



Willie J Frink College Prep
Charter Petition

Respectfully Submitted to:

Panama-Buena Vista Union School District
Bakersfield, California

Charter Term

July 1, 2024 – June 30, 2029

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AFFIRMATIONS and DECLARATION

As the authorized lead petitioner, I, Arleana Waller, hereby certify that the information submitted in this petition for a California public charter school to be named Willie J Frink College Prep (the “Charter School”), to be operated by Frink School Inc, and to be located within the boundaries of the Panama-Buena Vista Union School District (“PBVUSD” or the “District”), is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School 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 assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(d)(1)]
- Frink School Inc declares that it shall be deemed the exclusive public-school employer of the employees of Willie J. Frink College Prep School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(c)(6)]
- The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall admit all students who wish to attend the Charter School, unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(e)(2), admission to the Charter School shall not be determined according to the place of residence of the student or of that student’s parent or legal guardian within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(e)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(e)(2)(C). [Ref. Education Code Section 47605(e)(2)(A)-(C)]
- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973 (“Section 504”), Title II of the Americans with Disabilities Act of 1990 (“ADA”) and the Individuals with Disabilities Education Improvement Act of 2004 (“IDEA”).
- 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 Section 11967.5.1(f)(5)(C)]

- The Charter School shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing (“CTC”) certificate, permit, or other document required for the teacher’s certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. Teachers employed by charter schools during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher’s certificated assignment. [Ref. Education Code Sections 47605(l)(1) and 47605.4(a)]
- 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 Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School 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 report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(e)(3)]
- The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]
- The Charter School shall adhere to each of the conditions in Education Code Section 47605(e)(4)(A)-(D), including: (A) not discouraging a student from enrolling or seeking to enroll in the Charter School for any reason; (B) not requesting a student's records or require a parent, guardian, or student to submit the student's records before enrollment; (C) not encouraging a student currently attending the Charter School to disenroll or transfer to another school for any reason; and (D) providing a copy of the California Department of Education (“CDE”) notice regarding the requirements in Education Code Section 47605(e)(4)(A)-(D) to a parent/guardian or student if the student is 18 years of age or older: (i) when a parent/guardian or student inquires about enrollment, (ii) before conducting an enrollment lottery, or (iii) before disenrollment of a student. [Ref. Education Code Section 47605(e)(4)(A)-(D)]
- 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 Section 47612.5(a)(2)]
- The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's educational programs. [Ref. Education Code Section 47605(d)]
- The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 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 Sections 47612(b) and 47610]
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act (“ESEA”), as reauthorized and amended by Every Student Succeeds Act (“ESSA”).
- The Charter School shall comply with the California Public Records Act, Government Code Section 6250, *et seq.* (“CPRA”).
- The Charter School shall comply with the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g, 34 CFR Part 99 (“FERPA”).
- The Charter School shall comply with the Ralph M. Brown Act, Government Code Section 54950, *et seq.* (“Brown Act”).
- The Charter School shall comply with Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1 (“Section 1090”).
- The Charter School shall comply with the Political Reform Act, Government Code Section 81000, *et seq.* (“PRA”).
- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]

FOUNDING TEAM

*“The paradox of education is precisely this—that as one begins to become conscious one begins to examine the society in which he is being educated.
The purpose of education, finally, is to create in a person
the ability to look at the world for himself, to make his own decisions...”*

James Baldwin
“A Talk to Teachers,” 1963

This charter petition was developed in collaboration with the students and families of Bakersfield, California in mind. Addressing and correcting systemic inequities in our education system that arbitrarily stunts the economic growth and potential of entire subsets of our community, is of paramount importance. We present a charter petition that aims to name, examine, and ultimately right these historic wrongs, specifically with a focus on lifting the voices and experiences of our community’s lowest performing children and their families.

The Founding Team of Willie J Frink College Prep

Dr. Arleana Waller, Founder and Head of School

Arleana brings more than thirty years of leadership experience as the founder of Willie J Frink College Prep. She has been recognized as a Valiant Leader by Congress, received the Dr. Martin Luther King Jr Lifetime Achievement award, and the Kern County Black Chamber of Commerce Trailblazer Award for her work in Kern County. She has also received multiple awards and recognition for her impactful leadership and dedicated service to building youth leaders in the Central Valley.

Arleana’s work improves lives by bringing diverse communities together to collaborate on a range of projects that strengthen and improve access, opportunity, and quality of life across varied settings. For nearly three decades, Arleana has been a partner and resource for economic, education and civic work throughout the Central Valley and beyond with a focus on equity and social justice, aiming to improve relationships and processes.

Arleana and her team have been at the forefront of improving community culture and climate in partnership with the City Bakersfield and Kern County, supporting the unique needs of young people and families across a range of abilities and backgrounds. Arleana serves as a thought partner on informing policy and intervention on how best to serve exposed populations in and beyond our county. In 2016, Arleana founded ShePower Leadership Academy, which has touched the lives of 600+ girls through mentorship, personal growth, workforce development, and leadership skills-building.

Arleana is prepared to lead Willie J Frink College Prep, having completed charter school Leadership programs, including the Fortune School of Education’s Administrator program, where Dr. Fortune herself has served as advisor/mentor, Charter School Growth Fund’s Charter School CEO cohort, a year-long program through which she was able to secure more \$300,000 in commitments, the Silicon Schools CEO cohort through which she secured an \$810,000 commitment, and has served in various leadership capacities throughout her career, which have given her broad experience and trust among the community. Arleana has secured more than \$100,000 in early donations. As an active, engaged member of the community, Arleana takes ownership and responsibility for making sure that young leaders in Kern County are reaching their full potential and achieving academic and community excellence. Arleana is determined to use her community work and relationships to make a lasting impact on the lives of students and families for future generations to further close the economic, racial and disparity gaps and position the next generation to lead in excellence with strategy and a vision.

Arleana is a graduate of Bakersfield College (BC), and received her Bachelor of Arts degree and Honorary Doctorate from Higher Place Christian University. She has served as a board member for the California State University, Bakersfield Roadrunner Scholarship Fund—the first Black American woman to have done so in its 45-year history—and as a board member to the Bakersfield Women’s Business Conference. She has also served as a board member on the Bakersfield chapter of the National Associate of Professional Women, and is currently serving on CSUB President’s Black American Council, B3K and the Deep Prosperity economic council, the Advisory Board of UEI College, and Kern High Adult School, Former Chair and Founder of the Sheriff Advisory Council, as well as Kern County Workforce Development Board and committee member.

Krissy Warren, Co-Founder and Managing Director of Education

Krissy Warren is an advocate for parent choice in education. She is a dedicated educator and community activist with experience as a classroom teacher, homeschooling parent, non-traditional educational instructor, and social advocate.

She is eager to utilize expert knowledge to provide high quality educational options for parents. She received her bachelor’s degree in sociology from Fresno State University. She worked for a year as a counselor in a Los Angeles group home providing services for pregnant teens and young mothers. She then attended California State University Fullerton’s teacher credentialing program and graduated with a multiple subject teaching credential. She taught 6th grade in the Anaheim Elementary School District.

After the birth of her first child, she spent several years managing her home and motherhood while serving her community as an activist and volunteer. She went on to substitute teach at her neighborhood schools. She also served on boards and volunteered for various issues and events, including the following educational and political causes: Kern Dance Alliance Board Member (current), Parent Teacher Association Board Member at Olive Drive Elementary in Bakersfield California, Religion Education Teacher at Valley Baptist Church in Bakersfield California, School Board Member of Valley Oaks Charter School in Bakersfield California, SELPA Community Advisory Committee - Kern County Superintendent of Schools, and Participant Principled Policing April Session conducted by Bakersfield Police Department.

She has recently worked as a lead and mentor educational guide at an environmental science education program. Additionally, she conducts professional development for fellow educational guides during summer trainings, leads staff meetings, and writes Kindergarten through 12th grade curriculum for the program. Her position as a lead guide transitioned to Education Consultant for the program in which she advises on curriculum, grants, and strategies that will improve the learning community. Krissy also volunteers her time to coach college-bound high schoolers, assisting them in their college application process.

Her continued activism is fueled by the empowerment of the historically excluded and amplifying their voices. She has over 25 years’ experience in both traditional and non-traditional educational settings. Homeschooling her own children and working within progressive and innovative academia are her educational passions.

Krissy continues to develop her school leadership skills as a Zeta Combinator Fellow—a charter start-up school and growth engine for schools of the future. She was awarded their coveted fellowship in the summer of 2022. Zeta Combinator empowers school leaders, operators, and educators with the tools, resources, and support to build the foundation and infrastructure for excellent schooling. She was awarded their coveted fellowship in the summer of 2022. The culminating presentation of the program resulted in a \$25,000 award.

Betty Flint, Associate Administrator, Educator Consultant

Betty Flint knew by fifth grade that she wanted to help children to do well in school. As a young child she struggled to read but was supported by an aunt who was an educator and helped Betty to learn to love reading. She has taught students in elementary school as a reading specialist for over forty years. After retiring, Betty consulted with several principals to work on their administrative team supporting teachers.

She became a mentor coach for kindergarten and first grade teachers in the South Bronx. She counseled teachers in reading techniques, classroom design, and center development. She ordered books for the kindergarten team and helped them to level the books, learn to take running records, and monitor student growth with the goal of level reading students. And that goal was repeatedly met.

As a support teacher in San Diego California, Betty advised several principals in modeling guided reading and helping teachers to monitor student growth by taking running records and determining the reading strategies students needed to move to the next level in their text reading.

When a principal had a teacher who had difficulty managing her classroom environment, Betty used her expertise to work with the teacher. Betty supported the teacher by modeling teacher talk with her students and using relationship building techniques. The teacher was able to take on these new skills with the gradual release process.

The process of building a positive and successful teacher mentor and mentee relationship is a challenge that Betty welcomes. Betty has had much success building confident teachers which ultimately leads to student achievement. Betty has had much experience supporting the process of teacher empowerment which translates to student growth.

Betty is a lifelong learner. She is currently taking a yearlong leadership training course with the Fortune Education Leadership Program.

Ora Frink, Founding Member, Wellness Consultant

Born and raised in Bakersfield, Chef Ora E is an award-winning Chef who is committed to the health and wellness of athletes and youth. She owes her life and work ethic to the blue-collar upbringing of her loving parents, Mr. & Mrs. Willie J and Loretta Frink. Mixing grit, optimism, and passion in equal parts, that is the story of the success and challenges that followed. Grilling outside with her dad in the dead heat of Bakersfield summers, she loved it, even as a kid.

For as long as she could remember, Ora has always wanted to be around food. As a little girl, she would spend hours cooking holiday dishes with her mother and sometimes with her sisters (of which she has nine) in the family kitchen. Ora enjoyed experimenting with different ingredients, which led her to cook her first meal, a full roast at the age of 8.

Ora began her career as a private personal chef with one of the most successful athletes in the world—Shaquille O’Neal—and went on to become a private Chef for many athlete champions like, Tyson Chandler, Lamar Odom, Chris Paul, David West, Paul Pierce, TJ Ford, James Pose, then went into the food service arena which gave her a strong catering background and the opportunity to work for top organizations and high-profile personalities.

From there she became a restaurant co-owner. Recently making the choice to take her skills into the education arena, teaching youth and scholar athletes the importance of wellness from a physical angle. It’s a decision she does not regret. Ora has a vibrant personality and she’s passionate about what she does.

GENERAL INFORMATION

Charter School Contact	Arleana Waller
Charter School Contact Mailing Address	P.O. Box 13274, Bakersfield, CA 93389
Charter School Contact Phone	(661) 474-4429
Proposed Location of the Charter School	Within the Panama Buena Vista Union School District Boundaries
The grade configuration of the Charter School is:	TK-8
Year One Enrollment	150
Year One Grade Levels	TK-2
First Day of Instruction	August 14, 2024
Enrollment Capacity	414
Instructional Calendar	Traditional
Charter Term	July 1, 2024 – June 30, 2029

ELEMENT I: EDUCATIONAL PROGRAM

“(i) 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.

(ii) 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 the 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.”

CA Education Code § 47605(c)(5)(A)

Charter School Mission and Vision

Mission: The mission of Willie J Frink College Prep is to graduate high achieving scholar leaders possessing humility and will, who are prepared for college, entrepreneurship, and citizenship in a democratic society.

Vision: Willie J Frink College Prep’s vision is to be a distinguished school of choice that closes the gap in opportunities for Black American scholar leaders and scholar leaders of color, and produces graduates equipped to lead, who are passionate about their purpose, who are resilient and curious lifelong learners, and who are prepared to meet the demands of a cutting-edge future.

Core Values

UNAPOLOGETIC

We value revolutionary work.

TRANSFORMATIVE

We promote equitable decision making.

VALIANT

We thrive in cultural spaces of integrity.

Educational Philosophy

The educational philosophy that will guide Willie J Frink College Prep’s operations is secured by the Five Stars, detailed below, which also informs our vision for what a graduate of Willie J Frink College Prep will look like upon matriculating to high school.

The Five Stars

- ★ **High Expectations.** We set high expectations for academic achievement and conduct that are clearly designed and measurable. Students, parents, teachers, and staff will create and reinforce a culture of achievement and support.
- ★ **Choice and Commitment.** Students, parents, and staff choose to participate in the educational program. Every student must make and uphold a commitment to the school and to each other, to put in the time and effort required for success.
- ★ **More Time.** We know there are no shortcuts when it comes to success in academics and in life. With an extended school day and year, students, teachers, school leaders, staff, and parents can dedicate more time. This ensures students acquire the knowledge and skills that prepare them for competitive colleges, as well as opportunities to engage in diverse extracurricular activities.

- ★ **Focus on Results.** Through a whole child approach, students are expected to achieve a measurable level of academic performance that will enable them to succeed in the nation’s best colleges and the world beyond.
- ★ **Citizenship.** We strongly believe that the measure of a person’s success is in what she or he gives to others. Through community service, engagement, and study, students will develop a strong sense of civic responsibility and establish a foundation for a lifetime of meaningful community involvement. Students will also deepen and demonstrate their learning, and are empowered to become productive citizens in the community in which they live.

The Vision of a Willie J Frink College Prep Graduate—Among the Five Stars

High Expectations	Choice and Commitment	More Time	Focus on Results	Citizenship
Our graduates set and achieve audacious goals. They are confident, self-determined and motivated. They navigate life with courageous intentions as the proof point of closed opportunity gaps.	Our graduates thoughtfully choose and uphold commitments. They are lifelong learners who face adversity with bravery.	Our graduates are prepared for competitive colleges by holding sacred and necessary time for academic results. They realize that time is a precious commodity and spend it with care and respect.	Our graduates are guided by an internal compass, grounded in self-reflection. They are technology literate and comfortable being a leader in an everchanging digital economy.	Our graduates have a strong sense of civic responsibility and are prepared for a life of activism and advocacy via voting and whole community engagement. They know life is a journey best traveled with fellow revolutionaries.

The Five Stars will inform the culture of Willie J Frink College Prep, and be integrated across all instructional practices, ensuring we are implementing our educational program with fidelity.

Our School’s Namesake: Willie J Frink

Willie J Frink College Prep is named for a community icon, Willie J Frink, one of Bakersfield’s first Black American cement contractor millionaires. Willie J Frink literally laid the foundation for much of Bakersfield in the 1960s, 1970s and early 1980s, giving opportunity to Black and Brown persons by providing a living wage for their families and paving the way for many minority business owners who came after him. Born in Charlotte, N.C., of humble means, his father was a sharecropper and fisherman who spent his days laboring over corn in the fields and casting shrimping nets on the sea. At just 12 years old, Willie’s mother unexpectedly died; Willie quit school and went to work with his father. Unsatisfied and wanting a better life, Willie ran away from home to find his American Dream.

By 1950, he was drafted into the U.S. Army and became head cook for the 82nd Airborne Division, after convincing a young lady to pose as his mate and read his forms for him, because he did not know how to read. A year later, while strolling down the street in Hopkinsville, Ky., Willie spotted his dream girl, Loretta Hallowell. He took a chance, running across the street to introduce himself to her parents. After three months of weekend visits, Willie asked for her hand in marriage; they wed and went on to have 13 children—10 girls and three boys. By 1963, Frink launched Willie J. Frink & Sons, a foundation concrete company. Willie and Loretta were great entrepreneurs, known in the community for their strong family values and civic responsibilities, and as leaders within their industry, their church, and the community. Willie trained

many men in the trade, many of whom today have successful multi-million dollar producing construction firms. He employed more than 100 employees, often on the front line for civic engagement, donated money to build churches, and every Sunday drove through lower socioeconomic neighborhoods in a 44-foot mobile home picking up kids to go to worship. He lived by the motto: **kids can be what they can see.**

Each Sunday, Willie would drive to Taft College to pick up football players on scholarship, taking them to church and providing them a home-cooked meal before taking them back. Understanding the unique needs of students and families, he knew that one single opportunity for generational change lies in someone believing in you.

Willie J Frink College Prep's intentional focus is to build a charter school that focuses on closing the Black American achievement gap—and ultimately produce more Willie J Frink businesspeople who are civically aware and college ready.

What it Means to be an Educated Person in the 21st Century

Being an educated person in the 21st Century means to have a high level of academic mastery as well as critical thinking and problem-solving skills that will provide opportunities and preparation for college and career.

Willie J Frink College Prep will promote students with the highest levels of academic achievement and character. These academic and life skills will give students the tools to meet the educational, professional and personal challenges of the 21st Century.

