and of Psychiatry and Behavioral Sciences at Stanford University School of Medicine. His seminal contributions to neuroscience research were recognized by several prizes. Thomas is a firm believer of play-based education that inspires creativity and promotes artistic expression and social capacity.

Each of the initial Board members is described in **Appendix I-c**.

Each Director on the Permanent Board of Directors shall hold office for three (3) years and until a successor director has been designated and qualified, unless otherwise removed from office in accordance with the bylaws. Terms will be staggered to ensure that at any given time no more than one third of the Board has less than one year of experience on the Board. Directors may serve a maximum of three (3) terms. Directors' terms will expire according to the bylaws.

Directors shall have experience in one or more areas critical to charter schools success: education, human resources/administration, government, business, facilities/real estate, public relations, technology, finance/accounting, nonprofit/corporate structure, law/legal compliance, leadership and fundraising. The Permanent Board shall include a minimum of one (1) community member representing each school operated by BALIS. The community member may be a teacher, parent or member of the larger community wherein each school is located. New board members will be designated by the Board of Directors in accordance with the bylaws.

Additionally, in accordance with Education Code Section 47604(b), the District may select a representative to sit on the Board. If the District chooses to do so, the Board shall appoint another director to ensure that the Board is maintained with an odd number of directors.

ROLES AND RESPONSIBILITIES OF THE BOARD

The BALIS Board of Directors will meet regularly, at least once a month (except during the summer) and in accordance with the Brown Act. Meeting notices and agendas will be posted in compliance with the requirements of the Brown Act. The Board meetings will be headed by a Board Chairman. The Board Secretary will be responsible for recording governing board actions. As long as a quorum exists as defined by the bylaws, measures voted on by the Board may be passed with a simple majority of present members. The Board of Directors is fully responsible for the operation and fiscal affairs of WYICS, including, but not limited to, the following:

- Ensure that WYICS adheres to the goals outlined in this charter, as well as state and federal guidelines
- Define and refine WYICS's mission, vision, and strategic direction
- Ensure effective organizational capacity and planning
- Enhance the organization's public standing
- Recruit and orient new board members
- Assess board performance
- Provide support for additional fundraising, marketing, and other services as needs arise
- Advocate on behalf of WYICS by working to establish partnerships with community organizations, institutes of higher learning, and foundations and corporate entities that support public education
- Approve all financial policies that set the processes and controls for contracts, expenditures, and internal controls
- Oversight of personnel actions (e.g., hiring, discipline, evaluation, dismissal) based upon the recommendation of the Executive Director and Principal
- Approve all contractual agreements
- Approve and monitor the implementation of general policies of WYICS, including effective human resource policies for career growth and compensation of the staff
- Approve and monitor WYICS's annual budget and budget revisions
- Act as a fiscal agent, including, but not limited to, the receipt of funds for the operation of WYICS in accordance with applicable laws and the receipt of grants and donations consistent with the mission of WYICS
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices
- Establish operational committees as needed
- Execute all applicable responsibilities provided for in the California Corporations Code
- Approve the school calendar and schedule of Board meetings
- Review requests for out of state or overnight field trips
- Participate in the dispute resolution procedure and complaint procedures when necessary
- Approve charter amendments as necessary and submit requests for material revisions as necessary to the District for consideration
- Approve annual independent fiscal audit and performance report
- Participate as necessary in student expulsions pursuant to WYICS policy

The Board may initiate and carry out any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which are not in conflict with this charter or the purposes for which schools are established.

The Board shall adopt a Conflict of Interest Code which complies with the Political Reform Act, Government Code Section 87100, and Corporations Code Conflicts of Interest rules, and which shall be updated with any charter school-specific conflicts of interest laws or regulations. As noted above, the draft Conflict of Interest Code is attached within **Appendix VIII-c**. As required, the Conflict of Interest Code will be submitted to the County Board of Supervisors for approval.

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

- Be in writing
- Specify the entity designated

- Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation
- Require an affirmative vote of a majority of present Board members

BOARD COMMITTEES

The Board anticipates appointing three standing committees with the following responsibilities:

- Finance Committee: Oversees the school's finances. Reviews budget proposals and year-to-date expenses and revenues. Elects an auditor, reviews annual audit, and reports to the full Board.
- Facilities Committee: Oversight responsibility for facilities used by the schools. Investigates alternative facility options for the future. Works with Executive Director on space needs, lease or purchase agreements, and permit requirements.
- Governance Committee: Promulgates a common set of trustee responsibilities. Responsible for Board recruitment, orientation, and development. Conducts an annual Board self-evaluation.

The Board may also designate additional committees under the terms of the bylaws. The Board may create and terminate such committees at will. Examples of possible committees include Executive, Development, Fundraising, and Education/Curriculum. Committees are given tasks such as conducting due diligence and developing proposals to address particular issues that come to the Board's attention. Board committees shall comply with applicable provision of the Brown Act.

BOARD TRAINING

The Board of Directors will attend periodic conferences and in-service opportunities for the purposes of training individual board members regarding their conduct, roles, and responsibilities. Training may include attending conferences whereby relevant governance training is available and additional trainings and workshops to be held at special and regularly scheduled Board meetings each year. Trainings may be given by the school's legal counsel, the California Charter Schools Association, or other experts. Topics may include conflicts of interest, charter school legal compliance, the Brown Act, special education, budget, governance, and finance.

ROLE OF THE EXECUTIVE DIRECTOR

The Executive Director shall act as the Chief Executive Officer (CEO) of the Bay Area Language Immersion Schools. S/he is responsible for the effective operation of all the schools, general administration of all instructional, business, or other operations of the schools, and for advising and making recommendations to the Board with respect to such activities. S/he shall perform all the duties and accept all of the responsibilities usually required of a Superintendent as required by the BALIS Board.

The Executive Director must report directly to the Board, and s/he is responsible for the orderly operation of WYICS and the supervision of all employees in WYICS. The Executive Director shall perform assigned tasks as directed by the Board. All duties, with the exception of personnel matters, may be delegated or contracted as approved by the Board to a business administrator of WYICS or other appropriate employee or third party provider. A comprehensive description of the Executive Director's duties and qualifications can be found in **Element E: Employee Qualifications**.

ROLE OF THE PRINCIPAL

The Principal is the academic leader at his or her School, under the direction of the Executive Director. The Principal advises the Board and the Executive Director regarding budget decisions, programming, etc. This individual is responsible for the day-to-day operations, implementation of board policies, and supervision of employees and helping with the development of the school curriculum and school culture. The Principal will help manage academic program development, professional development activities, and work with teachers to improve curriculum and instruction. The Principal also ensures that the connection between school and families is strong, mutually respectful, and marked by continuous communication about student performance and behavior. The Principal shall perform assigned tasks as directed by the Board and also serve to support the Executive Director. A comprehensive description of the Principal's duties and qualifications can be found in **Element E: Employee Qualifications**.

PARENTAL/COMMUNITY INVOLVEMENT

Parents and families of the students will have numerous opportunities to communicate and engage the Board and school leadership. All regular Board meetings will be open meetings as called for by the Brown Act. Parents will be notified of meeting times and locations so they may attend to offer public comment, feedback, and/or suggestions to the Board.

Parents will be encouraged to form a voluntary Parent/Teacher Organization (PTO) at the school to promote community building. The PTO will be responsible for working with WYICS to support students and can also serve in a leadership role in coordinating and promoting fundraising, cultural, and social activities. These might include family math and literacy nights, parent education seminars, student performances, and exhibits of student work.

Parents will also have the opportunity, although not mandatory, to participate during and outside of the school day. Examples of parent participation opportunities include, but are not limited to, attending PTO meetings, volunteering in the classroom, technical assistance, preparing materials at home, providing language support for other families, supervising field trips, helping with school-wide events, leading extracurricular activities, gardening, and serving as a liaison to community groups.

The Parent/Teacher Organization (PTO) will be encouraged to identify a volunteer Parent Coordinator to oversee parent participation opportunities. The Parent Coordinator will be responsible for making sure that parent participation opportunities are accessible regardless of linguistic or cultural background. The Coordinator will do this by making sure that written and in-person outreach occurs in Mandarin, Spanish and English. He/she will also make sure that parents are informed of participation opportunities through a variety of methods including newsletters, phone calls, and orientation meetings. This will ensure that families can participate in ways which reflect their own skills and talents while taking into consideration school needs and the constraints of other family commitments outside of WYICS. WYICS appreciates that each family will contribute according to their abilities and the school is very welcoming to all families, including those for whom participation will be more challenging due to personal circumstances.

SCHOOL SITE COUNCIL

The School Site Council (SSC) is an organization composed of parents, the Principal, teachers, and other school personnel. The SSC participates in school-based program coordination. The SSC serves as a resource and provides guidance to the Executive Director and Board of Directors on any and all matters related to the strengthening of WYICS community. The SSC's function is to enrich school life, develop a school improvement plan (see **Element C: Reporting to Parents and Students**), support the various school programs adopted to supplement classroom curriculum, and enhance the school community.

The SSC can communicate the school design and outcomes to the public, educators, and policy makers and advocate for necessary policies and resources. The SSC is encouraged to hold monthly meetings to discuss school activities, and report recommendations to the Board of Directors through the Executive Director and Principal.

ORGANIZATIONAL CHART

Attached as **Appendix VIII-d**, please find an Organization Chart.