Willie J Frink College Prep graduates will embody what it means to be an educated person in the 21st century. In addition to academic mastery, students matriculating into a modern world and global economy *must* possess the capacity for critical thinking and strong skills in problem-solving. These qualities will help students succeed in high school and college; however, they are especially important when entering the workforce. No longer are jobs and careers defined by the degrees you earn, rather, they are dynamic, requiring a mixture of soft and hard skills. For better or worse, our global society is integrating complex frontier technologies, like artificial intelligence, into our daily lives; young people stepping foot into this technology-informed economy must be able to not just understand underlying concepts in rapidly-evolving technologies, but be able to successfully interact with and manipulate them for good. Through its 10 Big Ideas, the National Science Foundation is investing hundreds of millions of dollars in such areas as “The Future of Work at the Human-Technology Frontier,” “Growing Convergence Research,” and “Harnessing the Data Revolution.”¹ These investments recognize that the global economy is on the precipice of revolutionary workforce changes that will require workers to apply skill sets *across* industries. Advances in technology are not siloed in the sciences; they impact everything from manufacturing, to healthcare, to education; they *require* future workers to be dynamic problem solvers capable of critical thinking in world that is changing at break-neck speed. Consequently, instilling a love of curiosity and a desire for continuous growth and lifelong learning will be necessary for educators to develop in our students who must encounter this future.

In fact, educational leaders must have the ability to imagine a future that does not yet exist. “Probability, statistics, and graphical representation of data, which were largely absent in mid-20th century schooling, are now essential for following the daily news. Not yet fully arrived in the curriculum are complex systems theory

¹ NSF's 10 Big Ideas: [nsf.gov/new/special_reports/big_ideas/index.jsp](https://www.nsf.gov/new/special_reports/big_ideas/index.jsp)
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and mathematical modeling, although these are arguably essential for advanced work in virtually every discipline.”²

Preparing these future workers and engaged citizens is no small feat, particularly when educators are starting on the back foot following the pandemic, the full impact of which on the academic achievement and social-emotional progress of K12 students has yet to be fully realized. Trust in institutions, especially government, is at historic lows³, along with trust in traditional news media.⁴ Meanwhile, citizens are bombarded with information on social media platforms with varying content standards, and have had little-to-no guidance on how to parse truth from manipulation. All of these factors swirling together present a number of obvious challenges, but they also create space to innovate, leveraging the technologies available to this generation as teaching tools that are *relevant* to their daily lives and lived experiences. Furthermore, Willie J Frink College Prep will place a special emphasis on **civic education and engagement** that will encourage the development of responsible citizens prepared to lead the institutions that form a critical piece of the foundation of a democratic society.

Willie J Frink College Prep enters this space with eyes wide open, knowing that our job as educators has never been so important to the full functioning of a democratic society. As such, Willie J Frink College Prep will develop citizens who possess the following traits:

1. **Academic Strength.** An individual who has a wide range of general knowledge in all subjects, especially English and mathematics.
2. **Socially-responsible Individualism.** An educated person understands that they are responsible for the advancement of their community and the world around them. Leaders have a unique understanding of their role in the community and support civic action. They see themselves as contributing members of the community. Operating under this notion, an educated person will embrace a deliberate sense of duty to uplift their community.
3. **Character Development.** Strong work ethic; honoring commitments; resiliency; growth mindset.
4. **Industrious.** Educated persons are confident in their ability to impact the world around them. According to Erik Erikson’s 8 stages of psychosocial development, students aged 5-12 are in stage 5: Industry vs. Inferiority. In this stage “if children are encouraged and reinforced for their initiative, they begin to feel industrious and feel confident in their ability to achieve goals. If this initiative is not encouraged, if it is restricted by parents or teachers, then the child begins to feel inferior, doubting his own abilities and therefore may not reach his or her potential.”⁵ Educated persons develop critical thinking skills that enable them to describe or explain, apply and analyze, evaluate and ultimately create a new body of work based on the knowledge that was attained—i.e., student-led education.

Furthermore, Willie J Frink College Prep believes students must possess two kinds of literacy in the 21st century—academic and social. These two kinds of literacy will enable students to become self-motivated, competent, and lifelong learners. Our information-rich global society requires our students to be exposed to and comfortable with technology as a powerful tool for communication, learning, college readiness, and 21st century careers. Students not only need a strong academic foundation, but solid skills in critical thinking,

² Bereiter, Carl, Scardamalia, Marlene. (2013). *What Will It Mean To Be An Educated Person in Mid-21st Century?* The Gordon Commission on the Future of Assessment in Education. Educational Testing Service.

³ Pew Research Center, June 2022, “Americans’ Views on Government: Decades of Distrust, Enduring Support for its Role”

⁴ Gray, Katti. “Why Do So many Americans Distrust the Media?” *The Pulitzer Prizes*,

⁵ McLeod, Saul. (2018). “Erik Erikson’s Stages of Psychosocial Development.” *Simply Psychology*.

problem solving, creativity, communication, leadership, and collaboration. Educated people in the 21st century need to be mentally and physically well-rounded, with a knowledge of their individual worth, as well as the worth of others.

They need to understand the value of participating in the community around them for it to improve. 21st century students will need to be leaders who demonstrate civic responsibility, honesty, courage, integrity, respect, kindness, and persistence. They need to realize their life affects the lives of others around them. Willie J Frink College Prep will prepare students to excel in this challenging world by not only providing an exemplary education that goes beyond a typical academic program, but a well-rounded education that focuses on self-esteem, character building, civic and community service, and entrepreneurship. At Willie J Frink College Prep, student leaders will develop the skills and characteristics of an educated person in the 21st Century through our Civic Education approach to our education program.

Whom Willie J Frink College Prep is Attempting to Educate

Willie J Frink College Prep seeks to narrow, and eventually eliminate, the achievement gap for Panama-Buena Vista Union School District's Black American students, students of color, and all student subgroups who have languished in unsupportive and culturally *unresponsive* educational settings. The chronic underachievement of students of color, and Black American students in particular, is not a reflection of these students' inherent academic abilities, rather, it is an indictment of how our educational system has approached the learning needs of these students.

Fortunately, there are models that have been remarkably successful in lifting the academic achievements of historically underserved student populations. Willie J Frink College Prep draws inspiration from and will mirror the Fortune Schools model, led by Dr. Margaret Fortune, which has produced the second-highest performing school system in Sacramento County in mathematics. In 2019, 39.4% of Black American students at Fortune Schools met state standards in math, compared to just 17.7% of students of the same demographic in Sacramento County. What's more, Fortune Schools' scholars grew four times more than Sacramento County as a whole in English Language Arts. Black American students, in particular, outperform their peers in Sacramento County by double-digits in English Language Arts ("ELA").

Fortune School's Hardy Brown College Prep is authorized by San Bernardino City Unified School District. That school district's student demographics bear a similarity in composition to Panama-Buena Vista Union School District's. Hardy Brown College Prep ("HBCP") is one of the highest performing schools in San Bernardino City Unified School District. HBCP scholars outperform their peers in math and English Language Arts, **regardless of race or ethnicity**. According to the assessment results, 46.2% of Black American scholars at HBCP met state standards in math, compared with just 15.1% of this same demographic in San Bernardino City Unified School District. HBCP scholars excel in ELA: 59% of Black American scholars met state standards, in comparison to San Bernardino City Unified School District's 29.9% percent having met state standards of the same demographic.

Of course, San Bernardino and Sacramento are not Bakersfield. Regardless of the laudable success of Fortune Schools and the inspiration we will draw, Willie J Frink College Prep will build an educational program and school culture suited to the unique needs of underserved students in Panama-Buena Vista Union School District. Fortune Schools serves as an exemplar to the unique needs and solutions.

There is a severe and persistent Black American achievement gap in the District and Kern County, as shown in the CAASPP data from the 2015-6 through the 2021-22 academic years.⁶ With the onset of the global COVID-19 pandemic in early 2020, paired with mandated at-home learning, to which students of color and socioeconomically disadvantaged students in low-income communities were subject for longer periods than their wealthier counterparts, the devastation to learning is already being borne out in the data. The National Assessment of Educational Progress, which has administered nationwide standardized tests since the 1970s, reported 2022 test scores showed losses in math and reading, with reading scores falling by their largest margin in more than 30 years. “The declines span almost all races and income levels and were markedly worse for the lowest-performing students. While top performers in the 90th percentile showed a modest drop—three points in math—students in the bottom 10th percentile dropped by 12 points in math, four times the impact.”⁷

Black American Student Achievement					
Subject Area / Academic Year	2015-16	2016-17	2017-18	2018-19	2021-22
Standard Not Met & Standard Nearly Met, Combined Percentages					
Panama-Buena Vista Union					
ELA	71%	68%	64%	65%	66%
Math	84%	83%	80%	80%	85%
Kern County Office of Education					
ELA	93%	95%	97%	89%	92%
Math	98%	100%	98%	96%	98%

Meanwhile, when combining the achievement results of all other student subgroups in the District and the County Office, non-Black American students are dramatically outperforming their Black American classmates—by double digits in most instances.

All Other Student Subgroups Academic Achievement					
Subject Area / Academic Year	2015-16	2016-17	2017-18	2018-19	2021-22
Standard Met & Standard Exceeded, Combined Percentages					
Panama-Buena Vista Union					
ELA	55%	60%	59%	61%	48%
Math	40%	42%	43%	47%	30%
Kern County Office of Education					
ELA	30%	33%	28%	32%	32%
Math	14%	21%	15%	23%	18%

When looking at the 2018-19 pre-pandemic achievement rates of both Black American students and students from low-income families—two populations Willie J Frink College Prep intends to target in its recruitment efforts—it becomes clear that the educational programs available to these students in Panama-Buena Vista Union School District are not meeting their needs. According to a 2022 *Los Angeles Times* publication, with the devastation of pandemic related learning losses—Black American students lost 13 points compared with 5

⁶ California Assessment of Student Performance and Progress, 2015-16 through 2018-19 for Panama-Buena Vista Union and Kern County Office of Education, <https://caaspp-elpac.cde.ca.gov/caaspp/>

⁷ Mervosh, Sarah. “The Pandemic Erased Two Decades of Progress in Math and Reading.” *The Los Angeles Times*, September 1, 2022. Willie J Frink College Prep Charter Petition

points among White students⁸—this achievement gap will continue to widen without targeted, intentional, and specific cultural action.

Black American & Low-Income Student Achievement				
Subject Area	2018-2019 Academic Year			
Standard Not Met & Standard Nearly Met				
	Berkshire Elementary		Castle Elementary	
	Black American	Low-Income	Black American	Low-Income
ELA	62.07%	52.53%	72.73%	59.86%
Math	72.41%	65.12%	82.05%	72.47%
	Buena Vista Elementary		Hart Elementary	
	Black American	Low-Income	Black American	Low-Income
ELA	50%	52.56%	70.59%	51.42%
Math	63.89%	58.11%	91.18%	72.58%
	Laurelglen Elementary		Loudon Elementary	
	Black American	Low-Income	Black American	Low-Income
ELA	71.87%	56.36%	65.12%	40.88%
Math	84.37%	68.13%	74.41%	62.35%
	Sing Lum Elementary		McAuliffe Elementary	
	Black American	Low-Income	Black American	Low-Income
ELA	80.77%	51.51%	72%	52.72%
Math	88.46%	68.94%	87.5%	65.06%
	Miller Elementary		Old River Elementary	
	Black American	Low-Income	Black American	Low-Income
ELA	65.22%	54.4%	62.23%	50.2%
Math	78.26%	58.79%	66.66%	59.47%
	Panama Elementary		Reagan Elementary	
	Black American	Low-Income	Black American	Low-Income
ELA	45%	55.35%	25%	41.85%
Math	60%	66.03%	62.5%	48.23%
	Sandrini Elementary		Seibert Elementary	
	Black American	Low-Income	Black American	Low-Income
ELA	73.92%	57.06%	76.19%	63.92%
Math	63.83%	65.29%	85.72%	65.17%
	Stine Elementary		Stockdale Elementary	
	Black American	Low-Income	Black American	Low-Income
ELA	76.47%	69.55%	44.44%	42.86%
Math	88.1%	87.05%	72.22%	52.18%
	Van Horn Elementary		Whitley Elementary	
	Black American	Low-Income	Black American	Low-Income
ELA	66.66%	60.52%	65.38%	53.35%
Math	75.56%	73.03%	72%	63.89%
	Williams Elementary			
	Black American	Low-Income		
ELA	60.72%	51.15%		
Math	64.29%	58.44%		

When assessing the available options for families with elementary-aged children in the District, it becomes clear that the underachievement of socioeconomically disadvantaged students, many of whom are also students of color, and Black American students is the rule rather than the exception.⁹

⁸ Ibid.

⁹ In 2018-19, all other racial student subgroups outperformed their Black American counterparts. 60.02% of all other students met or exceeded standards in English Language Arts compared to just 34.61% of Black American students; 47.55% met or exceeded standards in math compared to 20.17% of Black American students.

Similarly, the middle school options for families show chronic underperformance for Black American students and socioeconomically disadvantaged students. Across the five middle schools in the District, Black American students are achieving standard met or exceeded in English language arts at a rate of 37% and mathematics at a rate of just 15%.¹⁰ Socioeconomically disadvantaged students fair only marginally better, with 45% achieving standard met or exceeded in English language arts and 22% in mathematics.

Achievement rates in mathematics are particularly concerning given the ever-increasing need for STEM-related skills in the workforce. Especially in computer science, demand is dramatically outpacing the supply of prepared graduates. Only 11% of STEM graduates in 2019 held a Bachelor's degree in Computer Science. Instead, employers are forced to turn to non-domestic talent pools¹¹ as Black Americans, despite representing 12% of the nation's adult population, hold only 7% of STEM degrees as of 2018.¹²

This reality, combined with the consistent underperformance of Black American students, represents a *crisis* in educational delivery and should serve as a clarion call for drastic measures to acknowledge the underlying causes and deploy *robust* resources to address them. This crisis in Black American and students of color achievement impacts **all** of society, both socially and economically, by arbitrarily stunting the contributions of an entire subset of the American population: “the persistence of the educational achievement gap imposes on the United States the economic equivalent of a permanent national recession.”¹³

It should further be noted that the rates at which students of color, and especially Black American students, are disciplined via suspension and expulsion, creates a deleterious compounding effect on educational achievement. “At the school level, zero tolerance policies provide a conduit by which a significant percent of students are systematically removed from school for subjectively defined offenses.”¹⁴ When students are removed from their learning environments, they become—literally and figuratively—disengaged from learning; this impact has been consistently shown to decrease the lifetime achievement rates for children of color, and Black American children in particular.

“The ultimate solution to the education gap is the elimination of race and class prejudice and oppression. In the meantime, creating an ultra-supportive environment appears to be the best—perhaps the only—chance for children from challenging backgrounds to be successful in school and in life. This means providing for families and education for children, and promoting understanding among teachers and administrators.”¹⁵

Regrettably, this dynamic is reflected in the suspension rates of students of color in Panama-Buena Vista Union School District, as demonstrated in the data table below.

¹⁰ California Assessment of Student Performance and Progress, 2018-19 for Panama-Buena Vista Union District, <https://caaspp-elpac.cde.ca.gov/caaspp/>

¹¹ Sixty-two percent of H1B “skilled worker” visas were granted for computer science occupations in 2019. Source: U.S. Dept of Labor, Office of Foreign Labor Certification

¹² Pew Research Center, April 2021, “STEM Jobs See Uneven Progress in Increasing Gender, Racial and Ethnic Diversity”

¹³ Bowman, B. T., Comer, J. P., & Johns, D. J. (2018). Addressing the Black American Achievement Gap: Three Leading Educators Issue a Call to Action. *YC Young Children*, 73(2), 14–23. <https://www.jstor.org/stable/26558913>

¹⁴ Monroe, C. R. (2005). Why Are “Bad Boys” Always Black? Causes of Disproportionality in School Discipline and Recommendations for Change. *The Clearing House*, 79(1), 45–50. <http://www.jstor.org/stable/30182106>

¹⁵ Bowman, B. T., Comer, J. P., & Johns, D. J. (2018). Addressing the Black American Achievement Gap: Three Leading Educators Issue a Call to Action. *YC Young Children*, 73(2), 14–23. <https://www.jstor.org/stable/26558913>

Suspension Rates, Panama-Buena Vista Union School District ¹⁶				
Ethnicity	2015-16	2016-17	2017-18	2018-19
Black American	10.4%	10.9%	6.2%	8.3%
American Indian or Alaskan Native	3.6%	1.4%	2.9%	5.3%
Asian	1.3%	1.1%	0.7%	1.5%
Filipino	1.1%	1.9%	2.3%	0.8%
Hispanic or Latino	3.8%	3.4%	1.9%	2.7%
Pacific Islander	2.7%	2.8%	0.9%	2.0%
White	3.9%	3.7%	1.9%	2.8%
Two or More Races	4.6%	3.0%	3.4%	3.0%

Despite accounting for less than 10% of the total student enrollment in 2018-19, Black American students were suspended at a rate higher than any other student subgroup—and a full three percentage points the next impacted student group. Even when suspension rates dropped overall in the 2017-18 school year, Black American students were still significantly overrepresented in suspensions.

As detailed in the previous subsection, Willie J Frink College Prep’s educational program will be guided by the Five Stars: High Expectations, Choice and Commitment, More Time, Focus on Results, and Citizenship. With the Five Stars acting as our navigation, Willie J Frink College Prep will provide an academically rigorous and supportive environment in which our students leaders’ cultures, experiences, and unique perspectives are not just honored, but help inform how we deliver an educational program that encourages the best possible achievement out of every student.

Projected Student Demographics

While Willie J Frink College Prep will be open to any student wishing to attend, we do anticipate a higher-than-average percentage of Black American students comprising our student population as compared to the District, given our explicit focus on raising Black American, students of color and socioeconomically disadvantaged students’ achievement.

2021-22 Enrollment by Ethnicity, Panama-Buena Vista Union School District								
Black American	American Indian	Asian	Filipino	Hispanic / Latino	Pacific Islander	White	Two or More Races	Not Reported
8.1%	0.4%	9.4%	0.6%	59.8%	0.5%	15.8%	1.9%	3.6%

Panama-Buena Vista Union School District served 18,785 students in the 2021-22 academic year.

Projected Student Enrollment & Recruitment

Willie J Frink College Prep will be a site-based school serving approximately 150 students in TK through 2nd grade in the 2024-25 academic year. We will initially open with the grades of Transitional Kindergarten through 2nd grade and will add one or two grades per year, until Willie J Frink College Prep is serving students in TK through 8th grade (2028-2029). Willie J Frink College Prep anticipates enrolling the following number of students for each grade level through the 2028-29 academic year.

¹⁶ California Department of Education, DataQuest, Suspension Rates for Panama-Buena Vista Union School District, 2015-16 through 2018-19.

Grade Level / Year	2024-25	2025-26	2026-27	2027-28	2028-29
TK	18	18	18	18	18
K	44	44	44	44	44
1	44	44	44	44	44
2	44	44	44	44	44
3		44	44	44	44
4			44	44	44
5				44	44
6				44	44
7					44
8					44
Total	150	194	238	326	414

Willie J Frink College Prep will strive, through recruiting efforts, to achieve a balance of racial and ethnic students, English Learners (“ELs”), and special education students that will reflect the general population residing within the territorial jurisdiction of the Panama-Buena Vista Union School District.

Willie J Frink College Prep also has, as part of its goal, a specific mission to target the lowest-performing students in Panama-Buena Vista Union School District. Willie J Frink College Prep will serve all students who choose to enroll and will be fully prepared to serve English Learners, at-risk students, students with disabilities, and high achieving students. Willie J Frink College Prep will be inclusive of students with a wide range of talents and abilities, and will utilize differentiation and specific interventions, detailed later in this element, to serve all students.

Willie J Frink College Prep anticipates that 85% of the students will come from socioeconomically disadvantaged families,¹⁷ approximately 17% greater than the District. As such, our targeted student population will require robust supports and, likely, remediation in some core subjects, such as English Language Arts and math. In fact, our focus on boosting language skills is an intentional strategy that will help not just English Learners, but Black American students who may fall behind in English Language Arts achievement because of a historical disconnection between language, cultural vernacular, and grammar used in the home, and language and grammar used in an academic setting.

Embracing African American (Black American) Vernacular English (“AAVE”) in the classroom is often misunderstood. AAVE is a dialect spoke by many African Americans in the United States. Considering this dialect is spoken by many Black American students, teachers have struggles with the appropriateness and legitimacy of its usage in the classroom for years. In order for teachers to help students maintain the richness and character of AAVE, yet allow students to learn and incorporate Standard English conventions, they must embrace culturally relevant instruction.¹⁸

“Like their nonnative English-speaking peers, [Black/Black American students] are failing not because of a lack of intelligence or language but because of their lack of understanding and use of the conventions

¹⁷ Estimate based on the demographic profile of young people served through ShePower.

¹⁸ Knapp, Melanie Hines, “African American Vernacular English (Aave) In The Classroom: The Attitudes And Ideologies Of Urban Educators Toward Aave” (2015). *Electronic Thesis and Dissertations*. 964. <https://egrove.olemiss.edu/etd/964>

of academic English—the language register of English that is used in classrooms, at the workplace, in textbooks, and on tests.”¹⁹

It is our intention to simultaneously honor the linguistic characteristics of the home language while providing direct instruction on language conventions used in academic—and testing—contexts. Doing so will both increase academic achievement *and* validate our students’ cultural and social heritage.²⁰

School Site Location

Willie J Frink College Prep will be located in the Panama-Buena Vista Union School District in Bakersfield, California and near an opportunity zone, which is an economic development tool that encourages investment in distressed areas.

Community Interest

It is the intention of the Willie J Frink College Prep’s founding team to *complement* the educational programs available to students and families in the Panama-Buena Vista Union School District. The old African proverb “It takes a village to raise a child” is as true today as when the proverb originated. Willie J Frink College Prep intends to be one member of the Panama-Buena Vista Union School District village, raising all our community’s children to aspire to greatness.

As shown in the academic achievement and suspension rates earlier in this section, Black American and socioeconomically disadvantaged students are falling behind their counterparts in the educational programs available to them and their families. In a perfect world, every student would be wholly served by the school in which they are enrolled, but in reality, not every setting serves every student. It is the responsibility of educational leaders to recognize this reality and make space for alternatives that are better suited to address the unique needs of students and families who are otherwise not having their needs met. Willie J Frink College Prep is here to partner with Panama-Buena Vista Union School District to ensure that *every student in the District, regardless of background or circumstance, is well-served by their school.*

The Founding Team has provided signatures of meaningfully interested families who will enroll their children in our school upon approval to operate a charter school, one demonstration of the community’s need and desire for this educational program.

A Unique Offering to the Bakersfield Community

Civic Preparatory

As stated previously, Willie J Frink College Prep will offer a unique educational program to the Bakersfield community, complementing the District’s existing educational offerings. The Founding Team has deep and broad connections to civic and community organizations in Bakersfield and Kern County. These relationships and connections will be leveraged to implement the civic and business/entrepreneurial components of our educational program. Both civic learning²¹ and an entrepreneurial mindset²² are considered essential

¹⁹ Fisher, D., & Lapp, D. (2013). Learning to Talk Like the Test: Guiding Speakers of Black American Vernacular English. *Journal of Adolescent & Adult Literacy*, 56(8), 634–648. <http://www.jstor.org/stable/41827918>

²⁰ Charity, A. H., Scarborough, H. S., & Griffin, D. M. (2004). Familiarity with School English in Black American Children and Its Relation to Early Reading Achievement. *Child Development*, 75(5), 1340–1356. <http://www.jstor.org/stable/3696487>

²¹ Guilfoile, L., Delander, B. Guidebook: Six Practices for Effective Civic Learning, (Education Commission of the States, 2014). <http://www.ecs.org/clearinghouse/01/10/48/11048.pdf>.

²² Network for Teaching Entrepreneurship. (2020). Entrepreneurial Mindset: Onramp for Opportunity [white paper].

components of 21st century skills. As such, one of Willie J Frink College Prep's five stars is citizenship, which we will operationalize in our daily work at the interplay between civic education and entrepreneurial mindset. We call this approach "EntreCivics." Listed below are examples of EntreCivics, which will be embedded in our program.

Civic Engagement through Town Hall Meetings. Willie J Frink College Prep will host non-partisan town hall meetings with local leaders in which the student leaders will be active participants as hosts/greeters, formulating questions and providing feedback. Willie J Frink College Prep will host interactive participatory forums that will bring together older and younger generations with the intention to create shared knowledge and meaningful, collective experiences. The absence of an active presence of young people in politics should be a concern for us all. Willie J Frink College Prep will help close the gap with the early involvement, engagement and education of our student leaders and their families. We will address the real cause of lack of engagement by looking at the historical root of the problem, which is sociological. Often, young people are not taught to be active, even in community organizations, early enough, with instruction generally beginning not until 8th grade, and accelerating in college years.

We will start the process of active participation in Transitional Kindergarten. It is important to get our student leaders comfortable in power and using their voices through civic engagement activities and opportunities like town halls. We will develop young voters who are eager to be engaged and speak directly to those seeking elective office in a nonpartisan way. Willie J Frink College Prep scholar leaders will learn how to look for candidates that address the most important, pressing issues of their generation through regular engagement with those individuals. This is also an opportunity for candidates to understand the issues and concerns of our student leaders, their families and communities.

The youth vote will continue to play a historic role in primary and general elections. By engaging our scholar leaders early in civic engagement and education, it affords them the opportunity to bring their energy and fresh perspectives to create solutions and strategies to issues that will impact them, their families, and their community. This will also engage and educate families in civic leadership. When young people learn about election processes, they are more likely to trust the election system and have faith in their local elected officials.

Civic Engagement through a "Human Library." Willie J Frink College Prep will host a 'Human Library', where conversations with volunteers take place in which the volunteers speak about their experiences and answer questions. The Human Library is a safe framework for personal conversations that can help to challenge prejudice, aim to help rid discrimination, prevent conflicts, and contribute to greater human cohesion across social, religious, and ethnic divisions, and therefore lay a democratic foundation for effective leadership.

The Human Library is an international organization and movement that first started in Copenhagen, Denmark, in 2000. It aims to address people's prejudices by introducing them to and facilitating conversations with those they would not normally meet. The organization uses a library analogy of lending people rather than books. The Human Library is a place where tough questions are expected, appreciated, and answered. The Human Library creates a safe space for dialogue where topics are discussed openly between human books and readers. All human books are volunteers with personal experience with their topic. Our goal is to host representatives from various city and county establishments that impact the civic and economic future of our student leaders. The Human Library offers diversity, equity, and inclusion conversations for our student leaders to better incorporate social understanding within their world as well as grow their cultural awareness for deeper understanding of themselves, their community and humanity. Willie J Frink College Prep knows it is never too early to start these conversations in an age-appropriate way.

Civic Engagement through Mock Elections. Our civic engagement activities will teach student leaders about voting by encouraging them to participate in their own mock election with a themed twist. Willie J Frink College Prep will create special activities for our scholar leaders. For example, scholar leaders will be able to cast ballots for their favorite pizza toppings, ice cream, sport, or anything that will engage our scholar leaders in using their voice and voting power. During election season, scholar leaders will participate in a mock election program where they can vote for their preferred presidential candidate. Many young children first learn about elections by entering the voting booth with their parents. Willie J Frink College Prep will hold a registration drive at the campus. We will set up a cardboard cutout of a Ballot Box, where student leaders are the star of the process as they cast their vote for local and national elections. This activity will teach student leaders about civic participation. We will extend an invitation to civic leaders to come to campus for a discussion.

Civic Engagement through Creativity. Student leaders will design *I Voted* stickers, followed by classroom, grade, and eventually school elections. We will bring in community leaders in to do a blind voting for the grand finale. This competitive and democratic process will engage the student leaders and stress the importance of voting. Willie J Frink College Prep will work with local voting hosts with the goal to incorporate our sticker as a sticker to give away to children who accompany their parents to the polls.

Additionally, Willie J Frink College Prep will host art contests for students. We will create contest categories for students like, “Citizenship in My Community” and “My Vote, My Voice.” We will partner with the local City Council and/or Board of Supervisor Office and/or Elections Office and request framed winning artwork be displayed in said offices for one year.

Civic Engagement through Voter Education and Outreach. To familiarize student leaders with the registration and voting process, Willie J Frink College Prep will create a future voter guide which will feature crossword puzzles and other games to teach about the voting process. Student Leaders can complete the guide with the help of a parent at home or it can be used as an early finisher activity in the classroom.

The process to educate our student leaders about voting will take time and resources. In partnership with the community, Willie J Frink College Prep will set up a subcommittee of staff members/ volunteers to focus on youth education to prioritize youth engagement. The group will focus on registering voters, familiarizing them with voting machines, and encouraging them to get out and vote.

Willie J Frink College Prep will partner with other local groups to host a Youth Leadership Summit. At this event, middle school student leaders (when we begin serving these grade levels) will be invited to discuss political issues directly with elected officials. Plus, they will learn the process of voter registration while encouraging their families to register to vote. It will feature a youth activist panel and a roundtable discussion on social justice and human rights. To incentivize youth to participate, students’ leaders will have the opportunity to win prizes.

Willie J Frink College Prep will partner with university athletic departments with the goal to increase voter participation among college students and student athletes, middle school leaders will partner with California State University, Bakersfield student athletes and with local election officials. Together, they will conduct virtual town halls to provide information about voter registration and answer any questions or concerns from students. Election officials can help to set up satellite voting locations on campus and collaborate to produce voter education materials, including PSAs and infographics.

Entrepreneur Preparatory

Entrepreneurship and Business through Community-based Partnerships. The organizations and businesses listed below represent both existing and aspirational partnerships for Willie J Frink College Prep. They represent a range of civic- and business-oriented organizations as well as institutions of higher education, and will help us round out our educational program through these partners.

Government	
Kern County Board of Supervisors Business & Career Centers	Bakersfield City Council
Kern Women Business Center	America’s Job Center of California
Children’s Business Fair	Technical Education Center
Business Chambers	
Kern County Black Chamber of Commerce	Kern County Hispanic Chamber of Commerce
Bakersfield Chamber of Commerce	Bakersfield Downtown Business Association
Mid-State Development	
Economic Organizations	
Kern Initiative for Talent & Entrepreneurship	Kern Economic Development Corporation
B3K Prosperity	
Educational Institutions	
Kern High School District, Regional Occupational Center	Kern High School District, Career Technical Education
Kern High School District, Entrepreneurship Resource Centers	California State University, Bakersfield, Small Business Development Center
Bakersfield College	Taft College
Cerro Coso Community College	

Preparing Future Entrepreneurs & Business Leaders

Willie J Frink College Prep believes that an excellent college-prep business education will set students up for success in entrepreneurship. According to Forbes²³, the five most common personality traits that entrepreneurs possess are vision, passion, resilience, keen sense of self, and flexibility. The Charter School will aim to bring out these traits in our scholars.

- I. **Vision.** Willie J Frink College Prep scholar leaders will be taught to see opportunity everywhere. Our scholar leaders will be innovative thinkers who are always looking for ways to create innovative ideas or improve on current processes, services, and/or products. Our scholar leaders will be able to look to the future to develop and initiate a plan to make life better for those to come.

²³ Rampton, John. “5 Personality Traits of an Entrepreneur”. *Forbes*. April 14, 2014.
<https://www.forbes.com/sites/johnrampton/2014/04/14/5-personality-traits-of-an-entrepreneur/?sh=3b25ee403bf4>
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2. **Passion.** While financial literacy is a key component of maintaining a successful business, our scholar leaders at Willie J Frink College Prep will not simply work for money; they will be driven by passion. At Willie J Frink College Prep, students will embrace the idea that a true scholar leader is a distinguished intellectual who is excited and enthusiastic about learning. At Willie J Frink College Prep, scholar leaders will be avid learners who realize that learning happens both inside and outside of the classroom. Even when things get tough, a successful entrepreneur will be fueled by their passion and the idea that they are working for the greater good.
3. **Resilience.** An inevitable part of becoming an entrepreneur is experiencing failure. Sir Winston Churchill stated that, “Success is the ability to go from one failure to another with no loss of enthusiasm,” and that embodies the resiliency that Willie J Frink College Prep scholar leaders will possess. Some of the best learning takes place after failure, and Willie J Frink College Prep scholar leaders will embrace the opportunity to gain experience from their mistakes.
4. **Sense of Self.** Students at Willie J Frink College Prep will feel confident in their strengths and will be initiative-taking to reach their full potential. Willie J Frink College Prep students will take the time to garner a keen sense of self and will go the extra mile to show others that their ideas and talents are worth consumers’ time and money. At school, Willie J Frink College Prep students will motivate themselves to reach the elevated expectations for academic achievement and conduct that will make them model citizens and business owners in their future.
5. **Flexibility.** Students at Willie J Frink College Prep will realize that successful scholar leaders and entrepreneurs must learn how to face and navigate challenges. When scholar leaders receive current information or experience a change in their circumstances, they will be prepared to make adjustments. At Willie J Frink College Prep, scholar leaders will realize that, when things do not go as planned, they must be flexible, persistent, and ready to create innovative solutions in order to achieve their aspirations.

Willie J Frink College Prep recognizes that children have a natural curiosity that will be fostered in a supportive, positive age-appropriate environment which permits interaction and exploration. Each grade will build on the existing interests, skills, and motivations of the learner.

How Learning Best Occurs

*All knowledge is human knowledge and all knowledge is a product of human hopes, fear, and passions.
To bring knowledge to life in students’ minds we must introduce it to students in the context of the
human hopes, fears, and passions in which it finds its fullest meaning.*

*The best tool for doing this is the **imagination**.*

*-Kieran Egan, *An Imaginative Approach to Teaching*²⁴*

Willie J Frink College Prep will adhere to The Five Stars which represent the guiding principles of a successful education model. Willie J Frink College Prep is inspired by Fortune Schools, which have made remarkable progress in closing the Black American student achievement gap. Willie J Frink College Prep will use this model, along with Fortune Schools’ Five Stars, as its inspiration in developing a school and educational model that meets the needs of our local student population while making measurable progress in closing achievement gaps for all students, and especially Black American students.

²⁴ Egan, K. (2005). *An Imaginative Approach to Teaching*. San Francisco, CA: Jossey-Bass.
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Willie J Frink College Prep sets an ultimate goal of eliminating the achievement gap for the District's lowest performing subgroups by making available a culturally-responsive, rigorous, college preparatory, TK-8 program for students. Research that drives the design for our educational program is based on conclusions for how learning best occurs for at-promise student populations.²⁵ Research identifies the lack of students' social capital as one of the main factors that contributes to performance gaps for urban students. Stanton-Salazar (1997) defines social capital as institutional resources and opportunities, such as knowledge of school programs, academic tutoring and mentoring, and how to access assistance with career decision-making and college admission.²⁶ For a great number of economically disenfranchised students attending urban schools, access to social capital is severely limited, if not completely absent from their social context.²⁷ Therefore, Willie J Frink College Prep will prioritize increasing our students' social capital within the design of our educational program by instilling—beginning in TK—the importance of civic engagement in a variety of contexts.