ELEMENT E: EMPLOYEE QUALIFICATIONS

"The qualifications to be met by individuals to be employed by the school."
Cal. Ed. Code § 47605(b)(5)(E)

WYICS will recruit professional, effective, and qualified personnel to serve in administrative, instructional, instructional support, and non-instructional support capacities. All employees will demonstrate a belief in the mission, program design, instructional philosophy, and curriculum documented in this petition.

ASSURANCES

In accordance with Education Code Section 47605(d)(1), WYICS will be nonsectarian in its employment practices and all other operations. WYICS will not discriminate against any individual (employee or student) on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal code or association with an individual who has any of the aforementioned characteristics).

All employees are expected to possess the personal characteristics, skills, knowledge, and experience required by their job description as determined by WYICS. All employees must comply with WYICS's employee processing policies and procedures to include, but not be limited to, fingerprints, criminal record clearance, proof of identity, right to work in the United States, and Tuberculosis screening (see additional information in **Element F: Health and Safety**).

Instructional employees will hold appropriate California teaching certificates or permits issued by the Commission on Teacher Credentialing. WYICS will comply with Education Code Section 47605(l), which states:

> *"Teachers in charter schools shall hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. These documents shall be maintained on file at the charter school and are subject to periodic inspection by the chartering authority. It is the intent of the Legislature that charter schools be given flexibility with regard to noncore, noncollege preparatory courses."*

WYICS will employ or retain teachers who hold appropriate California teaching certificates, permits, or other documents issued by the Commission on Teacher Credentialing and have experience commensurate with the applicable job specification. The Principal will ensure that credentials are processed and maintained in accordance with requirements as set forth by the Commission for Teacher Credentialing and the State's interpretation of *Highly Qualified* for the purposes of compliance with the provisions of the Elementary and Secondary Education Act (ESEA), as applicable to charter schools.

EMPLOYEE RECRUITMENT AND SELECTION

WYICS is dedicated to hiring professional and highly qualified staff. All staff to be hired at the school must demonstrate an understanding and commitment to WYICS's mission, vision, and educational philosophy.

Working with the Board, the Executive Director will establish a Selection Committee that will work with the Principal to recruit and select staff. The Selection Committee and Principal will be responsible for advising the Board and providing input into the hiring decision, although the ultimate decision rests with the Board.

To ensure the selection of the highest quality staff, we will implement the following selection process:

1) Advertise job openings in local, regional, and professional print and on-line media, specific to the position to be filled (e.g., career and education websites, Schools of Education, EdJoin)
2) Request resumes, cover letters, and letters of recommendation, copies of valid California or out-of-state teaching credential/certificate, copies of degree(s), and CBEST
3) Conduct brief screening interview (in-person or by phone)
4) Conduct follow-up interviews, which may include a sample teaching lesson or other demonstration of job-related abilities
5) Verify credentials and past employment, state and federal background checks, and professional and personal reference checks
6) The Selection Committee and the Principal recommends candidate(s) to the Bay Area Language Immersion Schools (BALIS) Board of Directors for approval
7) Finalize contract and extend offer(s) of employment

For our first academic year (2015-2016), the BALIS Board will hire a Principal, who shall also act as Executive Director and perform all duties of the Executive Director and Principal as listed below. The Principal shall continue to act as Principal and Executive Director until budget allows for the hiring of a full-time Executive Director.

In addition to the Executive Director/School Principal, we anticipate hiring an Office Administrator and 7 teachers for our first academic year (2015-2016). We will hire 6 full-time bilingual Mandarin-English teachers and 1 part-time English teacher for grades K and 1.

STAFF EVALUATION

Evaluation procedures will be conducted in a manner established by the administration and approved by the BALIS Board. Documented evaluation procedures will be made available to all employees, and procedures will include supervisor evaluation, self-evaluation, and professional goal setting. Annual goals and objectives will be developed jointly by each staff member and the supervisor in accordance with the mission and vision of WYICS. Staff evaluations will be based on the degree to which goals and objectives have been achieved. If a staff member is having difficulties achieving his/her goals, the supervisor will provide appropriate support and training. Discipline and dismissal procedures for employees will be developed by the administration and approved by the BALIS Board.

Instructional staff will be evaluated in a variety of ways, including, but not limited to:

- Using both formal and informal observations, supervisor observes staff on an ongoing basis
    - Informal observations can occur during any instructional time and will include a post-observation conference
    - Formal observations will include a pre-observation conference as well as a post-observation conference
- Evidence of formative assessments to improve instruction and student achievement.
- Development of an annual professional/individual development plan and efforts made to achieve goals outlined in the plan.

COMPENSATION

Teachers are the core element of WYICS's success. It is therefore essential that teachers are supported, developed, and well compensated. The school will offer salary that is competitive with local school districts, and compensation will be determined individually based on teaching experience, education, responsibilities undertaken, and by agreement with the teacher.

It is WYICS's belief that teachers are and should be treated as professionals, and as such, are not hourly employees. In addition to salary, teachers will be offered a comprehensive benefits package (medical, dental, and retirement).

Revenues and expenditures will be reviewed annually, and a recommendation will be made to the BALIS Board for cost of living adjustments and other adjustments to the compensation packages as appropriate.

EMPLOYEE QUALIFICATIONS AND JOB DESCRIPTIONS

The following job descriptions outline key employee positions, including qualifications and responsibilities. They will be revised as necessary to reflect the needs of the school.

The BALIS Board will be responsible for selecting the Executive Director and Principal. The Principal, in concert with the Selection Committee, shall recommend teacher and Office Administrator candidates to the Board for hiring and approval. The Executive Director will report to the BALIS Board, the Principal will report directly to the Executive Director, while staff will report to the Principal.

EXECUTIVE DIRECTOR

The Executive Director shall be the Chief Executive Officer (CEO) of the Bay Area Language Immersion Schools. S/he is responsible for the effective operation of WYICS; general administration of all instructional, business or other operations of WYICS; and for advising and making recommendations to the BALIS Board with respect to such activities. S/he shall perform all the duties and accept all of the responsibilities usually required of a Superintendent as prescribed by the BALIS Board. The Executive Director will also act as the Principal of WYICS until our budget allows for the hiring of a full-time Executive Director. In the capacity of Principal, s/he will be responsible for all day-to-day operations and the requisite duties required of a Principal.

PRIMARY ACTIVITIES

The Executive Director shall possess the following powers and be charged with the following duties:

- To be the Chief Executive Officer (CEO) of BALIS, with the right to speak on all matters before the Board
- To enforce all provisions of law and all rules and regulations relating to the management of the schools and other educational, social, and recreational activities under the direction of the Board

RESPONSIBILITIES AND DUTIES

Duties Related to the Board

- Embody, advocate for, and execute on the mission, vision, and strategic direction of BALIS
- Advises the Board on the need for new and/or revised policies and makes policy recommendations based on data and input from staff and school site councils
- Submits to the Board recommendations relative to all matters requiring Board action, together with the materials needed for informed decisions
- Reports periodically on all WYICS operations
- Conducts special studies requested by the Board
- Secures legal opinions when needed
- Submits staff members' communications to the Board or to Board committees at regular Board meetings, with or without recommendations

Duties Related to Staff

- Coordinates the work of all schools and departments
- Directs the employment and assignment of administrative staff and coordinates administrative staff activities
- Assists in the selection and recommendation to the Board of the best qualified and most competent candidates for employment, in accordance with nondiscrimination policy and affirmative action plans, as needed
- Updates the Board regarding the leave, classification, retirement, resignation, promotion, suspension or dismissal of WYICS employees if necessary

Duties Related to Students and the Educational Program

- Enforces compulsory attendance laws
- Continuously observes the instructional program in schools and provides the Board with regular evaluations of WYICS programs and student progress
- Apprises the Board of contemporary educational practices and related legislative issues which s/he discovers by reading, attending professional conferences, and visiting other school systems
- Under appropriate circumstances, recommends to the Board a student's suspension or expulsion

Duties Related to Non-Instructional Operations

- Seeks and identifies sources of income and funding
- Maintains and updates adequate census and scholastic records, business and property records, and personnel records
- Submits to the Board periodic financial and budgetary reports which identify WYICS's outstanding obligations
- Annually prepares and submits to the Board the WYICS budget for the upcoming year; revises this budget or takes other related action as the Board designates
- Approves all expenditures in accordance with Board policy and within Board-approved appropriation limits
- Work with the Board of Directors to set economic objectives, financial and accounting policies, and other fiscal policies and practices as necessary
- Provide financial reports to the Board, the County, and other agencies as mandated by law
- Arrange for annual audit with an outside independent auditor to ensure the soundness of WYICS finances
- Makes recommendations to the Board regarding the maintenance, safety, improvement and/or expansion of school facilities, sites, equipment, and transportation services
- Develops instructions and regulations governing the use and care of school properties for school purposes
- Represent WYICS at District and County administrative meetings and other meetings as requested by the Board

Duties Related to the Community

- Represents and advocates for the Board in relationships with city, county and state governments, private agencies, and the school community
- Sees that the community is informed about school matters through the school accountability report card and other informational materials
- Participates in appropriate community organizations and functions to obtain support for the attainment of WYICS goals
- Hears complaints against the school and resolves controversies between employees or between employees and students or parents/guardians

QUALIFICATIONS

Education and Experience

- Master’s Degree or higher in Educational Administration or related field
- Valid California Administrative Credential
- At least 3 years of successful experience managing schools