Willie J Frink College Prep will use a framework applied in studies examining the role of engagement in outperforming urban schools. This framework consists of three separate but interrelated types of student engagement: (a) behavioral, (b) emotional, and (c) cognitive.²⁸ Researchers have found that when emotional, behavioral, and cognitive engagement are optimized, students can experience a state of “flow” wherein students are profoundly absorbed in a task to the point of losing awareness of time and space.²⁹

Behavioral Engagement. Behavioral engagement is generally defined quantitatively through attendance rates, office referrals, suspensions, and expulsions.³⁰ It may also be measured qualitatively and includes paying attention, responding to teachers' questions, asking for help, and discipline issues such as following rules and acting respectfully toward teachers and classmates.³¹ Research is clear that behavioral engagement has a significant effect on achievement.³² This strong correlation to achievement gives hope to the idea that learning how to manipulate engagement behaviors may provide important pathways to narrowing or closing the achievement gap.

²⁵ Christenson, S. L., Reschly, A. L., Appleton, J. J., Berman, S., Spanjers, D., & Varro, P. (2008). Best practices in fostering student engagement. In *Best practices in school psychology V* (pp. 1099-1120). National Association of School Psychologists.

²⁶ Stanton-Salazar, R. D. (1997). A social capital framework for understanding the socialization of racial minority children and youths. *Harvard educational review*, 67, 1-40.

²⁷ Roderick, M., Nagaoka, J., & Coca, V. (2009). College readiness for all: The challenge for urban high schools. *The future of children*, 19(1), 185-210.

²⁸ Appleton, J. J., Christenson, S. L., & Furlong, M. J. (2008). Student engagement with school: Critical conceptual and methodological issues of the construct. *Psychology in the Schools*, 45(5), 369-386.

²⁹ Fredricks, J. A., & McColskey, W. (2012). The measurement of student engagement: A comparative analysis of various methods and student self-report instruments. In *Handbook of research on student engagement* (pp. 763-782). Springer, Boston, MA. Shernoff, E. S., Kratochwill, T. R., & Stoiber, K. C. (2003). Training in Evidence-Based Interventions (EBIs): What are school psychology programs teaching?. *Journal of School Psychology*, 41(6), 467-483.

³⁰ Finn, J. D. (1989). Withdrawing from school. *Review of educational research*, 59(2), 117-142. Fredricks, J. A., & McColskey, W. (2012). The measurement of student engagement: A comparative analysis of various methods and student self-report instruments. In *Handbook of research on student engagement* (pp. 763-782). Springer, Boston, MA.

³¹ Finn, J. D. (1989). Withdrawing from school. *Review of educational research*, 59(2), 117-142. Parsons, J., & Taylor, L. (2011). Improving student engagement. *Current issues in education*, 14(1). Finn, J. D., & Zimmer, K. S. (2012). Student engagement: What is it? Why does it matter?. In *Handbook of research on student engagement* (pp. 97-131). Springer, Boston, MA.

³² Finn, J. D., & Zimmer, K. S. (2012). Student engagement: What is it? Why does it matter?. In *Handbook of research on student engagement* (pp. 97-131). Springer, Boston, MA. Furlong, M. J., Whipple, A. D., Jean, G. S., Simental, J., Soliz, A., & Punthuna, S. (2003). Multiple contexts of school engagement: Moving toward a unifying framework for educational research and practice. *The California School Psychologist*, 8(1), 99-113. Parsons, J., & Taylor, L. (2011). Improving student engagement. *Current issues in education*, 14(1).

Emotional Engagement. There is a strong correlation between behavior and emotional engagement, which is commonly defined as identification and students' feeling a part of school or class community.³³ Multiple studies affirm the connection between student attitudes about school and participation rates; students rated their engagement higher in schools and classrooms where mutual respect was fostered, strong discipline policies guided cultural norms, and teachers actively sought to build strong relationships with students.³⁴

Cognitive Engagement. Cognitive engagement is generally seen as a student's investment in learning.³⁵ In this way, teachers may perceive students to be engaged due to their behavior, but still not achieving due to an overall lack of cognitive engagement in the work. Cognitive engagement is demonstrated through student behaviors such as persistence, going the extra mile, extending learning on their own, and using self-regulation strategies to accomplish tasks and guide learning.³⁶

Theory of Flow and Engagement. Research on Flow Theory is a critical philosophical component of the Willie J Frink College Prep educational program design. Flow Theory was first proposed by Csikszentmihalyi (1990) in *Flow: The Psychology of Optimal Experience*.³⁷ A state of flow can best be described as total absorption and immersion in an activity. A student in flow exhibits intense concentration, interest, and enjoyment.³⁸ When a person is in flow, he or she can stay engaged in an activity and disregard time, food, and other interests or needs. In flow, a student feels not only pleasure in the activity, but more importantly, and for educational implications, successful and competent.³⁹

One of the main principles of Flow Theory is that students feel a deep sense of success about an activity that forces them to stretch themselves just beyond their limit.⁴⁰ This state of optimal engagement can be traced to the work of Lev Vygotsky, a psychologist who introduced the notion of the Zone of Proximal Development (ZPD).⁴¹ ZPD is described as the bridge between what a student cannot do and what a student could do with a little help, a theory reflected in Willie J Frink College Prep's instructional approach (described later in this Element). Self-efficacy also has a positive effect on engagement, which in turn affects overall achievement. Willie J Frink College Prep will help students achieve this state by providing them with mastery experiences that scaffold key information and modeling by those that have already been successful in a given task.⁴² Further,

³³ Appleton, J. J., Christenson, S. L., & Furlong, M. J. (2008). Student engagement with school: Critical conceptual and methodological issues of the construct. *Psychology in the Schools, 45*(5), 369-386.

³⁴ Shernoff, E. S., Kratochwill, T. R., & Stoiber, K. C. (2003). Training in Evidence-Based Interventions (EBIs): What are school psychology programs teaching?. *Journal of School Psychology, 41*(6), 467-483. Appleton, J. J., Christenson, S. L., & Furlong, M. J. (2008). Student engagement with school: Critical conceptual and methodological issues of the construct. *Psychology in the Schools, 45*(5), 369-386. Parsons, J., & Taylor, L. (2011). Improving student engagement. *Current issues in education, 14*(1). Finn, J. D., & Zimmer, K. S. (2012). Student engagement: What is it? Why does it matter?. In *Handbook of research on student engagement* (pp. 97-131). Springer, Boston, MA.

³⁵ Fredricks, J. A., & McColskey, W. (2012). The measurement of student engagement: A comparative analysis of various methods and student self-report instruments. In *Handbook of research on student engagement* (pp. 763-782). Springer, Boston, MA.

³⁶ Finn, J. D., & Zimmer, K. S. (2012). Student engagement: What is it? Why does it matter?. In *Handbook of research on student engagement* (pp. 97-131). Springer, Boston, MA.

³⁷ Csikszentmihalyi, M. (1990). *Flow: The psychology of optimal experience*. New York: Harper & Row.

³⁸ Parsons, J., & Taylor, L. (2011). Improving student engagement. *Current issues in education, 14*(1).

³⁹ Shernoff, E. S., Kratochwill, T. R., & Stoiber, K. C. (2003). Training in Evidence-Based Interventions (EBIs): What are school psychology programs teaching?. *Journal of School Psychology, 41*(6), 467-483.

⁴⁰ Ibid.

⁴¹ Vygotsky, L. S. (1987). *Problems of general psychology*.

⁴² Furlong, M. J., Whipple, A. D., Jean, G. S., Simental, J., Soliz, A., & Punthuna, S. (2003). Multiple contexts of school engagement: Moving toward a unifying framework for educational research and practice. *The California School Psychologist, 8*(1), 99-113.

we recognize the importance of understanding which instructional practices show the strongest promise in helping students achieve a state flow in their learning.

Students' experience with flow will empower them to engage in rigorous tasks independently and fully. The capacity to experience flow can also be defined as a set of critically important executive functioning skills that will serve our graduates well at the secondary and post-secondary, level where their learning will be largely self-directed.

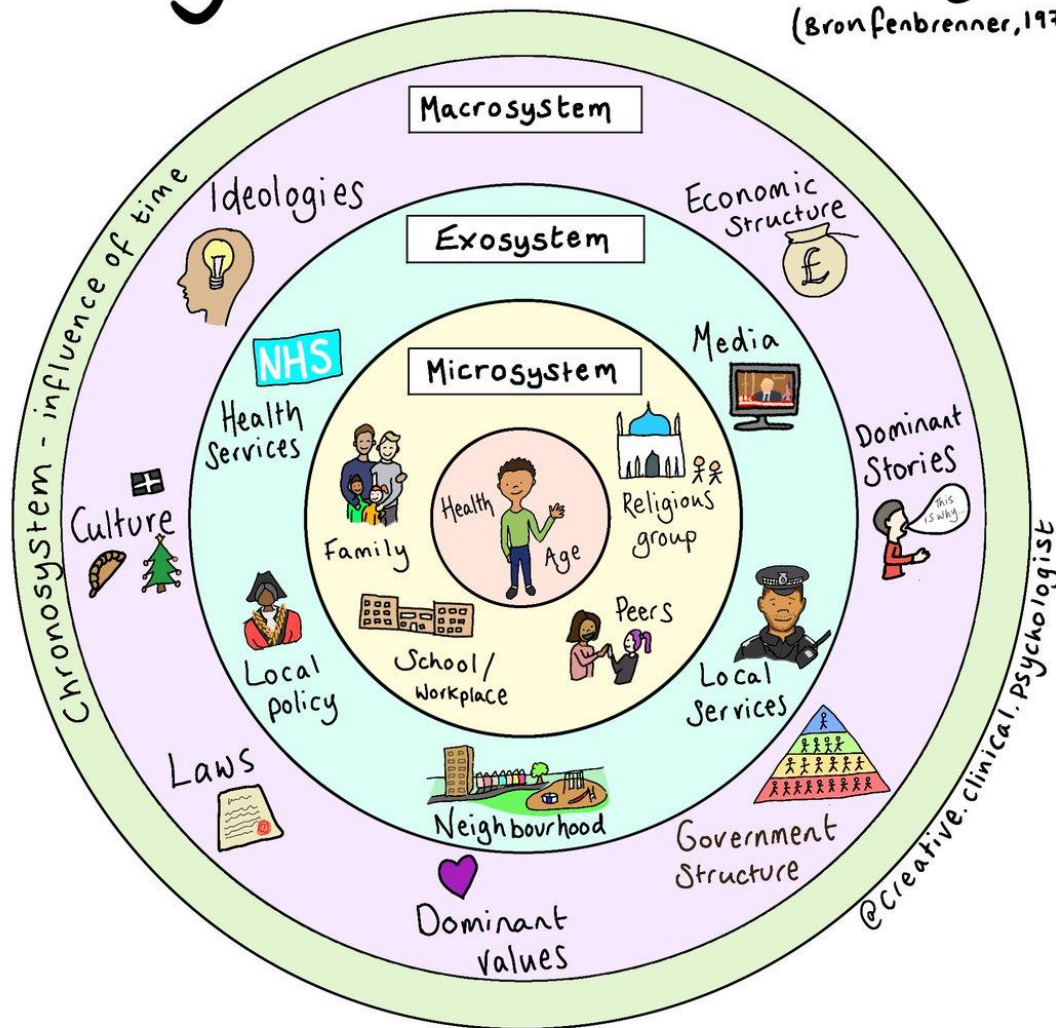
At Willie J Frink College Prep, all programs, processes, and procedures will be evaluated using the Framework for Engagement before adoption, with the belief that increasing engagement in the three domains (behavioral, emotional, cognitive) drives increases in our students' joy and passion in their education, develop a life-long love of learning, and, ultimately, bridge the achievement gap. This framework is based on the work of Urie Bronfenbrenner (Neal & Neal, 2013).⁴³ Bronfenbrenner's *Ecological Systems Theory* explores the interrelated nature of nested systems in human development.⁴⁴ Bronfenbrenner's Ecological Systems Theory includes the chronosystem, macrosystem, exosystem, meso- and microsystems. These systems and their influence on human development are included in the conceptual framework. The chronosystem, or all the environmental changes that occur over a lifetime that influence development (including major life transitions and historical events), and macrosystem, or attitudes and ideologies of the culture, combine with a student's microsystem in which emotional, behavioral, and cognitive engagement plays a significant role in his or her academic achievement. The flow chart below presents a visual representation of this theory.

⁴³ Neal, J. W., & Neal, Z. P. (2013). Nested or networked? Future directions for ecological systems theory. *Social Development*, 22(4), 722-737.

⁴⁴ Ibid.

Ecological systems Theory

(Bronfenbrenner, 1979)



There is a significant requirement for more powerful teaching and learning based on the demand of work and life in the twenty-first century. As detailed above, future jobs will require broad knowledge and skills, creativity and innovation, the ability to think critically, research ideas, and solve real world problems, and the ability to communicate and collaborate effectively. The changing work landscape has demanded a change in how children are educated and what prepares them for a productive and successful life. Education today must go beyond teaching, but should spark an intrinsic desire for innovation and creativity. Traditional approaches will not develop critical thinkers prepared for success in the dynamic work landscape ahead of us; therefore, education must focus on deeper learning, providing relevant real-world application. Research clearly suggests that student learning occurs best when students are actively engaged in authentic learning experience.⁴⁵ Further research dictates that students learn more deeply and perform better on complex tasks when they

⁴⁵ Noah E. Borrero, Esther Flores & Gabriel de la Cruz (2016) Developing and Enacting Culturally Relevant Pedagogy: Voices of New Teachers of Color, *Equity & Excellence in Education*, 49:1, 27-40, DOI: [10.1080/10665684.2015.1119914](https://doi.org/10.1080/10665684.2015.1119914)
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have an opportunity to engage in more student-led learning or projects and activities that require they use subject matter knowledge to solve real world problems.⁴⁶ This requires that students are involved in conversations about learning objectives, instruction, and assessment.

To ensure Willie J Frink College Prep students are learning in an environment and under an educational model suited to their personal experiences and relevant to their lives, we will maintain low student-to-teacher ratios⁴⁷ that will enable authentic engagement between educators and students, allowing time and space for the development of trusted relationships.

The Founding Team of Willie J Frink College Prep believe that high-quality instruction is essential to preparing students for college and a career of their choice, as such, our educational program will lead to deep learning through the use of *purposeful, relationship-based, and learner-driven* instructional approaches.

Deep Learning occurs when:

- Staff use backward design to align assessment and instruction to Common Core State Standards (“CCSS”), Next Generation Science Standards (“NGSS”), History-Social Science Framework, English Language Development Standards (“ELD”), and remaining State Content Standards (collectively referred to herein as “State Standards”).
- Staff use research-based and innovative instructional strategies based on analyses of student achievement data.
- Instructional activities are integrated across content areas and meaningful to students, connecting what is being learned to the real world and real-life experiences.
- Students are provided with relevant, real-world challenges and problems to solve based on curricular knowledge.
- Instruction is student-centered and educators serve as facilitators of the learning process.
- Students are aware of expected academic outcomes and are empowered to take responsibility for their own learning based on these expected outcomes.
- Students feel safe and supported by the school community.
- Students are motivated to excel and inspired by their academic experiences to seek lifelong learning and self-improvement.
- Students are provided with opportunities to reflect on their learning and experiences.

Learning best occurs when it is purposeful. At Willie J Frink College Prep, learning will be driven by essential questions that allow students to create lifeworthy understandings, under which learning inspires insight, opportunity, integrity, and action. *Purposeful* learning builds toward authentic products. Products are modeled on real-world formats, are shared with a real-world audience, and aim to impact our communities. *Purposeful* learning is measured using an expanded definition of achievement including knowledge and skills, character, and high-quality work. *Purposeful* learning is deep rather than broad. While we do not aim to cover all content, we also do not choose to focus on one topic at the expense of all others. *Purposeful* learning is standards-based. We build from the Common Core State Standards in English Language Arts and mathematics, the Next Generation Science Standards, the English Language Development Standards, the History-Social Science

⁴⁶ Barron, B., & Darling-Hammond, L. (2008). *Teaching for meaningful learning a review of research on inquiry-based and cooperative learning. book excerpt.* Distributed by ERIC Clearinghouse.

⁴⁷ Willie J Frink College Prep will maintain a student-to-teacher ratio that is lower than the Panama-Buena Vista Union School District’s ratio, which in 2021-22 was 23.97 students for every 1 classroom teacher. Source:

https://nces.ed.gov/ccd/districtsearch/district_detail.asp?ID2=0606390

Framework, and the remaining state standards, and create curricular coherence within and across classes. We will structure learning to ensure that all learners meet high standards.

Learning best occurs when it is *relationship-based*. At Willie J Frink College Prep, learning will be joyful. We will create intellectually and socially safe classroom environments so students feel comfortable taking risks. *Relationship-based* learning is rooted in our community and our students' identities. We will teach people. Our teaching will build—and build upon—our students' identities. *Relationship-based* learning supports the development of health relationships and develops skills in collaboration. *Relationship-based* learning takes place in community. We will build classroom cultures of collaborative and independent learning. We will build learning partnerships.

Learning best occurs when it is *learner-driven*. At Willie J Frink College Prep, learning will be inquiry-based. Learning will be driven by complex problems. Teachers and students use questions to guide and facilitate understanding. *Learner-driven* learning allows learners to construct their own understanding. We will provide structure so that learners are engaged in the hard, messy work of learning. In this space, students do the heavy lifting. *Learner-driven* learning opens doors for students to make choices and explore their passions. *Learner-driven* learning allows students to set goals, monitor their own progress, communicate and reflect; teachers provide wise feedback that supports this process. *Learner-driven* learning is personalized. We will use data to design and dynamically adjust learning experiences based on student needs, strengths, approaches, and curiosities. *Learner-driven* learning allows students to work towards mastery in different ways.

The Willie J Frink College Prep Learning Environment

Learning best occurs in spaces that encourage and stimulate curiosity; that are flexible; that inspire aspiration; that respect students' cultures; that make students feel safe. Research has long shown that the physical spaces in which students learn influence both academic and behavioral outcomes.⁴⁸ Natural lighting, air quality and temperature, and school size are the most obvious physical aspects of a learning space that can positively influence academics and behavior. However, even classroom acoustics, furniture, and wall colors have shown a measurable impact on outcomes. Green, violet, turquoise, and magenta have calming effects on students, which helps encourage knowledge retention in the classroom and calms behavioral responses. Classroom furniture configurations can either constrain or encourage collaborative learning, with “traditional” classroom configurations with students seated at the back corners of the classroom creating an exclusionary effect, limiting the interaction of those students from learning activities at the front of the classroom. Classroom noise levels have measurable impacts on student achievement, with a 2004 California-based study showing that third grade students in noisy buildings were 0.4 years behind in reading and 0.2 years behind in math; sixth grade students in noisy buildings were 0.7 years behind in reading.⁴⁹

⁴⁸ Fisher, Kenn. (2001). “Building Better Outcomes: The Impact of School Infrastructure on Student Outcomes and Behavior.” *Schooling Issues Digest*.

⁴⁹ Earthman, G.I. (2004). *Prioritization of 31 Criteria for School Building Adequacy*. American Civil Liberties Union Foundation of Maryland, Baltimore, MD. Retrieved from http://www.schoolfunding.info/policy/facilities/ACLUfacilities_report1-04.pdf.

These impacts go beyond students. Decades of research has shown that the physical condition of school facilities is a predictor of whether teachers will decide to leave their positions.⁵⁰ In other words, quality learning environments attract *and retain* quality teachers.⁵¹

Given this research, Willie J Frink College Prep’s instructional and learning environments will reflect best practices to encourage the best possible outcomes in student achievement and teacher satisfaction. Classrooms will have a soothing combination of natural and artificial light; classroom plants and greenery will be abundant. Furniture will include bean bags and wobble chairs, rugs and tactile materials. Each classroom will have its own library and individual reading spaces will be created to promote literacy. Books in the classroom libraries will include literary classics in addition to fiction and non-fiction that celebrates our students’ cultures and reflect the richness of Bakersfield’s history and its native populations.

Culturally-Relevant Pedagogy. According to the California Department of Education⁵², Culturally Relevant Pedagogy (“CRP”) is a theoretical model, “...that focuses on multiple aspects of student achievement and supports students to uphold their cultural identities.” Gloria Ladson-Billings proposed three main components of Culturally Relevant Pedagogy: (1) a focus on student learning and academic success, (2) developing students’ cultural competence to assist students in developing positive ethnic and social identities, and (3) supporting students’ critical consciousness or their ability to recognize and critique societal inequalities. All three components need to be utilized. In order to be maximally effective in a multicultural classroom, teachers must relate the content they are teaching to the cultural backgrounds of their students.⁵³

In order to be culturally proficient, the teachers at Willie J Frink College Prep will engage in professional learning experiences that not only ensure an understanding of the theoretical model but also operationalize how CRP is manifested in teaching practice, from curriculum to unit planning and related pedagogical activities.

In designing thematic curricula and units of study, teachers will attend to the three criteria outlined by Ladson-Billings.

- (1) Academic success – students must be held to high expectations for learning and provided with the tools needed to master content and competencies.
- (2) Cultural competence – teachers must help students build upon their prior knowledge and cultural experiences, and thus must learn about students’ lives, backgrounds, and beliefs.
- (3) Critical consciousness – students must develop an awareness of social inequities and develop a broader social conscious to support their development as citizens able to critique society and work towards a more socially just world.⁵⁴

College Prep Goals. Willie J Frink College Prep will prepare students for post-secondary success by emphasizing our Five Stars. The end of these goals will produce a scholar leader who maximizes their full potential at the collegiate campus of their choice wherever they can reach their full aptitude in life and

⁵⁰ Buckley, J., Schneider, M., & Shang, Y. (2004). The Effects of School Facility Quality on Teacher Retention in Urban School Districts. National Clearinghouse for Educational Facilities, Washington, DC. Retrieved from <http://www.ncef.org/pubs/teacherretention.pdf>.

⁵¹ Yeoman, B. (2012). Special Report: Rebuilding America’s Schools. Parade Magazine, August 12, 2012. Retrieved from http://www.rockinst.org/newsroom/news_stories/2012/2012-08-12-Parade_Magazine.pdf.

⁵² “Culturally Relevant Pedagogy.” California Department of Education, August 10, 2022. <https://www.cde.ca.gov/pd/ee/culturalrelevantpedagogy.asp>.

⁵³ Wodkowski, R.J., Ginseberg, M.B. 1995. A Framework for Culturally Responsive Teaching. *Educational Leadership*. 53; 1: 17-21.

⁵⁴ Ladson-Billings, G. 1995. Toward a Theory of Culturally Relevant Pedagogy. *American Educational Research Journal*. 32;3: 465-491.

community. We strive to create a high education anticipatory environment in which every scholar leader brings their fully developed identity and experience to their future attainment. We are unapologetic about building college bound leaders with humility and will.

Educational Program: Curriculum and Instructional Design

Willie J Frink College Prep believes in the Five Stars. The Five Stars are the foundation of our education philosophy. Willie J Frink College Prep will operate a site-based educational program with an instructional model based on a highly disciplined school culture and direct instruction leading to small group, differentiated instruction. We will implement standards-aligned instructional materials with fidelity. We will follow the assessment and curriculum pacing calendar in the instructional materials. Willie J Frink College Prep's implementation of Common Core State Standards will emphasize student-centered classrooms that are characterized by the use of ratio strategies, centers and blended learning using Chromebooks and/or Tablets. We consider following our instructional materials in a disciplined fashion a part of our commitment to High Expectations (Star #1). Our overall goal is to prepare each of our student leaders to be competitively eligible for a four-year college or university, whether or not they choose to pursue that path. Willie J Frink College Prep student leaders will be equally prepared to pursue a career path into high-skill, high-demand sectors.

Willie J Frink College Prep will do this by employing multiple instructional strategies to deliver its educational program. In addition to classroom-based learning that incorporates project-based learning, blended learning, data-driven instruction, and culturally-responsive teaching practices, students will apply their lessons in outdoor activities, community-based learning experiences offered through community organization partners. This element in instructional delivery is of particular importance to Willie J Frink College Prep because it will provide multiple opportunities for differentiated instruction, and will especially impact students whose learning modalities benefit from settings in which they can actively see classroom lessons applied in the real world.

Instructional Principles

Willie J Frink College Prep's instructional principles are informed by the work of Carl Glickman who encourages teachers to use a wide variety of instructional strategies, reflection, and observation to foster student learning. According to Glickman, "Effective teaching is not a set of generic practices, but instead is a set of context-driven decisions about teaching. Effective teachers do not use the same set of practices for every lesson...instead, what effective teachers do is constantly reflect about their work, observe whether students are learning or not, and then adjust their practice accordingly."⁵⁵ Willie J Frink College Prep will employ five instructional principles that will inform instructional delivery across the curriculum to help teachers deliver academic content with fidelity.

1. **Direct.** Teacher-centered. Includes lecture, didactic questioning, explicit teaching, practice and drill, and demonstrations.
2. **Indirect.** Student-centered. Includes inquiry, induction, problem-solving, decision-making, and discovery.
3. **Interactive.** Relies on discussion and sharing among students and teachers; encourages collaborative projects.
4. **Experiential.** Learner-centered and activity oriented. Emphasizes the process of learning, rather than the product. Personalized reflection about experiences and the formulations of plans to apply learning to other contexts. Experiential learning greatly increases understanding and retention in comparison to

⁵⁵ Glickman, C. (1991). "Pretending Not to Know What We Know." *Educational Leadership*, 48(8), 4-10.
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methods that rely only on listening, reading, or even viewing.⁵⁶ Students are generally more motivated when they actively participate and teach one another by describing what they are doing.

5. **Independent.** This strategy focuses on fostering the development of individual student initiative, self-reliance, and self-improvement. It is very flexible and can be used in conjunction with other strategies and supplemental technological programs.

Instructional Strategies and Methods

Willie J Frink College Prep will employ the following instructional strategies and methods to educate our students.

Backward Design. “Backward Design” or “Understanding by Design” offers a powerful framework for designing courses through what is called “Backward Design.”⁵⁷ It seems “backward” in that it starts from the opposite end of the planning process we typically go through to design courses—we usually start by thinking about how to teach our content. Backward Design, in contrast, leaves teaching activities until the end and starts with the desired results of that teaching.

Ratio. Ratio is the collection of teaching techniques that ensures students are doing as much of the “heavy lifting” as possible—thinking, talking, writing and analyzing—as soon as they are ready. The idea is to increase the ratio of student talk to teacher talk, a key strategy under Common Core State Standards. Ratio includes techniques such as Turn & Talk, Everybody Writes, Cold Call and Call & Response. Willie J Frink College Prep will use Doug Lemov’s explanation of ratio in *Teach Like a Champion 2.0* (2014) in its teacher professional development.

Differentiated Instruction. Too often teachers “teach to the middle”, meaning instruction is geared toward the mid-range of academic levels in the classroom. This severely hampers students who are struggling *and* those who are excelling. In order to maximize the learning opportunities and achievement for all students, Willie J Frink College Prep will utilize a variety of differentiated instructional strategies, which when integrated into the overall school culture have “significantly positive impacts on students’ academic achievement in mathematics and reading.”⁵⁸ Specifically, instruction at Willie J Frink College Prep will be delivered through a variety of modalities (auditory, visual, multi-media, “hands-on”) and flexible grouping strategies (whole class, cooperative groups, project-based learning). In addition, all teachers will collect, analyze and reflect upon student achievement data on a weekly basis to guide instruction and ensure that all students’ needs are being met.

Scaffolding. Academic literacy and life-long learning skills are fostered through the use of scaffolding teaching methods. Scaffolding employs, among other tools, modeling and demonstration, bridging from known concepts and experiences to new concepts, contextualizing, and schema building to identify connections among concepts. For example, using charts, diagrams and other tools, students see the connections between topics and ideas.

⁵⁶ McNeil, J.D., and Wiles, J. (1990). *The Essentials of Teaching: Decisions, Plans, Methods*. Macmillan.

⁵⁷ Wiggins, G. and McTighe, J. (1998). *Understanding by Design*.

⁵⁸ Goddard, Y., Goddard, R., and Kim, M. (2015). School Instructional Climate and Student Achievement: An Examination of Group Norms for Differentiated Instruction. *Am. J. Edu.* 122 (1), 111–131. doi:10.1086/683293

Learning Centers. A learning center is a self-contained section of the classroom in which students engage in independent and self-directed learning activities. Centers give teachers the opportunity to focus on specific areas of study. Willie J Frink College Prep teachers will use centers as a strategy in English Language Arts and math to differentiate instruction for students. Students work independently at centers, allowing the teacher to work one-on-one or in small groups with students who need individual attention.

Blended Learning. Blended Learning is a formal education program in which a student learns at least in part through delivery of content and instruction via digital and online media with some element of student control over time, place, path, or pace. Willie J Frink College Prep teachers will incorporate blended learning into their centers using a rotation model. Willie J Frink College Prep will provide students with Chromebooks and/or Tablets at a 1:1 ratio. Willie J Frink College Prep teachers will use online learning programs in centers to allow for an individualized, self-paced, student learning experience using:

- Online content from Common Core State Standards-aligned instructional materials for ELA and math (e.g. iReady Reading & Writing, MobyMax: ELA, Math, Social Studies and Science);
- For example, Reading Eggs: engaging online program that offers a variety of teaching resources and student activities for pre-K through 6th grade language arts and math.

Extended Day. Willie J Frink College Prep intends to attract a student population that may arrive at our school far below grade level, and without the foundational academic skills necessary to thrive in an environment of high standards. A core principle of Willie J Frink College Prep is “More Time,” understanding that students will often need this time in order to efficiently reach grade level proficiency.

Field Lessons. Field lessons are an important opportunity for students to receive direct experiences beyond the text and classroom discussions. Field lessons are always an extension of standards-based classroom learning. Field lessons provide a rich, in-depth experience with the outside world that cannot be provided by just classroom activities. Examples of field lessons that Willie J Frink College Prep students may experience include, but are not limited to:

- Visiting a 4-year university each year.
- 5th grade students taking a field lesson at a local college or university to focus on science standards that their classroom teachers identify as a priority.
- 6th grade student leaders attending a field lesson at Camp Keep which provides up to a week-long outdoor science learning experience.
- 8th grade student leaders attending a week-long field lesson to Washington, DC. This trip takes place outside of the academic schedule, and is voluntary.

Advisory Group: Business Breakfast. Beginning in middle school, Willie J Frink College Prep students will be assigned to a homeroom advisory teacher. They will meet every morning for what Willie J Frink College Prep calls a “Business Breakfast.” Each advisory is named after a college or university. Advisory teachers are advocates for their student leaders and the primary contact for parents.

Data Driven Instruction. Willie J Frink College Prep teachers will Focus on Results (Star #4) by implementing whole-child approach strategies. Teachers and school leaders will conduct weekly data meetings in grade-level groups. During a weekly data meeting, teachers identify the standard taught, develop exemplars of what mastery of the standard looks like, and identify trends in both mastery and gaps in student learning by focusing on student leader work. Once gaps have been identified, teachers collaboratively develop re-teaching plans to ensure student leaders get multiple “at-bats” to reach mastery.

Willie J Frink College Prep will use interim assessments to identify students' progress toward achievement benchmarks, which will allow for the identification of students who, for example, need additional time and re-teaching in small groups.

Learning Environment & School Culture

At Willie J Frink College Prep, the key to teacher and student happiness will be promoting a culture of high expectations. It is not confined to the classroom, but concerns the entire physical environment, the social system, the atmosphere, and norms and values.⁵⁹ Research on emotional engagement suggests school climate is of paramount importance to a student's academic achievement.⁶⁰ The research conducted on outperforming urban schools has demonstrated that they have been successful at creating a sense of connectedness and belonging that is pervasive throughout the school's organizational culture. These caring relationships exist not only among teachers and students, but among the faculty members of the school and are often included as part of the school's mission statement. Teachers at such schools are perceived by students to have a caring personality, and in turn, this creates a culture in which students work harder. At Willie J Frink College Prep, a school-wide focus on connectedness and cultural relevance will be sustained through the teacher-student interactions in classrooms both in instruction and in management as well as school-wide discipline policies and practices.⁶¹ Supportive features of our school design are enumerated below.

Small and Safe Learning Communities. Extensive research has looked at the implications of school size.⁶² Research suggests that small to medium-size schools provide greater opportunities for deeper interpersonal relationships between students and teachers and among peers, for enhanced student participation, and for increased attendance. All of these are leading factors in student engagement.⁶³ Smaller schools promote conditions for higher levels of student engagement. Our school's enrollment capacity reflects this smaller school model, with student-teacher ratios similar or lower than at District schools. This model is ideal in sustaining a small community, and is an economically sound ratio allowing the school financial flexibility and strength to accomplish its extensive goals. The physical design of the school will prioritize flexibility and creates multifaceted spaces that allow students to drive their own learning, exhibit agency and choice, and feel safe and welcome at school each and every day.

⁵⁹ Creemers, B. & Reezigt, G. (1996). School level conditions affecting the effectiveness of instruction. *School Effectiveness and School Improvement*, 7, 197-228

⁶⁰ See, e.g., *Jonathan Cohen on School Climate: Engaging the Whole Village, Teaching the Whole Child*, The Challenge: A Publication of the U.S. Dept. of Education Office of Safe and Drug-Free Schools, https://www.schoolclimate.org/themes/schoolclimate/assets/pdf/cohen_onschoolclimate_iv1%20copy.pdf ("Over the last 30 years a growing body of empirical research has shown that a positive and sustained school climate is associated with and may be predictive of positive youth development, effective risk prevention and health promotion efforts, student learning and academic achievement, increased student graduation rates, and teacher retention.")

⁶¹ Fenning, P., & Rose, J. (2007). Overrepresentation of Black American students in exclusionary discipline the role of school policy. *Urban Education*, 42(6), 536-559. Coleman, J. C. (2014). A study of a professional development initiative to increase cultural competency.

⁶² Finn, J. D., & Zimmer, K. S. (2012). Student engagement: What is it? Why does it matter?. In *Handbook of research on student engagement* (pp. 97-131). Springer, Boston, MA. Furlong, M. J., Whipple, A. D., Jean, G. S., Simental, J., Soliz, A., & Punthuna, S. (2003). Multiple contexts of school engagement: Moving toward a unifying framework for educational research and practice. *The California School Psychologist*, 8(1), 99-113. Marks, H., Louis, K. S., & Printy, S. (2000). The capacity for organizational learning: Implications for pedagogical quality and student achievement. *Understanding schools as intelligent systems*, 239-266.