- Such alternatives to the above qualifications as the Board may find appropriate and acceptable
- Minimum of 3 years full-time K-8 teaching experience, preferably in a bilingual, immersion or foreign language classroom
- Experience working with inquiry-based educational programs
- Experience coaching and developing staff
- Experience working with a culturally and linguistically diverse student body
- Previous administration of a language immersion program (preferred)
- Proficiency in written and oral Mandarin and English (preferred)

Knowledge of:

- Local, state and federal laws applying to public schools
- Laws and regulations specific to charter schools
- Special education needs and issues
- English learner needs and issues
- Inquiry-based educational programs
- STEAM programs
- California Common Core State Standards
- Social-Emotional Learning programs
- Budget preparation and control procedures
- Language immersion programs
- Current second language acquisition and/or language immersion educational theory and research
- Curriculum development and program design related to language immersion and second language development in both native and non-native students

Ability to:

- Manage budgets, prioritize expenditures, and seek innovative methods for providing school resources
- Promote and market the educational program and services of the school
- Interpret policy, procedures, and data, especially federal, state and local laws and rules pertaining to English Language Learners and Special Education students
- Create, communicate and maintain a clear, compelling vision for a progressive immersion program, and motivate and inspire others to work towards that vision
- Anticipate and effectively manage conflict, using active listening and conflict-management skills to proactively resolve disagreement among stakeholders

Skilled in:

- Communicating clearly and effectively in both oral and written language
- Communicating clearly and persuasively with diverse individuals and stakeholder groups, tailoring methods as needed to reach and respond to different audience perspectives
- Establishing and maintaining positive, respectful relationships with a variety of people
- Monitoring the school budget, driving available financial resources to areas of greatest need and opportunity

SCHOOL PRINCIPAL

Under direction of the Executive Director, the School Principal is responsible for the day-to-day operations of WYICS. The Principal's responsibilities include management and oversight of all instruction and operations. In collaboration with the Board and Executive Director, the Principal develops and implements board policies, administers, and supervises the school and its employees, supports teacher leadership and model of shared decision making, facilitates development of educational program improvement, fosters a culture of positive, engaged learners, and serves as a strong advocate for the school's mission and vision.

RESPONSIBILITIES AND DUTIES

Educational Program Management

- Embody, advocate for, and execute on the mission, vision and strategic direction of WYICS
- Monitor and analyze student performance data and prepare reports
- Outreach to community and District about our model and develop support systems
- Foster teacher leadership and shared decision making
- Facilitate teacher leadership for professional development, staff/teacher meetings, and instructional planning meetings
- Arranges for the evaluation of each staff member and identifies appropriate opportunities for continued professional development
- Together with staff, study the curriculum and makes recommendations to the Executive Director regarding the courses of study, major changes in texts and time schedules, and potentially sound innovative programs
- Ensure educational and regulatory compliance at all governmental levels
- Explain and clarify information received from various agencies including California Department of Education, State Board of Education, and California Charter School Association
- In conjunction with staff, develop and implement discipline policies
- Maintains appropriate channels of communication within WYICS and ensures that staff is informed about relevant federal, state, and county laws, WYICS policies, regulations and procedures, and matters related to the improvement and welfare of the schools

Operations Management/Supervision

- Provide oversight and leadership in guiding the launch of WYICS' first academic school year, including developing initial programmatic, staffing, curriculum, and opening procedures
- Develop school office procedures, methods and practice
- Ensure compliance with all applicable laws and regulations including, but not limited to financial, record keeping, and employment
- Supervise day-to-day operations of the school
- Responsible for overall vendor management including, but not limited to payroll facilities contractors
- Responsible for preparation of annual performance audit
- Attend and participate in BALIS Board meetings and committee meetings, when necessary
- Manage recruitment and selection of staff
- Supervise improvement of teaching by annually reviewing goals and objectives, observing instruction, and conferencing with teachers, in collaboration with staff, the Executive Director, the Board, and representational parent input
- Supervise staff and foster positive, collaborative working relationships

Communications Management

- Establish and maintain professional and cooperative working relationships with all stakeholders: parents, students, staff, neighbors, and partners
- Maintain a visible and accessible presence to the school community
- Advocate for WYICS in the greater community and with the media
- Communicate issues, concerns, and needs of the WYICS community to the Executive Director and as needed, the Board
- Maintain frequent and regular communications with families through a newsletter, school website, one-on-one meetings, etc. as appropriate
- Outreach and marketing for the purposes of maintaining enrollment and development

Fiscal Management

- Work with the Executive Director to develop annual budget and facilitate development and approval of the annual Local Control Accountability Plan

- Manage budgets and make recommendations to the Executive Director and Board, if necessary
- Work with the Executive Director and the Board to set economic objectives, financial and accounting policies, and other fiscal policies and practices as necessary
- Provide the necessary financial reports to the Executive Director, the Board, the County, and other agencies as mandated by law
- Assist the Executive Director, if necessary, for annual audit with an outside independent auditor to ensure the soundness of WYICS's finances
- Other duties as required

QUALIFICATIONS

Education and Experience

- Master's Degree or higher (preferred) in Educational Administration or related field
- Valid California Administrative Credential
- Minimum of 3 years leadership experience in an administrative, management and/or similar position within the field of education, with some experience at the K-8 level
- Minimum of 3 years full-time K-8 teaching experience, preferably in a bilingual, immersion or foreign language classroom
- Experience working with inquiry-based educational programs
- Experience coaching and developing staff
- Experience working with a culturally and linguistically diverse student body
- Previous administration of a language immersion program (preferred)
- Proficiency in written and oral Mandarin and English (preferred)

Knowledge of:

- Local, state and federal laws applying to public schools
- Laws and regulations specific to charter schools
- Special education needs and issues
- English learner needs and issues
- Inquiry-based educational programs
- STEAM programs
- California Common Core State Standards
- Social-Emotional Learning programs
- Budget preparation and control procedures
- Language immersion programs
- Current second language acquisition and/or language immersion educational theory and research
- Curriculum development and program design related to language immersion and second language development in both native and non-native students

Ability to:

- Plan, coordinate, and direct work and activities of teaching professionals
- Promote and market the educational program and services of the school
- Interpret policy, procedures, and data, especially federal, state, and local laws and rules pertaining to English Language Learners and Special Education students
- Create, communicate and maintain a clear, compelling vision for a progressive immersion program, and motivate and inspire others to work towards that vision
- Anticipate and effectively manage conflict, using active listening and conflict-management skills to proactively resolve disagreement among stakeholders
- Establish a school culture that values creativity and innovative problem-solving, encourage imaginative thinking and new ways of personalizing learning for all students
- Assess the culture of a school, and provide the leadership needed within the school context to successfully implement school wide improvements
- Establish a school culture that is focused on the achievement and development of each student while remaining positive, respectful, welcoming, and safe to all stakeholders

Skilled in:

- Communicating clearly and effectively in both oral and written language
- Communicating clearly and persuasively with diverse individuals and stakeholder groups, tailoring methods as needed to reach and respond to different audience perspectives
- Establishing and maintaining positive, respectful relationships with a variety of people
- Monitoring the school budget, driving available financial resources to areas of greatest need and opportunity
- Using an understanding of research and best practice in education to support the design and implementation of a coherent instructional program aligned to standards (aligned curriculum, assessment, instruction and intervention) that is accessible to all students
- Collecting, analyzing, and using multiple forms of data to monitor school, staff, and student performance in order to make adjustments to ensure success of school programs
- Evaluating the quality and effectiveness of instructional services at the school
- Evaluating certificated personnel employed at the school
- Using school data to identify high-leverage, focused, and sustained professional learning opportunities that include whole staff training, teacher collaboration time, and one-on-one coaching for teachers

OFFICE ADMINISTRATOR

Under direction of the WYICS Principal, the Office Administrator is responsible for supporting the day-to-day operations of the WYICS office and staff. S/he will also work with students, parents, and outside parties.

RESPONSIBILITIES AND DUTIES

Administrative Support

- Front-office management: oversee and provide front-desk coverage and reception
- Independently implement routine clerical procedures including, but not limited to answering phones, taking and distributing messages, sorting mail, and preparing general correspondence
- Perform accurate data entry and record maintenance
- Maintain confidential files including, but not limited to, attendance, assessment results, emergency and family information, academic and health records, and parent driver trip information
- Oversee ordering of supplies and instructional materials, equipment, and services needed in the maintenance of the school
- Provide first aid and CPR if needed

Administrative Responsibilities

- Develop and maintain the school calendar and schedules (e.g., IEP meetings, Back-to-School night)
- Under direction of the Principal, arrange for advertising, public relation events, and general recruitment
- Assist with preparation, coordination of enrollment, and orientation materials
- Prepare and distribute information packets
- Arrange for translators and translation of materials, as needed
- Act as a liaison to parent groups and/or other community organizations

Accounting Responsibilities

- Manage Accounts Payable
- Oversee day to day cash flow
- Maintain records of school finances using accounting software
- Work with outsourced back office operations for financial reporting, payroll management, and other retirement benefit related issues
- Other duties as assigned

QUALIFICATIONS

Education and Experience

- Bachelor's degree (preferred)
- A minimum of 2 years in a fast-paced administrative position, preferably in a school front office
- Administrative support experience with office management, business administration, and budgets

Knowledge of:

- Office practices and procedures
- CPR and First Aid Certification
- Correct English usage, grammar, spelling, punctuation, and vocabulary
- Operate standard office machines and computers

Ability to:

- Converse, read, and write professionally in English and Mandarin (highly desirable)
- Perform complex data processing skills, including accounting software
- Work independently and as a team member
- Project a welcoming environment while both representing and communicating the beliefs and values of the school
- Interact professionally and comfortably with a variety of people including adults and children
- Set priorities, organize workload, handle multiple responsibilities and meet deadlines
- Communicate effectively with diverse individuals and handle calmly and efficiently situations ranging from routine to emergency

Skilled in:

- Organization and office management, record-keeping, clerical, and computer systems
- Communicating effectively in person, by telephone, and in writing
- Relating to school staff, parents, and community partners using tact, patience, and courtesy

TEACHERS

Teachers at WYICS are responsible for providing a nurturing classroom learning environment, in keeping with the mission and vision of the school. They provide the day-to-day teaching and guidance to the students and are the primary resources of the school. Teachers are also responsible for collaborating with their colleagues to develop interdisciplinary units of study and to play leadership roles in the school.