⁶³ Darling-Hammond, L., & Plank, D. N. (2015). Supporting Continuous Improvement in California's Education System. *Policy Analysis for California Education*, PACE. Finn, J. D. (1989). Withdrawing from school. *Review of educational research*, 59(2), 117-142. Furlong, M. J., & Christenson, S. L. (2008). Engaging students at school and with learning: A relevant construct for all students. *Psychology in the Schools*, 45(5), 365-368.

Central to the teacher-student relationship is the teacher’s commitment to creating a safe atmosphere that allows students to take academic risks and reach beyond their current ability.⁶⁴ A supportive environment that pushes students not only fosters motivation, but also helps students feel competent, take ownership of their learning, and serves as a positive predictor of interest in classes and even pursuing academic goals.⁶⁵

School Discipline and Safety. While school culture and discipline have a strong regulatory role in facilitating engagement, they can also play an environmental role in student behaviors such as disrespect, poor attendance, fighting, and other disruptive and problem behaviors. Attentive and constructive culture and discipline facilitates engagement by focusing on services, interventions, and program development, and identifying at-risk students who would benefit from those programs.

Significantly, even the perceptions of unsafe school environments can lead to student dissatisfaction and disengagement.⁶⁶ Marks notes that “a positive school environment is favorable to learning by being normed for respect, fairness, safety, and positive communications.”⁶⁷ In another study, strong school discipline was found to have a significant impact on school engagement, but that arbitrary or overly strict policies like zero tolerance policies in the recent past, actually have a negative overall effect on engagement and achievement.⁶⁸ These policies are unevenly applied and contribute to the cycle of disengagement and underachievement, leading to higher dropout rates in middle and high school.

At Willie J Frink College Prep, creating a safe environment with structured discipline policies is essential. Too many at-risk students start down the school-to-prison pipeline precisely because of overly punitive policies that undermine student self-worth and are not aligned with the stages of child development.⁶⁹ We will use Power Circle (described below) to foster conditions of empathy, respect, kindness, and love in the classroom and the school itself. Willie J Frink College Prep will also use the principles of Restorative Justice to teach students how to grow and learn from a mistake. The humanity and dignity of every student is paramount and the discipline and safety policies will always reflect of this deeply held belief.

Power Circle. The Power Circle encourages deep and honest communication. Based on indigenous, worldwide “cultural dialogical” practices including Native American traditions observed and recorded by Benjamin Franklin, as well as contemporary organizational management practices, Power Circle is a formal, structured process of sitting in a circle and passing a talking piece in response to a prompt from the facilitator. At Willie J Frink College Prep, we will teach students the “four intentions” of the Power Circle—to speak from the heart, to listen from the heart without judgment, to speak spontaneously without planning, and to keep it lean so everyone has time with the talking piece. The Power Circle is a non-hierarchical forum for discussion.

⁶⁴ Samson, P. L. (2015). Fostering student engagement: Creative problem-solving in small group facilitations. *Collected Essays on Learning and Teaching*, 8, 153-164.

⁶⁵ Furlong, M. J., Whipple, A. D., Jean, G. S., Simental, J., Soliz, A., & Punthuna, S. (2003). Multiple contexts of school engagement: Moving toward a unifying framework for educational research and practice. *The California School Psychologist*, 8(1), 99-113. Shernoff, E. S., Kratochwill, T. R., & Stoiber, K. C. (2003). Training in Evidence-Based Interventions (EBIs): What are school psychology programs teaching?. *Journal of School Psychology*, 41(6), 467-483.

⁶⁶ Finn, J. D., & Zimmer, K. S. (2012). Student engagement: What is it? Why does it matter?. In *Handbook of research on student engagement* (pp. 97-131). Springer, Boston, MA.

⁶⁷ Marks, H., Louis, K. S., & Printy, S. (2000). The capacity for organizational learning: Implications for pedagogical quality and student achievement. *Understanding schools as intelligent systems*, 239-266.

⁶⁸ Furlong, M. J., Whipple, A. D., Jean, G. S., Simental, J., Soliz, A., & Punthuna, S. (2003). Multiple contexts of school engagement: Moving toward a unifying framework for educational research and practice. *The California School Psychologist*, 8(1), 99-113.

⁶⁹ Salole, A. T., & Abdulle, Z. (2015). Quick to punish: An examination of the school to prison pipeline for marginalized youth. *Canadian Review of Social Policy*, (72/73), 124.

Instead of standing at the board delivering instruction, teachers sit with students in the circle. This allows participants to hear each other in a way that is sorely lacking in the traditional school and classroom culture, and it gives them power to find and exert themselves in community.

The Power Circle is the best tool we have found to help students appreciate the diverse backgrounds, experiences, and opinions of their classmates. Regular use of power circle promotes a classroom culture where students learn to connect meaningfully with their peers and with adults. Being “in power circle” helps students develop attention, concentration, and listening skills; to express themselves fully and appropriately; and to “suspend” preconceptions.

Importantly, at Willie J Frink College Prep, Power Circle will be contained to the classroom, but will also be used as a tradition and protocol for increasing teacher, parent, and community buy-in and engagement. Participating in power circle has the same benefits for adults in a school community—at staff, committee, teacher/parent, or community meetings. Governing the school using Power Circle as a tool will help us model the adult behaviors we wish to encourage in students.

In simple terms, what we will implement at Willie J Frink College Prep through the Power Circle will be a systematic, community-building practice, one that moves toward the State’s priorities for personalization and creating safe, caring environments. Power Circle provides a structured dialogic practice that creates opportunities for the voices of all school stakeholders to be heard, considered, and acted upon students, staff, parents, and community members. In classrooms, along with creating community by providing students opportunities to acknowledge their commonalities and celebrate differences, Power Circle practice facilitates the development of social-emotional skills—such as self-expression, empathy, and cooperation—as it brings relevance, connection, and meaning to academic curriculum and standards.

At Willie J Frink College Prep, Power Circle will be supported by:

- Ongoing professional development
- Monthly professional developments linking power circles to state learning standards in all academic disciplines and to Restorative Justice policies and practices
- Monthly staff power circles
- Parent presentations and parent power circle facilitation

Promoting Social-Emotional Development & Student Wellness

Quality of Student-Teacher Relationships. Researchers agree that the role of the teacher is key to student engagement.⁷⁰ George Kuh situated the teacher at the center of all engagement,⁷¹ whereas Furlong described the teachers as fundamental to a learning environment that promotes engagement.⁷² This assertion is significant in its direct application to environmental factors that are within the control of the teacher and school community. A warm and supportive approach is also linked to engagement and is demonstrated through listening to students’ points of view, believing in their abilities, showing respect, holding the class to

⁷⁰ Finn, J. D., & Zimmer, K. S. (2012). Student engagement: What is it? Why does it matter?. In *Handbook of research on student engagement* (pp. 97-131). Springer, Boston, MA.

⁷¹ Kuh, G. D. (2001). Assessing what really matters to student learning inside the national survey of student engagement. *Change: The Magazine of Higher Learning*, 33(3), 10-17.

⁷² Furlong, M. J., Whipple, A. D., Jean, G. S., Simental, J., Soliz, A., & Punthuna, S. (2003). Multiple contexts of school engagement: Moving toward a unifying framework for educational research and practice. *The California School Psychologist*, 8(1), 99-113.

high standards of behaviors, and helping students when they do not understand something.⁷³ Not surprisingly, the role of teacher engagement seems to have a contagious effect: students who perceive their teachers as engaged in the subject and excited about teaching also feel cared about, a view that raises student engagement and forms a deep sense of belonging.⁷⁴

At Willie J Frink College Prep, we will strive to transform the student experience and hire teaching and support personnel that embody a deep sense of excitement and passion for students and their learning.

Student-Centered Classrooms. Student-centered classrooms emphasize supportive relationships between students and teachers in academic environments that are challenging, relevant, collaborative, student-directed, and connected to real-life situations. Students are assessed on their mastery of knowledge and skills and have multiple opportunities to demonstrate that mastery. Educators are supported in creating a student-centered learning environment through opportunities for reflection, collaboration, and leadership. Research has shown that such settings are necessary for students to develop the skills to succeed in college, career, and life.

Student-centered practices are more often found in schools that serve affluent and middle-class students than those located in low-income communities. Creating student-centered learning environments is one way to effectively address the opportunity gap for these students.

Willie J Frink College Prep firmly believes that students learn best by doing and not in passive lecture style settings. The student-centered classroom will provide targeted instruction based on personalized learning goals with ample time for practice.

Our current educational system is rooted in the antiquated notion that students should sit quietly and still for six hours each day, while their teacher is the holder of knowledge and conveys that knowledge through lectures. However, we learn a language by speaking it, to read and write by reading and writing, and we develop 21st century skills and attributes by regularly using them in our daily lives. The Willie J Frink College Prep experience will put students at the center of learning with teachers acting as a coach and facilitating a more personalized learning experience. This shift from vertical to horizontal classrooms is based on a constructivist view wherein, optimally, the classroom provides experiences that prompt students to actively construct their own knowledge and learning.⁷⁵

Student Belonging. The research on engagement makes clear that a sense of belonging is a crucial factor in engagement. Emotional engagement has been deemed fundamental to human motivation⁷⁶ and is described as a sense of belonging, relatedness, and identification with school. This state of belonging requires “frequent, affectively pleasant or positive interactions with the same individuals, and they need these interactions to

⁷³ Finn, J. D., & Zimmer, K. S. (2012). Student engagement: What is it? Why does it matter?. In *Handbook of research on student engagement* (pp. 97-131). Springer, Boston, MA. Fredricks, J. A., Blumenfeld, P., Friedel, J., & Paris, A. (2005). School engagement. In *What do children need to flourish?*(pp. 305-321). Springer, Boston, MA.

⁷⁴ Shernoff, E. S., Kratochwill, T. R., & Stoiber, K. C. (2003). Training in Evidence-Based Interventions (EBIs): What are school psychology programs teaching?. *Journal of School Psychology, 41*(6), 467-483.

⁷⁵ Parsons, J., & Taylor, L. (2011). Improving student engagement. *Current issues in education, 14*(1). Vygotsky, L. S. (1987). *Problems of general psychology*. Zepke, N., & Leach, L. (2010). Improving student engagement: Ten proposals for action. *Active learning in higher education, 11*(3), 167-177.

⁷⁶ Appleton, J. J., Christenson, S. L., & Furlong, M. J. (2008). Student engagement with school: Critical conceptual and methodological issues of the construct. *Psychology in the Schools, 45*(5), 369-386.

occur in a framework of long-term, stable caring, and concern.”⁷⁷ According to the research, emotional engagement plays a role in academic and cognitive engagement, which has a direct link to learning.⁷⁸ In one study, students who reported high levels of belonging outperformed their peers, while those who reported low levels of belonging often displayed negative and anti-social behaviors, including cheating, drug and alcohol use on school grounds, and even suicidal feelings.⁷⁹ It has also been shown that identification with school develops over time and is affected, positively or negatively, by a lifetime of academic successes or failures.⁸⁰

While Willie J Frink College Prep will carefully attend to the interpersonal relationships and factors of engagement that fall within the locus of control of students and teachers, it will also recognize the school-controlled factors that affect student identification with their school and the value of overall satisfaction within the students’ daily routines. Most research makes evident that school-controlled factors play a role. One study found a strong connection between school engagement and school climate, and identified two distinct elements: *physical environment*, which it described in terms of size and racial/ethnic populations, and *regulatory environment*, which consists of school discipline policies.⁸¹

Family Engagement. Research has long been clear about the important role that families play in their children’s academic success.⁸² At Willie J Frink College Prep, parents, guardians, and extended family will be integral parts of the school community. Teachers and administrators will be committed to welcoming and working with all families to engage them in their child’s education. Communicating with families is crucial to this relationship, and there will be frequent communication between the school and families. At Willie J Frink College Prep, we are committed to using a variety of means to communicate with our families. Our families will have access to a learning management system, an up-to-date website, emails, and hard-copy newsletters. However, we know that many of our families may not have access to the internet and may not use email regularly. As such, we will use our learning management system to ensure that families receive communication in their preferred format (e.g., text message). Teachers will send home regular reports of student progress, and follow-up as needed in person and via phone to ensure that families are fully equipped to support their student’s learning at home. Finally, Willie J Frink College Prep will host a variety of social and educational events to promote community-building and family involvement. These may include back-to-school events, parent educational seminars, exhibitions of student work, and student performances. Families will accompany their son/daughter to student-led conferences bi-annually to stay informed of their child’s progress, and to ensure parents know how to support their student’s learning and personal growth at home.

⁷⁷ Baumeister, R. F., & Leary, M. R. (1995). The need to belong: desire for interpersonal attachments as a fundamental human motivation. *Psychological bulletin*, 117(3), 497.

⁷⁸ Finn, J. D., & Zimmer, K. S. (2012). Student engagement: What is it? Why does it matter?. In *Handbook of research on student engagement* (pp. 97-131). Springer, Boston, MA.

⁷⁹ Christenson, S. L., Reschly, A. L., Appleton, J. J., Berman, S., Spanjers, D., & Varro, P. (2008). Best practices in fostering student engagement. In *Best practices in school psychology V*(pp. 1099-1120). National Association of School Psychologists. Resnick, M. D., Bearman, P. S., Blum, R. W., Bauman, K. E., Harris, K. M., Jones, J., ... & Ireland, M. (1997). Protecting adolescents from harm: findings from the National Longitudinal Study on Adolescent Health. *Jama*, 278(10), 823-832.

⁸⁰ Finn, J. D., & Zimmer, K. S. (2012). Student engagement: What is it? Why does it matter?. In *Handbook of research on student engagement* (pp. 97-131). Springer, Boston, MA.

⁸¹ Furlong, M. J., & Christenson, S. L. (2008). Engaging students at school and with learning: A relevant construct for all students. *Psychology in the Schools*, 45(5), 365-368.

⁸² NEA. Parent, Family, Community Involvement in Education. Accessed from:

https://www.nea.org/assets/docs/PBI_ParentInvolvement08.pdf. Families and Schools Together. (2016). The Importance of Parent Engagement: A List of Research and Thought Partnership. Accessed from: <https://www.familiesandschools.org/blog/the-importance-of-parent-engagement/>

Our three areas of family support revolve around helping parents become an integral part of their child's academic life:

- Home-School Relationships: Willie J Frink College Prep will foster youth's developmental needs, parents' attitudes and practices, and schools' expectations and support of family involvement by maintaining a strong relationship between home and school.
- Responsibility for Learning: Willie J Frink College Prep parents will be involved in their child's learning plan. Their responsibility in the plan will be to support their student's goals.
- Parenting: Willie J Frink College Prep will assist, when necessary, parents in developing attitudes, values, and practices of parents in raising future leaders.

These three areas will strengthen Willie J Frink College Prep students' abilities to develop in their academic, personal and long-term goals, through the creation of a "full circle" of expectations and communication among the student, family and school. To ensure success in maintaining the "full circle," parents who need additional assistance will be directed to additional resources within the school and community in order to fulfill areas of need (e.g., ESL classes, parenting classes, counseling services, job centers, etc.). The administrative team will be responsible for maintaining connections to District and community services to which parents will be directed. Additionally, Willie J Frink College Prep will maintain an updated list of external resources for parents on its website.

Rigorous Curriculum and Deep Learning

Willie J Frink College Prep's curriculum is aligned with the California Common Core State Standards and will prepare all students for college and career success by providing a college-bound curriculum with high expectations for all students. Creating authentic work products, high-quality work, including finished, professional-looking products, is an essential part of coursework that prepares all students for success in high school and beyond. Willie J Frink College Prep will provide a college-bound curriculum that includes content knowledge and skills such as literature and statistics, academic research and writing skills, art, technology literacy, and creative arts.

A central feature of Willie J Frink College Prep's curriculum is the linking of specific content to big ideas so that depth leads to breadth. We believe curricula should elevate student collaboration, voice, thinking, and reflection; reflect a commitment to developing character; and empower students to contribute to a more just and equitable world.

Curricular Design

Key aspects of the Willie J Frink College Prep curriculum include, but are not limited to the following.

Inquiry-Rich. Curriculum will focus on being rich in inquiry including rigorous questions, involving experts, and participating in field lessons and authentic contexts, when appropriate, in collaboration with community organization partners. This will be flexible enough to apply across content areas while valuing curricular depth.

Real-World. Curriculum will integrate field lessons, presentations from experts and public showcases. These practices help students relate their learning to a real experience, extend their connections within their community, and evaluate their work against professional standards. When appropriate, career connections will be made to content, helping inform students of their future choices.

Produce Authentic Products. Creating meaningful work for real audiences motivates students to meet standards, actively contribute to their community, and produce high-quality work. At Willie J Frink College Prep, student products will aim to meet an authentic need in the community and have an audience and purpose beyond families or a classroom teacher. Students will regularly make presentations of their work and

learning to school and community stakeholders and authentic external audiences. Some products will be particularly motivating because in themselves, they are acts of service or opportunities to make connections between content and career or college, helping inform students of their future choices as well.

Focused on Service. Service learning will be an integral element of Willie J Frink College Prep’s curricular design. All students will be actively engaged in age/grade appropriate activities in their communities through field lessons and service-learning opportunities. Integrated into academic classes, these experiences will help students apply their learning to real-life situations while having a positive impact on their families, friends, and neighborhoods. In fact, this aspect of the curriculum and the overall educational program makes Willie J Frink College Prep a unique public school offering in our Bakersfield community. On a trimester basis, each class will engage in a community service/service-learning project in collaboration with our community organization partners.

Student Engaged Assessment. Willie J Frink College Prep’s curriculum will allow students to take the lead in speaking about their own learning. Teachers will create structures and procedures that support students to create, maintain, and present learning products demonstrating growth and achievement. A Standards-based grading system will be implemented that communicates academic outcomes relative to specific required standards. Teachers will involve students in dialogue about assessment and communicating achievement. Students will be able to articulate what they have learned and speak about their own strengths, struggles, goals, and processes of learning in preparation for high school, college, and career success.

Elements of Adventure. Learning experiences will include elements of adventure (i.e., any physical, artistic, or intellectual experience that involves risk, challenge, and self-discovery). Every adventure will have a strong element of entering the unknown and not being certain of the outcome. These experiences will create opportunities for student leadership and collaboration as groups of students and teachers face challenges together. Together, students and adults discover they can do more than they thought possible, and find aspects of themselves they didn’t know were there.

Developing and Serving the Whole Child

Our students will come to school with rich social capital that we will value and build upon throughout their journey. Our role as a school will be to provide a wide array of activities and experiences in both academic and extracurricular settings that help students identify and realize their goals. We also know when students are socially, emotionally, and physically healthy they can be academically successful and prepare for high school, college, and a career of their choice as active members of their community. As a result, we will implement several structures and practices that will develop and serve the whole child and ensure every student is known well and receives the differentiated support that enables their success. We believe this combination makes it possible for students to see college as their reality. These practices will be reviewed and will evolve based on student need and available resources, but may include the proven practices detailed below.

Family as Partners. Families are authorities regarding their children, and as such are essential partners in their education. Strong relationships between families and school will allow us to learn from families how to best support their children, as well as helping families build their capacity to best support the academic, social, and emotional growth of their children. We will support the full participation of all families by facilitating opportunities for families to build community with one another and our staff, learning, and be involved in their child’s education. Teachers will be in regular contact with families through notes, phone calls, conversations, and web- or app-based communications tools (e.g., Class Dojo). Additionally, structures such as back-to-school night, student-led conferences, and exhibitions of student work, will ensure all families are involved in their child’s education.

Cultivating Character Development. Building a strong school culture is critical as it allows students to feel physically and emotionally safe at school and that allows students to reach our high expectations. Students' emotional and social growth will be supported through our approach to character education, which is informed by Kohlberg's Six Stages of Moral Development, grounded by our core values and Five Stars, and supported by the *Second Step* SEL curriculum.

Kohlberg's Six Stages of Moral Development

Level 1: Preconventional

Stage 1: We do the right thing because we don't want to get into trouble.

Stage 2: We do the right thing because there's a reward.

Level 2: Conventional

Stage 3: We do the right thing because we want to impress someone.

Stage 4: We do the right thing because we want to follow the rules and keep peace.

Level 3: Postconventional or Principled Level

Stage 5: We do the right thing because we care about the rights and feelings of others.

Stage 6: We do the right thing because it's who we are.

Small Cohort Size. A small cohort size promotes strong interpersonal and instructional relationships between students and staff. By knowing students well as both learners and individuals, teachers strengthen the community fabric of the school. Additionally, they are empowered to employ more personalized and strategically directed teaching strategies to better meet student needs. When teachers know student backgrounds, strengths, and challenges well, and when students feel a 'part of the community', student achievement rises.

School Culture. Teachers will spend approximately 10 days at the beginning of the school year teaching school culture, which covers expectations for student behavior as well as the routines and procedures a Willie J Frink College Prep student is expected to know. Teachers will revisit and reinforce school culture throughout the academic year. This process sets the tone for learning and is a fundamental characteristic of our educational model. Our approach will be to teach everything and assume nothing. For example, our school culture will be supported by specific procedures such as, HALL and SLANT⁸³, on how to walk through hallways, how to sit up, listen and ask, and how to use hand signals to ask basic questions, like "May I sharpen my pencil?"

Family Support Services. As needed to support our students and families, Willie J Frink College Prep may work in conjunction with outside agencies to provide a consistent home environment and mentoring services.

Academic Content and Performance Standards

At Willie J Frink College Prep, we will ensure that all students develop skills in literacy, numeracy, and critical thinking needed to access, engage, and manage the complex information and opportunities of a 21st century

⁸³ Sit Up, Listen, Ask Questions, Nod, and Track the Speaker. SLANT is designed to assist students in the use of positive body language in class. It encourages students to be attentive, active, and become productive learners.

global economy. Through curriculum aligned to State Standards, as detailed below, scholars will achieve grade-level mastery in:

English Language Arts. Grounded in Common Core State Standards for English Language Arts, students will explore narrative, descriptive, expository, and persuasive forms of writing. Through the study of classic and contemporary texts, students will become analytical and critical thinkers. Students will work to improve their writing skills with a focus on revision editing, and clarity in preparation for college. In addition, students will develop their speaking and listening skills by engaging in Socratic Seminars that require students to make claims and support them with evidence and reasoning, ask probing questions, and seek to understand the perspectives of others.

Mathematics. Grounded in the Common Core State Standards for mathematics students will engage in problem-solving and mathematical discourse as a way of bringing math to life. Students will have regular opportunities to improve their procedural fluency, deepen their conceptual understanding, and apply their knowledge to a variety of mathematical and scientific contexts. Students will make sense of problems and persevere in solving them, reason abstractly and quantitatively, construct viable arguments, critique the reasoning of others, create and use models, use tools strategically, attend to precision, and develop their understanding of the language of mathematics. Students will have regular opportunities to work on their group collaboration skills.

History and Social Studies. A unique characteristic of the Willie J Frink College Prep instructional design is the integration of civics, business/entrepreneurship, and social-emotional learning into history and social science. With its basis in Common Core State Standards, students will situate themselves in the community and the larger world through the study of culture and how it impacts lived experiences. Students will articulate their own feelings and learn how to recognize and name the feelings of others. Students will learn how to resolve conflict in constructive ways, and how to work in teams. Students will explain the value and responsibilities of citizenship on the local, regional and national level. Students will be able to name historical events and explain their importance, including longitudinal impacts on people, institutions, and practices/policies. Students will develop problem-solving skills related to business and entrepreneurship, and be able to articulate the importance and impact of entrepreneurialism to the national and global economies.

Science. Aligned to California's Next Generation Science Standards, science instruction will promote wonder and curiosity about the natural world in its past and present forms. Students will develop an understanding of the scientific method from hypothesis through experiment, and research to conclusion. We will also prepare them in this problem-solving method. This will be done in part through ongoing opportunities—in partnership with community organizations—for scientific inquiry. There will be a genuine conceptual understanding of scientific principles and concepts, as opposed to rote memorization of scientific facts and formulas.

Visual and Performing Arts. Students will demonstrate an understanding of how to interpret and use the visual and/or performing arts to community ideas and explore and honor stories, including their own. Students will learn to leverage cross disciplinary skills developed in other subject areas.

Curriculum

At Willie J Frink College Prep, all students will have access to standards-aligned, culturally relevant curriculum that supports deep learning and inquiry. All teachers will have resources and support to design and facilitate high-quality learning opportunities for students. Our core curriculum is a combination of adopted and teacher-designed curricula that will allow all students to grapple with demanding, State Standards-based content and

meaningful tasks, and produce high-quality work. Curricula should elevate student collaboration, voice, thinking, and reflection; should reflect a commitment to developing in all areas of our vision of a Willie J Frink College Prep graduate; and should empower students to develop as lifelong learners and engaged citizens.

In the table below we have detailed our anticipated core base curricula for all course offerings. In the case where we have an adopted curriculum, we recognize that classrooms are dynamic systems that require responsiveness and flexibility. Therefore, it sometimes may be appropriate in certain instances to adapt or enhance a curriculum while maintaining fidelity to State Standards and the integrity of the curriculum’s aims and methods. Adaptation or enhancement can be necessary if it increases students’ understanding of content, elevates challenge, addresses needed literacy or numeracy skills, and builds student engagement.

Subject	Grade Levels	Curriculum
English Language Arts	TK	Benchmark ELA Ready to Advance TK Program, California Edition
	K-8	Benchmark ELA
Mathematics	TK-8	Houghton Mifflin
Science	TK-8	McGraw Hill Inspire
History and Social Studies	TK-8	Entrecivics
Visual and Performing Arts	TK-8	Meet the Masters

Sample Curriculum for Business & Entrepreneurship (2nd Grade)

Key Question: *What makes a successful business?*

Objectives:

- Explain the impact of needs vs wants when starting a business.
- Identify roles of successful producers in a business.
- Identify the roles of consumers in a successful business.
- Describe the cooperation and teamwork needed to create a successful business.

Explain how conflicts can be managed in a business and the impact that not resolving a conflict can have on the business.

Key Question: *What is supply vs. demand?*

CA Common Core Standard 2.4: Students understand basic economic concepts and their individual roles in the economy and demonstrate basic economic reasoning skills.

Objectives:

- Explain what supply and demand are.
- Understand how supply and demand work in conjunction with one another.
- Identify reasons the supply chain may be affected.
- Identify reasons the demand for a product may increase.
- Analyze real life scenarios to explore the supply chain in depth (increased demand for cleaning products during a pandemic, stores having ‘end of summer’ sales, shortages of essentials at grocery stores just prior to a storm).

Key Question: *What are demands in our school or community?*

Objectives:

- Understand what a product or service in demand is.
- Identify products or services in demand in our school or community.
- Analyze how the demand could be fulfilled through a new business, service, or product.

Create a plan to fulfil this demand through a new service or product.

Key Question: *What is a business plan?*

Objectives:

- Identify the key elements of a business plan.
- Create a business plan for our own business to fulfil a gap in the market in our own school or community.
- Identify the goals of the business.
- Identify any employees necessary to help run the business.

Plan out the materials and costs associated with starting the business.

Key Question: *Can we fulfil our business plan?*

Objectives:

- Create a new product or service, using the ideas, goals, and budgets from our business plan.
- Purchase any necessary goods or materials for our business.
- Create any stock necessary.
- Train any employees, as necessary.

Implement our business in our classroom, school, or community.

Academic Calendar and Bell Schedule

Academic Calendar

Willie J Frink College Prep will follow Panama-Buena Vista Union School District's school calendar to ensure ultimate convenience for families with children attending multiple schools in the District. This calendar includes 180 days of school year instruction and an additional 30 intersession days that will take place during the summer months and throughout the school year.

Willie J Frink College Prep

2024-2025

School Year Calendar



Willie J Frink College Prep

2024-2025 School Year Calendar

July 24						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August 24						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

September 24						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October 24						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November 24						
Su	M	Tu	W	Th	F	Sa
				1	2	
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 24						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January 25						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February 25						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

March 25						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April 25						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 25						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

June 25						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

July 25						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

IMPORTANT DATES	
First Day of School	Aug. 14
Back to School Night	Sept. 12
Parent Teacher Conferences	Nov. 4-8
Autumn Recess (No school)	Nov. 25-29
Instruction Resumes	Dec. 2
Winter Recess (No school)	Dec. 23- Jan 3
Instruction Resumes	Jan. 6
Spring Recess (No School)	Apr. 14- 18
Instruction Resumes	Apr. 22
Community Business Fair	May. 14
Last Day of School	May. 29
Summer Session	Jun.16-Jul. 17
HOLIDAYS	
Independence Day	Jul. 4
Labor Day	Sept. 2
Veteran's Day (observed)	Nov. 11
Thanksgiving	Nov. 28
Winter Break Holiday (observed)	Dec. 25 & Jan. 1
MLK Day	Jan. 20
Lincoln's Birthday (observed)	Feb. 10
President's Day	Feb. 17
Spring Break Holiday (observed)	Apr. 21
Memorial Day	May. 26

Instruction Resumes	Back to School Night Parent Teacher Conferences Community Business Fair	Holiday/ No School	Last day of Instruction	Summer School
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Bell Schedule

Below is the anticipated bell schedule

TK/K MONDAY, TUESDAY, THURSDAY, AND FRIDAY		TK/K WEDNESDAY	
ACTIVITY	TIME/ INSTRUCTIONAL MINUTES	ACTIVITY	TIME/ INSTRUCTIONAL MINUTES
Breakfast	7:30 AM	Breakfast	7:30 AM
Instruction Begins	7:45 AM	Instruction Begins	7:45 AM
Mindfulness/Yoga	15 Minutes	Mindfulness/Yoga	15 Minutes
Morning Business Meeting	15 Minutes	Morning Business Meeting	15 Minutes
Calendar Time	15 Minutes	Language Arts & Science (Includes Calendar Time)	135 Minutes
Language Arts & Science	135 Minutes	Mathematics	120 Minutes
Mathematics	120 Minutes	Recess	15 Minutes
Lunch	30 Minutes	Lunch	30 Minutes
PE/Music/Art (alternating days)	30 Minutes	Social Studies	45 Minutes
Recess	15 Minutes	Dismissal: Students must be signed out by parent/guardian (or other authorized adult)	2:00 PM
Social Studies	45 Minutes		
Study Hall/ Supper	15 Minutes		
Dismissal: Students must be signed out by parent/guardian (or other authorized adult)	3:00 PM		

1st/2nd MONDAY, TUESDAY, THURSDAY, AND FRIDAY		1st/2nd WEDNESDAY	
ACTIVITY	TIME/ INSTRUCTIONAL MINUTES	ACTIVITY	TIME/ INSTRUCTIONAL MINUTES
Breakfast	7:30 AM	Breakfast	7:30 AM
Instruction Begins	7:45 AM	Instruction Begins	7:45 AM

Mindfulness/Yoga	15 Minutes	Mindfulness/Yoga	15 Minutes
Morning Business Meeting	15 Minutes	Morning Business Meeting	15 Minutes
Language Arts	150 Minutes	Language Arts	120 Minutes
Mathematics	120 Minutes	Recess	15 Minutes
Lunch	30 Minutes	Mathematics	120 Minutes
PE/Music/Art (alternating days)	30 Minutes	Lunch	30 Minutes
Recess	15 Minutes	Science	30 Minutes
Science	45 Minutes	Social Studies	30 Minutes
Social Studies	45 Minutes	Dismissal: Students must be signed out by parent/guardian (or other authorized adult)	2:00 PM
Study Hall / Supper	15 Minutes		
Dismissal: Students must be signed out by parent/guardian (or other authorized adult)	3:45 PM		

3rd/4th/5th MONDAY, TUESDAY, THURSDAY, AND FRIDAY		3rd/4th/5th WEDNESDAY	
ACTIVITY	TIME/ INSTRUCTIONAL MINUTES	ACTIVITY	TIME/ INSTRUCTIONAL MINUTES
Breakfast	7:30 AM	Breakfast	7:30 AM
Instruction Begins	7:45 AM	Instruction Begins	7:45 AM
Mindfulness/Yoga	15 Minutes	Mindfulness/Yoga	15 Minutes
Morning Business Meeting	15 Minutes	Morning Business Meeting	15 Minutes
Language Arts	90 Minutes	Language Arts	75 Minutes
Mathematics	90 Minutes	Recess	15 Minutes
Lunch	30 Minutes	Mathematics	75 Minutes
PE/Music/Art (alternating days)	30 minutes daily OR 60 minutes twice weekly	Lunch	30 Minutes

Recess	15 Minutes	Science	65 Minutes
Science	80 Minutes	Social Studies	70 Minutes
Social Studies	85 Minutes	Dismissal: Students must be signed out by parent/guardian (or other authorized adult)	2:00 PM
Study Hall/ Supper	15 Minutes		
Dismissal: Students must be signed out by parent/guardian (or other authorized adult)	4:00 PM		

6th/7th/8th MONDAY, TUESDAY, THURSDAY, AND FRIDAY		6th/7th/8th WEDNESDAY	
ACTIVITY	TIME/ INSTRUCTIONAL MINUTES	ACTIVITY	TIME/ INSTRUCTIONAL MINUTES
Breakfast	7:30 AM	Breakfast	7:30 AM
Instruction Begins	8:00 AM	Instruction Begins	8:00 AM
Mindfulness/Yoga	15 Minutes	Mindfulness/Yoga	15 Minutes
Morning Business Meeting	15 Minutes	Morning Business Meeting	15 Minutes
Language Arts	90 Minutes	Language Arts	75 Minutes
Mathematics	90 Minutes	Mathematics	75 Minutes
Lunch	30 Minutes	Lunch	30 Minutes
PE/Music/Art (alternating days)	30 minutes daily OR 60 minutes twice weekly	Science	65 Minutes
Science	80 Minutes	Social Studies	70 Minutes
Social Studies	85 Minutes	Study Hall/ Supper	15 Minutes
Study Hall/ Supper	15 Minutes	Dismissal: Students must be signed out by parent/guardian (or other authorized adult) or have a signed dismissal consent form on file.	2:00 PM
Dismissal: Students must be signed out by parent/guardian (or other authorized adult) or have a signed dismissal consent form on file.	4:00 PM		

A Typical Day for Willie J Frink College Prep Student Leaders

Olivia is a feisty and precocious second grader. She is bright, social, and motivated extrinsically. This Monday morning finds Olivia dressed in her pink shirt, khaki skort, with knee high blue socks and sparkly tennis shoes, skipping into the cafeteria. She greets the food service workers as she goes along the serving line for her breakfast. She finds a seat beside her best friend and eats breakfast as she chats with others at the table. The bell rings and she cleans her space, collects her things, and walks arm in arm with her friend to their second grade classroom.