RESPONSIBILITIES AND DUTIES

Classroom Responsibilities

- Plan and deliver thorough, engaging, standards-based lessons consistent with the WYICS mission and vision
- Create comprehensive, cross-disciplinary units and lessons consistent with the school's educational philosophy and instructional methodology
- Provide a safe, effective, and nurturing classroom learning environment
- Use detailed data analysis and assessment tools to inform instructional practices
- Identify students who are academically at risk and initiate intervention strategies
- Attend IEP meetings and oversee implementation of additional educational supports as needed
- Supervise and collaborate effectively with special education teachers
- Participate in all school-based professional development

Leadership Responsibilities

- Play a leadership role in the school, in school-wide instructional, assessment, and professional development planning and school management

- Collaborate daily with colleagues on identifying and addressing student learning needs and instructional unit planning
- Have an open door policy with colleagues to observe and be observed teaching
- Participate in common grade-level and school-wide planning to maintain continuity within each grade level and throughout the school
- Stay current with latest research and best practices
- Participate in school committee work
- Contribute to staff/teacher meetings

Community Responsibilities

- Meet with parents on a regular basis and hold parent conferences
- Develop community-based service learning projects
- Attend and participate in WYICS community events

QUALIFICATIONS

Education and Experience

- Bachelor's Degree or higher
- Teachers of core courses at WYICS will be required to hold a California Commission on Teacher Credentialing (CCTC) certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold
- Teachers hired to teach Mandarin would preferentially hold a Bilingual Authorization in Mandarin (formerly known as a BCLAD certificate)
- Teachers hired to teach English s would hold a English Learner Authorization (CLAD certificate) or Bilingual Authrization
- At least 2 years teaching experience, preferably in a bilingual classroom
- ESEA compliant, as applicable to the position
- CPR and First Aid certification

Knowledge of:

- Federal, California State, and County standards for the teaching profession
- Effective language immersion teaching practices and strategies
- Child cognitive development and different learning styles
- Subject matter; plan and deliver clear and engaging lessons aligned with California Common Core State Standards and subject- specific frameworks
- Constructivist learning and teaching theory
- Developmental, academic, and social-emotional needs of all children

Ability to:

- Differentiate learning for students with diverse learning abilities, preferences, and experiences
- Analyze educational research and bring that learning into the classroom
- Analyze and use qualitative and quantitative student academic performance data to guide classroom practice
- Use regular formal and informal assessments to ensure that students achieve and maintain mastery of all content taught in Mandarin and English
- Learn and integrate STEAM and Design Thinking in the classroom
- Create cross-disciplinary project-based units
- Develop service learning opportunities connected to instructional goals
- Teach with an inquiry-based approach
- Develop authentic and performance-based assessments of student learning
- Communicate effectively and collaborate with administration, staff, teachers, and parents
- Reflect, receive feedback, and improve on his or her own performance

Skilled in:

- Developing and maintaining strong relationships with students, families, and colleagues

- Designing and implementing research-based, inquiry driven curricula
- Using a variety of assessment tools and data analysis to inform and modify instruction
- Collaborating closely with colleagues
- Creating a positive, safe, nurturing learning environment in the classroom

TEACHER AIDES

Teacher Aides at WYICS assist teachers in creating and managing a nurturing learning environment, in keeping with the mission and vision of the school. They provide assistance in the classroom and help teachers develop lesson plans, educate students and perform clerical duties. Teacher Aides work one-on-one with students, supervise student activities and participate in classroom planning and management. Teacher aides are also required to participate collaboratively and professionally with other faculty and staff to promote the general well-being of the school and collective/individual interest of its staff and student body

RESPONSIBILITIES AND DUTIES

Classroom Responsibilities

- Assists with the implementation of elementary curriculum content, standards and teaching methodologies that is consistent with the WYICS mission and vision
- Assist in planning and preparing the learning environment, setting up interest centers and preparing needed materials and supplies
- Provide individual assistance to students experiencing learning difficulty (i.e., explain errors, answer questions, assist in research, clarify directions)
- Maintain a physical environment (indoors and outdoors) which is safe, healthy, neat, attractive, clean, appropriate for students and conducive to learning
- Communicate regularly with the supervising teacher and be open to constructive feedback and ideas

Community Responsibilities

- Assist teacher in developing community service projects
- Attend and participate in WYICS community events

QUALIFICATIONS

Education and Experience

- Associate's Degree or completing 60 college credit hours required, preferably in Early Childhood Education or Child Development
- Bachelor's degree in Elementary Education, or equivalent, preferred
- Bilingual in Mandarin and English
- Preferably one year teaching experience
- CPR and First Aid certification

Knowledge of:

- Child cognitive development and different learning styles
- Developmental, academic and social-emotional needs of children
- Effective communication skills to establish and maintain cooperative working relationships within a diverse multicultural environment

Ability to:

- Work effectively and communicate with a diverse population of students, faculty, staff and parents
- Maintain confidentiality regarding children, their families and other employees outside the school
- Meet with parents on a regular basis and assist teacher in the parent conferences
- Work in a collaborative environment and willing to make suggestions
- Work effectively under pressure in a busy and demanding environment

Skilled in:

- Creating a positive, safe, nurturing learning environment in the classrooms
- Developing and maintaining a good rapport with students, teachers, faculty and parents
- Engaging, encouraging and creating enthusiasm amongst students in the classrooms
- Problem solving and a fast learner

ELEMENT F: HEALTH AND SAFETY

"The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237."

Cal. Ed. Code § 47605(b)(5)(F)

WYICS will follow clear procedures to ensure the health and safety of students and staff. WYICS will adopt and implement full health and safety procedures and risk management policies at our school site in consultation with insurance carriers and risk management experts prior to the school's opening. Health and safety policies will be annually updated and reviewed, in consultation with staff and families. This policy will be distributed to all staff and families. WYICS shall ensure that the staff is trained annually on the health and safety policies. A full draft will be provided to the District for review at least 30 days prior to operation or as otherwise agreed upon by the District and WYICS.

The following is a summary of the health and safety policies of WYICS.

PROCEDURES FOR BACKGROUND CHECKS

WYICS will comply with all applicable state and federal laws regarding background checks and clearance of all personnel. WYICS will comply with all state and federal laws concerning the maintenance and disclosure of employee records.

Employees and contractors of WYICS will be required to submit to a criminal background check and furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Principal and Office Administrator will monitor compliance with this policy and report to the Bay Area Language Immersion Schools ("BALIS") Board. Individuals who will volunteer at WYICS outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering.

ROLE OF STAFF AS MANDATED CHILD ABUSE REPORTERS

All non-certificated and certificated staff will be mandated child abuse reporters and will follow all applicable reporting laws and the same policies and procedures used by the District.

COMPREHENSIVE DISCRIMINATION AND HARASSMENT POLICIES AND PROCEDURES

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

CPR TRAINING

All instructional staff and school leadership will be CPR and first aid certified.

TUBERCULOSIS TESTING

All WYICS faculty, staff, and volunteers will be tested for tuberculosis prior to commencing employment and working with students as required by Education Code Section 49406.

IMMUNIZATIONS

All students enrolled and staff will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075.

MEDICATION IN SCHOOL

WYICS will adhere to Education Code Section 49423 regarding administration of medication in school.

DIABETES

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

1) A description of type 2 diabetes
2) A description of the risk factors and warning signs associated with type 2 diabetes
3) A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes
4) A description of treatments and prevention of methods of type 2 diabetes
5) A description of the different types of diabetes screening tests available

VISION, HEARING, SCOLIOSIS AND ORAL HEALTH

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

BLOOD BORNE PATHOGENS

WYICS shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. WYICS will establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (“HIV”) and hepatitis B virus (“HBV”). Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

DRUG-FREE/ALCOHOL-FREE/SMOKE-FREE ENVIRONMENT

WYICS shall be a drug-, alcohol- and smoke-free environment.

FACILITY SAFETY

WYICS shall comply with Education Code Section 47610 by utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code, including provisions for seismic safety. WYICS shall occupy facilities that comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 CFR Part 763, Subpart E. WYICS will have a Certificate of Occupancy prior to operation. WYICS

agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times.

FIRE, EARTHQUAKE, AND EVACUATION DRILLS

Students and staff will participate in earthquake drills every other month, fire drills monthly (Education Section 32001), and at least one lock-down drill annually. As noted below, WYICS will develop a school safety plan which will be kept on file for review.

SCHOOL AND STUDENT SAFETY PLAN ASSURANCE

WYICS assures that a school and student safety plan will be developed prior to school opening in conjunction with law enforcement and the Fire Marshall. The plan will be kept on file for review, and school staff, families, and students will be informed annually on the safety procedures as outlined in the plan. All school staff will be trained in emergency preparedness procedures. This safety plan will include, but not limited to:

- Emergency/disaster procedures including fire, earthquake, and lockdown
- Arrival and dismissal procedures
- Visitor policy
- Student transportation
- Medical records
- Policies for storage and administration of medication
- Procedures for handling illness at school
- Procedures for handling minor and severe injuries at school
- Child abuse reporting 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."

Cal. Ed. Code § 47605(b)(5)(G)

OBJECTIVE

WYICS is committed to maintaining a racially and economically diverse student population reflective of the general population residing in the MSD and surrounding areas. WYICS will institute a recruitment program designed to educate and inform potential students and their families about its instructional program and to ensure that all interested students are given an equal opportunity to enroll their children at the school.

Upon authorization, WYICS will implement an aggressive recruitment campaign to ensure we are fully enrolled prior to our proposed July 2015 opening. We have budgeted for ongoing outreach once the school is operational in order to maintain enrollment.

PLAN

The recruitment program will include, but not necessarily be limited to, the following:

- The development of promotional materials, such as brochures, flyers, advertisements, and media press kits (in English, Spanish and Mandarin)
- Visits to preschools, community centers, religious organizations, and community organizations throughout Moreland and surrounding areas to publicize the school
- Scheduled community education events
- Information booths and information distribution at community events, community centers, local businesses, eating establishments, libraries, social service agencies, faith-based organizations, farmer's markets, grocery stores, and shopping centers to promote the school and to meet prospective students and their families
- Distribution of promotional material to local businesses, libraries, and social support agencies in Moreland
- Cultivation of a media presence by inviting local television and print media to visit the school and learn about the instructional program
- Open house and school tour visits (once appropriate) on a regular, on-going basis to offer opportunities for prospective students and their families to learn more about the curriculum
- Weekend parent-child learning events to familiarize prospective students and their families with the learning approach and philosophy at WYICS
- Direct mail and phone tree campaigns targeting socio-economically disadvantaged and underrepresented minorities

WYICS will continuously evaluate the results of its outreach efforts and utilize this information to refine its outreach efforts to achieve ethnic, racial, and socio-economic balance of its student population. School leadership will evaluate this data annually and revise the outreach plan as necessary.

TARGETED COMMUNITY

Our plan includes ongoing community outreach that will provide an educational alternative for any interested families in Moreland and surrounding communities. We are committed to serving all children whose parents find their educational goals align with the mission of WYICS. Our recruitment efforts will include the entire population along the spectrum of the socio-economic scale.

MEDIA AND COMMUNICATIONS

WYICS has begun, and will continue to work with, these media outlets to publicize the school:

Organization	Type	Contact
San Jose Mercury News	Newspaper	Sharon Noguchi
SingTao USA	Newspaper	Jacky Qiu
Telemundo KSTS 48	Television	Sandra Salazar

LEAFLETING AND COMMUNITY GROUPS

WYICS will create an online and paper informational flier about the school and the open enrollment process. These fliers will be distributed to preschools, enrichment centers, religious organizations, libraries, community organizations, and businesses. Please refer to **Appendix IX** for a suggested listing of groups and organizations we will target for outreach.

SUGGESTED TIMELINE

Outreach Element	When	Notes
Development of promotional materials	Ongoing	WYICS Coordinator: Arcelia Segura
Site visits with outreach materials to Moreland preschools, religious organizations, businesses, enrichment centers	Ongoing	See Appendix IX
Starbird Youth Center	Dates to be finalized	Starbird Youth Center 1050 Boynton Avenue Community United SJ Contact: Stephanie Black WYICS Coordinator: Arcelia Segura
Community Workshops	Oct 4th, 2014 Oct 11th, 2014 Additional dates to be planned	West Valley Library WYICS Coordinator: Lucy Howng
Wei Yu Informational Meetings	Post Charter Approval – Spring and Summer 2015	Marketing Committee
West Valley College and Campbell Farmer's Markets	Post Charter Approval - Select Saturdays and Sundays	Marketing Committee
Local Events as Appropriate	Ongoing	Marketing Committee

OUTREACH LANGUAGES

In addition to providing promotional materials in English, Spanish, and Mandarin, WYICS will facilitate presentations and individual interactions with families in other languages as appropriate.

SUMMARY

WYICS has already begun this outreach plan and will continue efforts on an ongoing basis. Once the charter petition is approved, the suggested timeline above will be updated with the following information:

- Dates for community workshops
- Dates for media and communication submissions, and airings
- Periods for leafleting
- Events and activities calendar
- Open enrollment period

ELEMENT H: ADMISSIONS REQUIREMENTS

"Admission requirements, if applicable."

Cal. Ed. Code § 47605(b)(5)(H)

LEGAL ASSURANCES

As a non-sectarian, tuition-free public school, WYICS will admit all grade-level eligible pupils who wish to attend the school, up to the schools' capacity, in accordance with Education Code Section 47605(d)(2)(A). WYICS will be a school of choice and in compliance with Education Code Section 47605(f), no student will be required to attend WYICS. Admission, except in the case of a public random drawing, shall not be determined based on the place of residence of the pupil or of his/her parent or guardian.

WYICS shall abide by Education Code Section 47605(d)(1) and shall not charge tuition, nor discriminate against any pupil on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).

In accordance with Education Code Section 48000(a), children must meet minimum age requirements for enrollment. Students entering kindergarten must be five years of age on or before September 1st for the 2015-2016 school year and each year thereafter. WYICS will abide by any future amendments to the Education Code regarding minimum age for public schools. Proof of the child's age must be presented at the time of enrollment as described in Education Code Section 48002.

OPEN ENROLLMENT PROCESS

WYICS shall require students who wish to attend the Charter School to complete an application form. Application forms will be made available in English, Spanish, and Mandarin. Open enrollment will begin on the first business day in January and will run through the end of February. Applications forms will be made available at WYICS's administrative office, website and through participation at any Parent Information Meeting held throughout the open enrollment period. Families are highly encouraged, but not required, to attend a Parent Information Meeting to better understand WYICS and its educational programs.

Students applying for 2nd grade and higher will be scheduled for a Mandarin Language Review on the Saturday immediately following the close of the enrollment period. Students applying for 2nd grade and higher must be proficient in Mandarin at the grade level to which they are applying.[88] Because entering students will be joining a class where all students have been studying in a Mandarin immersion curriculum for one or more years, entering students must have a level of Mandarin proficiency similar to current students in their grade.

Submitted application forms will be date and time stamped and student names added to an application roster to track receipt. If by the close of open enrollment, the number of application forms received is less than the number of spaces available, all applicants will be accepted and enrolled in the school, upon submission of an enrollment packet. Subsequent application forms will be accepted until capacity is reached. Late applications for admission will result in the loss of opportunity for admission preferences as listed below. However, late applications for admission will be saved in case the school wait list is completely exhausted. Late return of enrollment documentation, following notification of admission, will result in the forfeiture of

[88] The Mandarin Language Review will assess reading, writing, and conversation abilities of the student. WYICS may modify Mandarin Language Review requirements so they continue to be aligned with best practices in language immersion education and early language acquisition.

the offer of enrollment. In this scenario, students may be placed at the end of the wait list. Wait lists will be used for the school year for which they were created and will not carry over to any subsequent school year.

PUBLIC RANDOM DRAWING

WYICS shall admit all students who wish to attend. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. If the number of students who wish to attend WYICS exceeds the school's capacity, attendance, except for existing students of the school, shall be determined by a public random drawing (lottery)[89]. Students currently enrolled in the school are exempt from the lottery (beginning in their second year) and are guaranteed admission in the following school year.

Admissions preference in the case of a lottery will be given in the following sequence of priority:

- Siblings of current WYICS students[90]
- Children of WYICS employees[91]
- Children of WYICS Founding Team members[92]
- Children who reside within the boundaries of the MSD

WYICS and the District mutually agree that the preferences in the public random drawing as listed above are consistent with Education Code Section 47605(d)(2) and applicable federal law and non-regulatory guidance; however, should the preferences require modification in order to meet requirements of the Public Charter Schools Grant Program (PCSGP), such modifications may be made at WYICS's discretion without any need to materially revise the charter as long as much modifications are consistent with the law and written notice is provided by WYICS to the District.

PUBLIC RANDOM DRAWING PROCEDURES

Families who submitted completed application forms prior to the February deadline will be notified in writing regarding the date, time, and location of the public lottery, and rules for the lottery process. The lottery drawing will be held on the school grounds in March, except the first year when it may be hosted at another location. The lottery will be held at a venue that is large enough to accommodate all interested parties.

WYICS will hold a lottery that is public, transparent and fair. An uninterested third-party will be charged with conducting the lottery. Parents do not need to be present at the lottery in order to participate.

Results will be published in English, Spanish, and Mandarin and will be posted on-line and in hard copy in previously determined locations. Results will also be mailed to all applicants and follow-up phone calls will be made. All students who were not granted admission due to capacity shall be given the option to put their name on a waiting list according to their draw in the lottery. The waiting list will be kept on file at the school and will not carry over to any subsequent school year.

Families of students who are offered admission will have two (2) weeks to confirm in writing their intent to enroll and submit an enrollment packet including proof of age, proof of address,

[89] During the Public Charter Schools Grant Program ("PCSGP") grant period, the lottery will be held as a single weighted public random drawing.
[90] During the PCSGP grant period, siblings will be exempt from the lottery.
[91] During the PCSGP grant period, this preference will be an exemption to the lottery and will be limited, when combined with children of founding team members, to 10% of total enrollment of WYICS.
[92] During the PCSGP grant period, this preference will be an exemption to the lottery and will be limited, when combined with children of employees, to 10% of total enrollment of WYICS.

and immunization records. Any families who decline admission or who fail to return a completed enrollment packet will lose their position to the next name on the waiting list. Families promoted off the waitlist shall be informed in writing and by telephone and shall have a maximum of one (1) week to respond. All families not responding within the maximum period will forfeit their right to enroll their student. In this scenario, students may be placed at the end of the wait list.

The school may refine the lottery policies and procedures following the first year of operations in accordance with written policy adopted by the Bay Area Language Immersion Schools ("BALIS") Board. A copy of the revised policy will be provided to the District within 45 calendar days of the approval by the BALIS Board and prior to the open enrollment period.

APPLICATION TIMELINE FOR THE 2015-2016 SCHOOL YEAR

The following estimated application, lottery, and enrollment schedule and process is proposed, and may be amended by WYICS as necessary. In year one (1), if the WYICS charter is approved after the beginning of the timeline specified herein, the schedule proposed below will be pushed forward and abbreviated to ensure all steps are followed within a shorter timeframe.

January 2, 2015	Application Forms available
February 28, 2015	Application Forms due by 5:00 pm
March	Public Lottery (if necessary), exact date TBD
Within 1 week of lottery	Families notified
Within 2 weeks of notification	Deadline to confirm intent to enroll and submit enrollment packet

ELEMENT I: ANNUAL FINANCIAL AUDIT

"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."
Cal. Ed. Code § 47605(b)(5)(I)

An annual independent fiscal audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(b)(5)(L) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles and, as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes in applicable Office of Management and Budget Circulars.

The Finance Committee of the Bay Area Immersion Schools ("BALIS") Baord will select an independent auditor and will be responsible for overseeing the independent audit. The auditor will have, at a minimum, a CPA, educational institution audit experience, and be approved by the State Controller on its published list as an educational audit provider. This auditor will complete an annual audit of WYICS's financial books and records. It will verify the accuracy of WYICS's financial statements (including balance sheets, income statements, and cash flow statements), attendance and enrollment reporting practices, internal controls, and any other documents or systems required by law.

The annual audit will be completed within four months of the close of the fiscal year. A copy of the auditor's findings will be forwarded to the District, the Santa Clara County Superintendent of Schools, the State Controller, and to the California Department of Education by the 15th of December of each year. The Finance Committee of the BALIS Board will review any audit exceptions or deficiencies and develop a plan to resolve them. WYICS will submit a report to the District proposing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent fiscal audit of WYICS is a public record to be provided to the public upon request.

ELEMENT J: STUDENT SUSPENSION AND EXPULSION

"The procedures by which pupils can be suspended or expelled."
Cal. Ed. Code § 47605(b)(5)(J)

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

When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This policy and its procedures will clearly describe disciplinary expectations and it will be printed and distributed as part of the Student Handbook, which is sent to each student at the beginning of the school year. The Charter School administration shall ensure that students and their parents/guardians are notified in writing, upon enrollment, of all discipline policies and procedures. The notice shall state that the policy and procedures are available upon request at the Principal's office.

Discipline includes, but is not limited to:

1) Advising and counseling students
2) Conferring with parents/guardians
3) Detention during and after school hours
4) Use of alternative educational environments
5) Suspension and expulsion

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student. For purposes of the policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons, or to prevent damage to school property.

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

A student identified as an individual with disabilities, or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA"), or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students, except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities, or for whom the Charter School has a basis of knowledge of a suspected disability, or who is otherwise qualified for such services or protections in according due process to such students.

GROUNDS FOR SUSPENSION AND EXPULSION OF STUDENTS

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance. A student may be suspended or expelled for acts that occur at any time, including, but not limited to:

1) While on school grounds
2) While going to or coming from school
3) During the lunch period, whether on or off the school campus
4) During, going to, or coming from a school-sponsored activity

ENUMERATED OFFENSES

DISCRETIONARY SUSPENSION AND EXPELLABLE OFFENSES

Students may be suspended or recommended for expulsion for any of the following acts when it is determined the student:

1) Caused, attempted to cause, or threatened to cause physical injury to another person.
2) Willfully used force of violence upon the person of another, except self-defense.
3) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Chapter 2 of Division 10 of the Health and Safety Code commencing with Sections 11053, alcoholic beverage or intoxicant of any kind.
4) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Chapter 2 of Division 10 of the Health and Safety Code commencing with Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid, substance or material and represented the same as a controlled substance, alcoholic beverage or intoxicant.
5) Committed or attempted to commit robbery or extortion.
6) Caused or attempted to cause damage to school property or private property.
7) Stole or attempted to steal school property or private property.
8) Possessed or used tobacco or products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. This section does not prohibit the use of his or her own prescription products by a student.
9) Committed an obscene act or engaged in habitual profanity or vulgarity.
10) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
11) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
12) Knowingly received stolen school property or private property.
13) Possessed an imitation firearm, i.e., a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is an actual firearm.
14) Possessed, sold, or otherwise furnished any knife, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
15) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
16) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
17) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

18) Engaged in, or attempted to engage in, hazing. For the purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
19) Engaged in an act of bullying, as defined by subdivision (r)(1) of Section 48900 of the Education Code, including bullying by means of an electronic act, as defined by subdivision (r)(2)(A) of Section 48900 of the Education Code.
20) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
21) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall not apply to students enrolled in kindergarten and grades 1 to 3, inclusive.
22) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to students in any of grades 4 to 8, inclusive.
23) Intentionally harassed, threatened or intimidated a student, group of students, or school personnel to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading either students’ or school personnel’s rights by creating an intimidating or hostile educational environment. This section shall apply to students in any of grades 4 to 8, inclusive.
24) Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

Alternatives to suspension or expulsion will first be attempted with students who are truant, tardy, or otherwise absent from assigned school activities.

NON-DISCRETIONARY SUSPENSION OFFENSES

Students must be suspended and recommended for expulsion for any of the following acts when it is determined that the student:

1) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.
2) Brandished a knife at another person.
3) Unlawfully sold a controlled substance listed in Chapter 2 of Division 10 of the Health and Safety Code, commencing with Section 11053.

4) Committed or attempted to commit a sexual assault or sexual battery, as defined in subdivision (n) of Section 48900 of the Education Code.

NON-DISCRETIONARY EXPELLABLE OFFENSES

Students must be recommended for expulsion for any of the following acts when it is determined, pursuant to the procedures below, that the student:

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

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

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

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

SUSPENSION PROCEDURE

Suspensions shall be initiated according to the following procedures:

CONFERENCE

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

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

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

NOTICE TO PARENTS/GUARDIANS

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

SUSPENSION TIME LIMITS/RECOMMENDATION FOR PLACEMENT/EXPULSION

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

AUTHORITY TO EXPEL

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

EXPULSION PROCEDURE

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

In the event that an Administrative Panel hears the case, it will make a recommendation to the BALIS Board for a final decision on whether to expel. The hearing shall be held in closed session (complying with all student confidentiality rules under FERPA), unless the student makes a written request for a public hearing three (3) days prior to the hearing.

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

1) The date and place of the expulsion hearing
2) A statement of specific facts, charges and offenses upon which the proposed expulsion is based
3) A copy of the Charter School's disciplinary rules which relate to the alleged violation
4) Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment
5) The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor

6) The right to inspect and obtain copies of all documents to be used at the hearing
7) The opportunity to confront and question all witnesses who testify at the hearing
8) The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses

SPECIAL PROCEDURES FOR EXPULSION HEARINGS INVOLVING SEXUAL ASSAULT OR BATTERY OFFENSES

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

1) The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time s/he testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2) The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to, and during, breaks in testimony.
3) At the discretion of the entity conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4) The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5) The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours s/he is normally in school, if there is no good cause to take the testimony during other hours.
6) Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7) If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay, unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8) The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9) Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the student being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.

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

RECORD OF HEARING

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

PRESENTATION OF EVIDENCE

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay, and sworn declarations may be admitted as testimony from witnesses of whom the BALIS Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

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

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

If the Administrative Panel decides not to recommend expulsion, the student shall immediately be returned to his/her educational program.

WRITTEN NOTICE TO EXPEL

The Principal or designee, following a decision of the BALIS Board to expel, shall send written notice of the decision to expel, including the BALIS Board's adopted findings of fact, to the student and/or parent/guardian. This notice shall also include the following (a) Notice of the specific offense committed by the student and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Principal or designee shall send a copy of the written notice of the decision to expel to the student's district of residence. This notice shall include the following (a) The student's name and (b) The specific expellable offense committed by the student.

DISCIPLINARY RECORDS

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

NO RIGHT TO APPEAL

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

EXPELLED STUDENTS/ALTERNATIVE EDUCATION

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

REHABILITATION PLANS

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the BALIS Board at the time of the expulsion order, which may include, but is not limited to, periodic review, as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to the Charter School for readmission.

READMISSION

The decision to readmit a student or to admit a previously expelled student from another school, school district, or charter school shall be in the sole discretion of the BALIS Board, following a meeting with the Principal or designee, and the student and guardian or representative, to determine whether the student has successfully completed the rehabilitation plan, and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Principal shall make a recommendation to the BALIS Board following the meeting regarding his or her determination. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

SPECIAL PROCEDURES FOR THE CONSIDERATION OF SUSPENSION AND EXPULSION OF STUDENTS WITH DISABILITIES

NOTIFICATION OF DISTRICT

The Charter School shall immediately notify the District, and coordinate the procedures in this policy with the District, of the discipline of any student with a disability or student who the Charter School or District would be deemed to have knowledge that the student had a disability.

SERVICES DURING SUSPENSION

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to

address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

PROCEDURAL SAFEGUARDS/MANIFESTATION DETERMINATION

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parents, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504, any teacher observations, and any relevant information provided by the parents to determine:

a) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
b) If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan

If the Charter School, the parents, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability If the Charter School, the parents, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

1) Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
2) If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
3) Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parents, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student’s disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities, in the same manner and for the same duration as the procedures would be applied to students without disabilities.

DUE PROCESS APPEALS

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer, or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

SPECIAL CIRCUMSTANCES

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

1) Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
2) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
3) Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

INTERIM ALTERNATIVE EDUCATIONAL SETTING

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

PROCEDURES FOR STUDENTS NOT YET ELIGIBLE FOR SPECIAL EDUCATION SERVICES

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

1) The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to the Charter School's supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
2) The parent has requested an evaluation of the child.
3) The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew, or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

ELEMENT K: RETIREMENT SYSTEMS

"The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security."

Cal. Ed. Code § 47605(b)(5)(K)

COMPENSATION AND BENEFITS

Employees of WYICS shall receive compensation packages which are competitive with local charter schools and the MSD. A comprehensive benefits package (medical, dental, and retirement) will be included as part of each employee's compensation.

Revenues and expenditures will be reviewed annually, and a recommendation will be made to the Bay Area Language Immersion Schools ("BALIS") Board for cost of living adjustments and other adjustments to the compensation packages as appropriate.

RETIREMENT

Certificated teachers and administrators shall initially be a part of the State Teachers' Retirement System (STRS). Employees will accumulate service credit years in the same manner as all other members of STRS. Employees contribute at the rate established by STRS. All non-certificated employees will contribute to federal social security. WYICS will make all employer contributions towards a qualified 401(k) retirement plan for non-certificated employees up to 4.5%. WYICS will contract with the District or County to forward any required payroll deductions and related data. The Office Administrator is responsible for ensuring that all required deductions, contributions, and appropriate arrangements for retirement coverage are made for all employees.

The BALIS Board reserves the right to amend its retirement options or participate in reciprocal systems in the future, should it find that participation enables the school to attract and retain a high quality staff.

ELEMENT L: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

"The public school alternatives for pupils residing within the school district who choose not to attend charter schools."

Cal. Ed. Code § 47605(b)(5)(L)

No student may be required to attend WYICS. Children who reside within the school district in which WYICS operates who choose not to attend WYICS may attend a school within that school district according to its policy, or at another school district or school within the district through its intra- and inter-district transfer policies. The parent or guardian of each student enrolled in WYICS shall be notified on admissions forms that the student(s) has no right to admission in a particular school of any local educational agency (or program of any local educational agency) as a consequence of enrollment in WYICS, except to the extent that such a right is extended by the local educational agency.

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 any rights of return to the school district after employment at a charter school."

Cal. Ed. Code §47605(b)(5)(M)

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

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

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."

Cal. Ed. Code § 47605(b)(5)(N)

The following provisions are intended to define a mechanism for the resolution of any disputes between WYICS and the District. With respect to each of these procedures, it is our intention that all public commentary be withheld pending full resolution.

DISPUTES BETWEEN WYICS AND THE DISTRICT

WYICS and the District will be encouraged to attempt to resolve any disputes amicably and reasonably without resorting to formal procedures. WYICS acknowledges the District's on-going right to inspect and observe the charter school under Education Code Section 47605, *et seq*.

In the event of a dispute between WYICS and the District, the WYICS staff, employees, and Bay Area Language Immersion Schools ("BALIS") Board members agree first to frame the issue in written format ("dispute statement") and refer the issue to the District Superintendent and the Principal of WYICS. In the event that the District believes that the dispute relates to an issue that could lead to the revocation of the charter in accordance with Education Code Section 47607, WYICS requests this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the District to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or as a pre-requisite to the District's ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

The Principal and Superintendent shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than ten (10) business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, WYICS shall identify two BALIS Board Members who shall jointly meet with two designees from the District as well as the Principal and Superintendent, and attempt to resolve the dispute within twenty (20) business days from receipt of the dispute statement. If this joint meeting fails to resolve the dispute, the Superintendent and the Principal will meet to jointly identify a neutral third party mediator to engage the parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session will be developed jointly by the Superintendent and the Principal.

Mediation shall be held within sixty (60) business days of receipt of the dispute statement. The costs of the mediator will be split equally between the District and WYICS. If mediation does not resolve the dispute, either party may pursue any other remedy available under the law. All timelines in this section may be revised upon mutual written agreement of the District and WYICS. The only binding results are those to which both parties agree or those which are issues as rulings by a legal body.

INTERNAL DISPUTES

Internal disputes shall be handled in accordance with complaint policies and procedures as adopted by the BALIS Board, including a Uniform Complaint Policy and Procedures. WYICS requests that any complaints received by the District concerning internal matters of the school be promptly forwarded to WYICS for processing in accordance with the school's complaint policies and procedures.

ELEMENT O: PUBLIC SCHOOL EMPLOYER

"A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code."

Cal. Ed. Code § 47605(b)(5)(O)

Bay Area Language Immersion Schools ("BALIS") shall be deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employment Relations Act ("EERA"). BALIS shall comply with the EERA.

ELEMENT P: SCHOOL CLOSURE PROCEDURES

"A description of the procedures to be used if the charter school closes. The procedures ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records."

Cal. Ed. Code § 47605(b)(5)(P)

Closure of the Charter School will be documented by official action of the Bay Area Language Immersion Schools ("BALIS") Board. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The BALIS Board will promptly notify parents and students of the Charter School, the District, the Santa Clara County Office of Education, the Charter School's SELPA, the retirement systems in which the Charter School's employees participate (e.g., State Teachers' Retirement System), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The BALIS Board will ensure that the notification to the parents and students of the Charter School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the BALIS Board's decision to close the Charter School.

The BALIS Board will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, the Charter School will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. Section 1232g. The Charter School will ask the District to store original records of Charter School students. All student records of the Charter School shall be transferred to the District upon Charter School closure. If the District will not or cannot store the records, the Charter School shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, the Charter School will prepare final financial records. The Charter School will also have an independent audit completed within six months after closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

The Charter School will complete and file any annual reports required pursuant to Education Code Section 47604.33.

On closure of the Charter School, all assets of the Charter School, including, but not limited to, all leaseholds, personal property, intellectual property, and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the Charter School and upon the dissolution of the nonprofit public benefit corporation, shall be distributed in accordance with the Articles of Incorporation. Any assets acquired from the District or District property will be promptly returned upon Charter School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School.

As BALIS is operated as a nonprofit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the BALIS Board will follow the procedures set forth in the California Corporations Code for the dissolution of a nonprofit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified by the budget in **Appendix X-b**, the Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

REQUIRED SUPPLEMENTAL INFORMATION

"The governing board of a school district shall require that the petitioner or petitioners provide information regarding the proposed operation and potential effects of the school, including, but not limited to, the facilities to be used by the school, the manner in which administrative services of the school are to be provided, and potential civil liability effects, if any, upon the school and upon the school district. The description of the facilities to be used by the charter school shall specify where the school intends to locate. The petitioner or petitioners shall also be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cashflow and financial projections for the first three years of operation."

Cal. Ed. Code § 47605(g)

FINANCIAL PLAN

BUDGETS AND CASH FLOW

At full enrollment, WYICS will break even based on state and federal per-student funds, without the need for additional grant monies. The Founding Team of WYICS has developed a conservative financial plan based on the most current Local Control Funding Formula projections for the school's start-up and first five years of operations as required by Education Code Section 47605(g). The budget documents that accompany this proposal are based upon the best data available to the petitioner at the date of submission, and include:

- Budget narrative (**Appendix X-a**)
- A start-up budget for the planning year (2015) and annual operating budgets for the school's first five years (**Appendix X-b**)
- Cash flows for each budget year (**Appendix X-c**)
- 500 series breakdown (**Appendix X-d**)
- Teacher assumptions (**Appendix X-e**)
- Facilities worksheet (**Appendix X-f**)
- Charter School Capital financing (**Appendix X-g**)
- Loan agreements (**Appendix X-h**)
- Founding Team pledges (**Appendix X-i**)
- Evidence of a reserve fund by year 1

The budget reflects an initial proposal. Budget proposals will be updated in April and June and a final budget will be adopted in July of 2015.

FINANCIAL REPORTING

WYICS will maintain sufficient staff and systems including technology, required to ensure timely reporting necessary to comply with the law and to meet all reasonable inquiries from the District, County, and other authorized reporting agencies.

WYICS shall comply with all other financial reports required by Education Code Section 47604.33. WYICS shall provide reports to the District as follows, and may provide additional fiscal reports as requested by the District. WYICS plans to follow the fiscal year beginning July 1 and ending June 30:

1) By July 1, a preliminary budget for the current fiscal year, including its estimate for enrollment and its Average Daily Attendance assumptions. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code 47605(g) will satisfy this requirement.
2) By July 1, an annual update (Local Control Accountability Plan) required pursuant to Education Code Section 47606.5.

3) By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of WYICS's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, State Department of Education and County Superintendent of Schools. For the first year of operations, this report will not be available due to the absence of a preceding year.
4) By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5) By September 15, an unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all WYICS's receipts and expenditures for the preceding fiscal year. For the first year of operations, this report will not be available due to the absence of a preceding year.

SOURCES OF FUNDS

The vast majority of funds for WYICS's operations will come from a combination of local funds and State of California's aid, in the form of a per-student standard allocation (Local Control Funding Formula Per Average Daily Attendance, or "ADA"). WYICS will also receive additional monies ("categorical funds") for special populations and specific programs. In addition, WYICS plans to seek public donations from the community. Although it is not required, students' families are encouraged to donate for continued improvement of WYICS.

DIRECT FUNDING

WYICS will receive funding pursuant to Education Code Section 47630 *et seq*. and will opt to receive its funding directly from the state pursuant to Education Code Section 47651. WYICS shall establish an account with the County Treasury for the receipt and disbursement of such funds. Any funds due to WYICS that flow through the District shall be forwarded to WYICS in a timely fashion. During the term of this charter petition, WYICS and the District will negotiate in good faith to develop a Memorandum of Understanding (MOU) that establishes the specific financial and service relationship between the two parties.

USES OF FUNDS

Annually, most of WYICS's funds will go toward personnel and facilities (including rent or debt service, utilities and maintenance). WYICS also anticipates spending about 6% of its budget on other direct program costs (e.g., classroom supplies). Private and federal grant funds for one-time start-up costs will be used for items such as furniture, computer equipment, textbooks and professional development.

CASH MANAGEMENT

WYICS will seek best practices from similar types and sizes of schools. The Bay Area Language Immersion Schools ("BALIS") Board shall establish checks and balances through board-adopted policies and procedures governing financial control systems and cash management.

FACILITIES

WYICS intends to occupy a facility that supports the school's mission, vision and educational program. WYICS will require a fully equipped, contiguous school site to successfully and safely operate its program in the MSD. WYICS plans to open in the fall of 2015 with an approximate enrollment of 150 students in grades K - 1.

We anticipate needing approximately 11,000 square feet the first year, growing to 21,000 square feet in year 5. We anticipate needing 6 classrooms in year 1, growing to 15 classrooms by year 5, complete with circulation and support areas such an administrative office, kitchen, multipurpose room and restrooms. In addition, we will need the use of a playground.

For the first five years of operation, our facility needs will change each year in order to accommodate for growth in ADA and staffing. WYICS will consider a facility that will satisfy the need for the first three years of operations, which would be 11 classrooms. WYICS will also consider co-locating with another school on a larger facility, especially during its scale-up years.

PROPOSITION 39 AND FACILITIES PLAN

WYICS intends to seek the support of the MSD in securing space in a District-owned facility through the annual presentation of a Proposition 39 request. Proposition 39 is a legal requirement for school districts to provide facilities for in-district students attending charter schools, as provided by Education Code Section 47614. MSD may charge WYICS a pro-rata share (based on the ratio of space allocated by the school district to the charter divided by the total space of the district) for those district facility costs, which the district pays for with unrestricted general fund revenues.

WYICS will also consider leasing private facilities for the operation of the school. WYICS has already established a relationship with a commercial real estate agent for the purposes of searching for, and securing, an alternate location within the MSD's boundaries.

The school's facilities will comply with state and local building codes, federal American Disabilities Act ("ADA") access requirements and other applicable fire, health, and structural safety requirements, and will maintain on-file records that document such compliance, which will be available for inspection. A complete plan for natural disasters such as earthquakes, fire, etc., will be developed prior to the opening of the school. WYICS will obtain the proper Certificate of Occupancy and any other permits necessary under local ordinances for operating a school and shall provide such clearances to the District prior to the commencement of instruction.

WYICS shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or that are compliant with the State Building Code. The facilities shall be approved by the local/state fire marshal for the intended use. WYICS agrees to test sprinkler systems, fire extinguishers and fire alarms at its facilities to ensure that they are maintained in an operable condition at all times.

IMPACT ON THE CHARTER AUTHORIZER

BALIS will be a nonprofit public benefit corporation incorporated in the State of California with a 501(c)(3) designation by the IRS. BALIS will minimize its impact on MSD or any other Authorizing Entity. The following impacts are stated here for clarity.

INSURANCE COVERAGE

The Charter School shall acquire, maintain, and finance general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. The District Board of Education shall be named as an additional insured on all policies of the Charter School. The estimate included in the budget is based on 150 students, with an annual increase that reflects the school's growth pattern until it reaches full enrollment. The Charter School shall provide evidence of the above insurance coverage to the District no later than sixty (60) days prior to operation or as otherwise agreed upon date by the District and the Charter School.

LIABILITY AND INDEMNITY

The Charter School shall be operated by a California nonprofit public benefit corporation, BALIS. This corporation is organized and operated exclusively for charitable purposes within the

meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by a nonprofit public benefit corporation shall not be liable for the debts or obligations of the charter school, or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. The Charter School shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of the Charter School.

Further, the Charter School and the District may enter into a MOU, wherein the Charter School shall indemnify the District for the actions of the Charter School under this charter.

The bylaws of BALIS shall provide for indemnification of the BALIS's Board, officers, agents, and employees, and BALIS will purchase general liability insurance, Board Members and Officer's insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts are determined by recommendation of the District and the Charter School's insurance company for schools of similar size, location, and student population. The District shall be named an additional insured on the general liability insurance of the Charter School.

The Charter School shall be responsible for all supplies and equipment that it purchased and, in the event of loss by fire, disaster, or theft, the District shall have no responsibility for such items. Further, the District shall have no responsibility for losses of student property for any reason whatsoever and the Charter School shall hold the District harmless from any such losses.

The BALIS Board will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

ADMINISTRATIVE SERVICES

WYICS anticipates that it will provide or procure most of its own administrative services. When appropriate, WYICS will contract with appropriately qualified and/or credentialed outside providers to provide administrative services as necessary. We may procure administrative and "back-office" services from Charter School Management Corporation (CSMC), a business and development company specializing in charter schools.

In the event that any administrative services are to be provided by the District, the specifics will be agreed to in a Memorandum of Understanding between WYICS and the District. These administrative services shall include, but are not limited to the following:

- Accounting and payroll management
- Accounts payable
- Cash flow management
- Securing and managing loans
- Developing best practices for school safety and other school procedures
- Food services
- Transportation

The BALIS Board will provide scrutiny and oversight of any administrative service such that conflicts of interest will be avoided.

FOOD SERVICES

In accordance with the Federal Lunch Act and State Assembly Bill 1594, WYICS will provide "each needy pupil one nutritionally adequate free or reduced-price meal during each school day."

TRANSPORTATION

Since WYICS is a school of choice, it will be the responsibility of parents/guardians to provide transportation of students to and from WYICS. Transportation will not be provided to and from school, except as required by law for students with disabilities in accordance with a student's IEP.

MISCELLANEOUS CHARTER RELATED ISSUES

TERM OF CHARTER PETITION

WYICS's charter shall begin on July 1, 2015 and expire five years thereafter on June 30, 2020. Any material revisions to WYICS's charter shall be made by the mutual agreement of the governing board of WYICS and the District in accordance with Education Code Section 47607. WYICS may present a petition to renew or materially revise the Charter, and the District agrees to respond to such petitions pursuant to the process, criteria, and timelines specified in Education Code Sections 47605 and 47607, and applicable regulations adopted thereunder.

NOTIFICATION UPON APPROVAL

Upon approval of the charter petition, the petitioner will provide a written notice of the approval, a copy of this petition, to the Santa Clara County Superintendent of Schools, the California Department of Education, and the State Board of Education (Education Code Section 47605(i)).

INTERPRETING THE CHARTER

All terms of the charter that can be interpreted as within the intent of the Education Code shall be interpreted in such a manner.

The terms of this charter contract are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter shall remain in effect, unless mutually agreed otherwise by WYICS and the District. The District and the WYICS agree to meet to discuss and resolve any issues or differences relating to invalidated provisions in a timely, good faith fashion.

Changes in the law or the District administration related to charter schools occur from time to time. WYICS shall fully comply with all such legal and/or administrative changes. Modifications to this charter pursuant to such changes shall be deemed administrative amendments and shall not be considered material revisions requiring approval pursuant to Education Code Section 47607(a)(1).

CONCLUSION

By approving this charter, the District will be fulfilling the intent of the Charter Schools Act of 1992 to:

- Improve pupil learning
- Create new professional opportunities for teachers
- Provide parents and pupils with expanded choices in education
- Follow the directive of the law to encourage the creation of charter schools

The petitioner is eager to work independently, yet collaboratively, with the District to establish the highest bar for what a charter school can and should be. To this end, the petitioner pledges to work cooperatively with the District to answer any concerns over this document and to present the District with the strongest possible proposal, requesting a five year term from July 1, 2015 through June 30, 2020.

On a final note, the petitioner would like to reference another statement recently published by the US Secretary of Education, Arne Duncan, and Libia Gil:

"Educating speakers of other languages in English, and encouraging mastery of multiple languages, has long been important to America's competitiveness — and will be increasingly vital in the years to come. **We challenge our schools and communities to invest in our future leaders with biliteracy and multiliteracy skills**."[93]

[93] Duncan, A. and Gil, L. (February 19, 2014). English Learners an Asset for Global, Multilingual Future: Arne Duncan and Libia Gil. Los Angeles Daily News: http://www.dailynews.com/opinion/20140219/english-learners-an-asset-for-global-multilingual-future-arne-duncan-and-libia-gil