The “Morning Business Meeting” grabs her attention with the school chant followed by the lunch menu, new items in the *Star Mercantile*⁸⁴, and a reminder to submit questions for the upcoming Town Hall Meeting with the District Supervisor. She smiles as she remembers the suggestion she submitted last week. She thinks the walls around county property should have murals.

After the “Business Meeting” she transitions safely and quickly (because this was practiced for several weeks at the beginning of the school year) to her spot on the rug for reading aloud. She’s engaged and excited about the story and the opportunity to share. She keeps her eyes and ears open for a new vocabulary word. When the teacher instructs the class to pair and share, she turns to her neighbor and shares her vocabulary find and has the opportunity to practice listening as her partner shares his thoughts. She is thrilled when her teacher overhears her vocabulary word and adds it to the Wow Words list.

Another safe and quick transition with a walk to the multi-purpose room finds Olivia on a yoga mat. This is an important time for her. She moves and breathes and settles her mind. At recess, she moves in social circles while enjoying typical childhood games of jump rope and 4 square. Everyone is mindful to include all who want to play. The children remember their classroom culture of kindness and the lessons learned in character development and SEL.

The mindfulness exercises in yoga perfectly prepared her for mathematics. She moves between direct instruction, workbook, and manipulatives, with opportunities to discuss open-ended exploration exercises. She gets a bit frustrated with a particularly difficult “think.pair.share” problem and excuses herself to the quiet corner. There she sits in a chair and practices the breathing exercises she learned in yoga as she looks at the class pets: several tropical fish. Her friend gives her a class culture-approved signal to ask if she needs friend support. Olivia responds yes and after a high five of support, Olivia feels confident to rejoin the class. She works through the problem and is excited to share her thoughts with her partner.

Usually, Olivia does not enjoy anything messy, but she excitedly, safely, and quickly transitions to science. Her teacher provides safety goggles and the option of gloves. Olivia appreciates that her teacher recognizes that while some students enjoy feeling the slime during the experiment, others do not. She mixes and shakes the elements and recognizes the chemical reaction. She fills out her lab report and files her paper, cleans her space, and since she is an early finisher, she quietly reads her independent reading book.

She quickly places her bookmark in her book and sits in the ready-to-learn position of hands folded, eyes on the teacher, and ears open to hear. Social Studies is her favorite subject. She feels empowered when they study civics. She is concerned about fairness and feels safe knowing not only the boundaries but how to respectfully push them. SEL and character development have helped Olivia monitor her emotions and her relationships at school and at home have benefited from fewer tantrums and pouting. But today is

⁸⁴ Willie J Frink College Prep’s Student Newsletter/Bulletin
Willie J Frink College Prep Charter Petition

entrepreneurship! She is outgoing and loves people and is excited about her business - MO, Murals by Olivia. She excitedly gathers art supplies and continues to work on her project. She is confident that the Supervisor will agree that county walls need murals. Then BAM!! She's going to present her business card! As Olivia cleans her space and prepares her area for tomorrow's learning, she is thankful for Willie J Frink College Prep. She knows she is valued and loved. She chats about her day with her friends as they eat supper. As she walks down the hall, she does her daily ritual of looking at the Spellman poster in the hall. She is confident that it will be her school one day. She remembers when Miss A spoke to her class about how she loved going there. The entire car ride home she processes her day through animated conversations with her mom and sister. She is already excited for the next day of school at Willie J Frink College Prep.

Autumn is an extremely bright and pensive kindergartener. Monday morning finds her dressed in a navy jumper and a pink shirt with white tights. Her long pigtails are adorned with bright pink ribbon that match the shoelaces in her pink high tops. She thoughtfully considers her breakfast choices and smiles as watermelon, her favorite fruit, is put on her tray. She sees her best friend and sits next to her. The two girls whisper quietly as they eat their breakfast. They clean their area and walk to their class.

Autumn loves everything about Willie J Frink College Prep. As she walks down the hall, she takes time to look at the posters of civic activists and entrepreneurs. She's learned about these creative and intelligent community members in her Social Studies class. She stops at a poster of her favorite: Rhianna. One of Autumn's most memorable lessons was on branding and she learned how Rhianna excelled at it.

She enters her bright and colorful class. She finds her hook for her backpack and greets her teachers with a shy smile. Her smile grows more confident as one of her teachers asks about her art wall project in her bedroom. She feels special, her teacher had actually read her shared journal entry!

The "Morning Business Meeting" catches her attention at the mention of "Human Library." She absolutely loves to read and knows anything associated with the word library will be amazing. She is happy that she has the opportunity to spend her mornings at Willie J Frink College Prep immersed in books. She takes the practiced path to her spot on the rug and sits quietly reading the wall charts as her classmates find their spots. She listens intently to the story and asks a thoughtful question that makes her teacher smile. Autumn finds delight in making people smile. Read aloud is followed by Autumn's most favorite time of the day, independent reading. Her high level of reading is respected and cultivated. She reads a Nancy Drew Mystery and then builds her vocabulary during her small group time. It is a sweet inside joke that her small group is just Autumn and one of her teachers. They spend time every week building her reading skills which are already several levels above her classmates. She enjoys being challenged with all the different subjects they read and discuss in her small group.

Yoga is an extension of Autumn's natural state. She enjoys the stretching and breathing exercises. She remembers how mindfulness helps her not be so reserved. At recess she finds confidence from the positive self-talk of mindfulness and plays a new game with her best and new friends.

Math includes workbooks and manipulatives. Autumn prefers paper and pencil work. She has a special folder that has work in it that makes her think in new ways to solve math puzzles. She enjoys the low hum of her classroom; some working in pairs, others in groups of students, some in a small group with a teacher, and a few like her sitting comfortably working independently.

Autumn transitions safely and quickly to science. She is enjoying the class experiment of music and plants. Her teacher had explained that plants respond to music. Autumn has the class job of recording the growth of the plants. Her friend has the class job of playing music to select plants. Her teacher lets the class vote on the

music selection. In Social Studies/History she learned this is called democracy. Today Social Studies is SEL. They learn about feelings and all the different words that can be used to describe emotions. Autumn chooses the words peaceful and hopeful.

She hums quietly as she packs her backpack. She was nurtured and challenged today. She feels accomplished as the class buzzes with the end of the day activities of class jobs and personal responsibilities that prepare the classroom for tomorrow's learning. Autumn pairs herself next to her best friend and they eat supper and giggle at a joke told by a schoolmate at the next table. Autumn settles into her car seat and reads a book as her sister excitedly talks about something called MO.

Meeting the Needs of All Students

Willie J Frink College Prep will serve all students. In the following section we describe how we will serve students who have different learning profiles, specifically:

- Students who are not meeting learning outcomes
- Students with disabilities
- English Learners
- Socioeconomically disadvantaged students
- Gifted students

Vision for Serving All Students

Willie J Frink College Prep begins with the belief that all students, regardless of age, race, zip code, or learning ability need to be provided with the most inclusive learning environment. We believe that family and community involvement is paramount to achieving our mission. And, fundamentally, all students need to be provided with a continuum of services that address their academic, behavioral, and social-emotional needs.

Willie J Frink College Prep believes that all students are able to excel and succeed, and we are committed to designing and differentiating instruction to allow all students to achieve at their maximum capacity. Willie J Frink College Prep will support all students through differentiated, scaffolded, and individualized instruction in general education settings where children have access to appropriate content and concepts, and are provided the support and modification many of our targeted populations require to access the curriculum.

In order to ensure we are identifying students who may need additional support and are not responding to the tiered interventions, we will use a combination of data-driven practices and teacher referrals. Through regular review of student data in several key areas (attendance, behaviors, discipline, academic, social-emotional) and through the use of a variety of screening tools, students will be identified early for additional support.

Multi-Tiered System of Supports

Willie J Frink College Prep will implement an aligned, integrated system of student support so that all students become lifelong learners prepared to be successful in college and a career of their choice. A Multi-Tiered System of Supports ("MTSS") provides an integrated, comprehensive framework that focuses on instruction, differentiated student-centered learning, individualized student needs and the alignment of systems necessary for all students' academic, behavioral and social success. Outlined below are the systems, practices, and programs that will enable us to provide tiered supports to students and families at Willie J Frink College Prep.

MTSS Framework

Key Components of MTSS Framework		
Data	Evidence-Based Practices	Levels of Support
Universal Screeners, Curricular Based Data, Assessment Data	Empirically Supported	Maximum Fidelity
Continuous Progress Monitoring	Aligned with Student Need	Opportunities for Intensive and Individual Support
Implementation and Fidelity	Contextually Relevant	Team Coordination and Distributed Leadership

Systemic Planning

Annually, Willie J Frink College Prep will create intervention plans that build on the strengths of students, their challenges and aspirations. The assessment process will provide the opportunity to dive deeply into the culture we are working to develop, and to collaboratively create shared goals and strategies for the school year. The data that will be used to inform this planning process will include: student achievement data, student survey data, family survey data, and the Swift Fidelity Integrity Assessment.⁸⁵ Willie J Frink College Prep will use these assessments to develop and refine Tiered Interventions (described below).

Supporting Students Not Yet Meeting Learning Outcomes

Universal Screeners

In order to identify students in need of intervention, we will conduct universal screeners multiple times per year. These screeners identify students in need of intervention in the following areas: reading, math, and social-emotional/behavioral.

Tiered Intervention Model

By using assessment data to inform educators’ decisions about how best to teach and support the development of their students, our Coordination of Services Team (“COST”) provides for the early identification of learning and behavioral challenges and timely intervention for students who need support to access their learning. A successful Tiered Intervention Model seeks to minimize the risk for long-term negative learning outcomes by responding quickly and efficiently to documented learning or behavioral problems and ensuring appropriate identification of students with disabilities.

This system is a continuum of support. At Willie J Frink College Prep we will use more than one intervention within a given level of prevention.

Tiered Interventions

Within MTSS, tiered interventions that build upon each other are leveraged to address identified student needs. Examples of tiered supports under MTSS are provided below.

Tier I		
How it Works	Students	Possible Interventions
High-quality core curriculum instruction	All	Close reading in ELA to understand grade-level texts
Universal screening		

⁸⁵ The Swift Fidelity Integrity Assessment is a self-assessment tool schools utilize to monitor progress with the California MTSS Framework.

Individual teacher problem-solving Student progress monitoring <i>Identify Tier 2 students 6-8 weeks from beginning of school</i>		Vocabulary support for all students Use of models and manipulatives in math to understand math concepts Discussion routines to get all students listening and speaking Check for understanding and providing additional support in class, e.g., re-teaching, small-group instruction Audio texts for struggling learning and/or vocabulary word work for ELs
Tier 2		
How it Works	Students	Possible Interventions
General, targeted interventions created at the school level based on schoolwide data Progress monitoring <i>Not to exceed 6 weeks</i>	Est. 15-20%	Phonics/decoding support ELD support (integrated and designated) Math fluency support (students who struggle with basic facts and computation)
Tier 3		
How it Works	Students	Possible Interventions
Individualized support MTSS Team Grade level meeting Assistant Principal or teacher leader facilitates, holds teachers accountable	Est. fewer than 10% per grade level per year	Functional Behavior Plan/Behavior Intervention Plan Behavior contract One-on-one tutoring Small group tutoring Counseling Referral to alternative programs within the LEA/district Referral to professional and/or agencies outside of the LEA/district

Specific practices that will support academically low-achieving students include the following:

- Hands-on, workshop- and project-based curriculum provides concrete experiences to help students access content through a range of modalities.
- Kagan cooperative strategies are used throughout the day and provide concrete structures that allow all students to engage and be held accountable for their learning in any subject
- Teachers may meet with struggling readers for more time in small groups or individually during workshop. Students will be regularly paired up with stronger readers and writers during workshop, which provides peer support and modeling.

- Morning Business Meeting will be a flexible intervention/enrichment period during the school day where teachers get to select appropriate skill-based interventions for each specific students' needs. Students may also self-select into intervention or enrichment classes. This will allow for intensive, targeted interventions with reduced class sizes, while also giving students who are displaying mastery the ability to participate in enrichment classes that they would not be able to take otherwise.
 - o Structure of Morning Business Meetings
 - Call to Order – Principal Good Morning Greeting
 - Roll Call – Attendance – Check In
 - Minutes – Review of the day or week before in classroom
 - Unfinished Business – Classroom priorities
 - New Business – Priority of the Day
 - Announcements – Any schoolwide business
 - Adjournment – Wish the Scholar Leaders a good day
- Students who are struggling with math or not mastering standards will receive tiered intervention to support with learning. At the first level of support, teachers will provide differentiated instruction in small groups in the classrooms. These groups will be informed by data as well as the skills and concepts. If students continue to struggle, they will be provided with more intensive interventions such as small groups or one-on-one pull-out interventions (“More Time”). In these small groups, the support provider would model procedural knowledge and provide time for them to develop conceptual understanding. Students might also engage with web-based adaptive programs for fluency and automaticity.

COST Team

The Coordination of Services Team will consist of 4-5 key stakeholders, including administration and intervention staff. This team will be responsible for ensuring that Willie J Frink College Prep is supporting all students. The COST Team will work to inform intervention groups, monitor student progress, monitor school-wide data trends, monitor school systems, address requests for assessment for special education services, and arrange socio-emotional counseling support for students. Every other week, the team will focus on school-wide academic, behavioral and social-emotional data (including academic assessment scores, office discipline referral data, and attendance rates) to determine priorities, establish thresholds for different levels of intervention and match resources to needs.

The COST Team will utilize data from this assessment framework to monitor student growth, and any lack of progress will be flagged immediately. The COST Team will be composed of administrators, Interventionists, and Education Specialists. Through the Tiered Support Model, teachers will be coached and supported in developing both behavioral and academic intervention plans for their students. This support will be provided through bi-weekly coaching meetings with their administrator. Students not making adequate progress through the in-class Tier 1 interventions can receive either a revised Tier 1 intervention plan or more intensive supports—Tier 2 services. Should the team observe evidence that a child may be eligible for Special Education and related services after numerous Tier 1 and Tier 2 interventions, they may submit a referral for Special Education to the Resource Specialist who will develop an assessment plan if appropriate.

Cross-System Collaboration

Students with the most critical need for support, including those with disabilities, will likely be served by multiple providers both on and off campus. Willie J Frink College Prep will ensure that expertise and services provided by mental health, child welfare, and probation agencies are seamlessly integrated into a student's school-based intervention plan. This will include providing education to teachers and school staff around the role of these public agencies and coaching them around their responsibility and opportunities for coordination on individual cases.

Additional Supports

Willie J. Frink College Prep will provide additional supports to students who are not yet mastering grade level standards in the following ways:

- Intervention Classes. Specific blocks of time during the day will be set aside to provide additional support to students. This may include small group instruction inside or outside of the general education classroom and may be in the form of stand-alone support classes.
- Extended Day. Students who need more support will be offered a spot in the afterschool program (once implemented) to provide them homework help and small group instruction.
- Office Hours. Willie J Frink College Prep will offer office hours to students on a bi-weekly basis. During office hours, students will have the opportunity to get further instruction from teachers and to have a supportive environment in which to complete homework.

Supporting English Learners

Willie J Frink College Prep will meet all applicable legal requirements for English Learners, including long-term English Learners or English Learners at risk of becoming long-term English Learners, as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. Willie J Frink College Prep will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

Identification

Willie J Frink College Prep will administer the home language survey upon a student's initial enrollment in a California public school (on enrollment forms).

Parent Notification and Involvement

Willie J Frink College Prep will notify parents of the school's responsibility to conduct the English Language Proficiency Assessments for California ("ELPAC") testing and will inform parents of ELPAC testing results within 30 calendar days following receipt of test results. Parents or guardians will be informed of their rights, and they will be encouraged to participate in the reclassification process.

English Language Proficiency Assessment

All students who indicate that their home language is other than English will be tested with the ELPAC. The ELPAC has four proficiency levels—Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed—and is aligned with the 2012 California ELD Standards.

The ELPAC consists of two separate assessments:

- Initial Assessment ("IA")
The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a student's time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in grades K–12 whose primary language is not English to determine their English proficiency status.
- Summative Assessment ("SA")
ELs will take the SA every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The

results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

Both the ELPAC SA and IA are assessments administered in seven grade spans—K, 1, 2, 3–5, 6–8, 9–10, and 11–12. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test is administered in groups, exclusive of speaking, which is administered individually. The ELPAC IA and SA will be administered via a computer-based platform, while the ELPAC Writing Domain for Kindergarten through 2nd grade will continue to be administered as a paper-pencil test.

Testing times will vary depending upon the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows through the school year.

The IA testing window will be year-round (July 1-June 30). Any student whose primary language is other than English as determined by the home language survey and who has not previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

The SA testing window will be a four-month window after January 1 (February 1–May 31). The English language proficiency of all currently enrolled English Learners shall be assessed by administering the test during the annual assessment window.

Reclassification Procedures

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the ELPAC.
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents' opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil's performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

English Learner Advisory Committee ("ELAC")

Should the number of enrolled EL students surpass 21, Willie J Frink College Prep will ensure the formation of an ELAC whose membership will include a combination of parents, classroom teachers (including those

certified in EL instruction), and school leaders to ensure our EL student population is being served in the best manner possible.

Supports

Integrated ELD. All English Learners at Willie J Frink College Prep participate in Willie J Frink College Prep's core curriculum following an Integrated ELD model. All EL student leaders are provided instruction following the CA ELD standards in tandem with the CA CCSS for ELA/Literacy and other content standards to ensure scholars strengthen their ability to use English as they simultaneously learn content through English.

To do this, Willie J Frink College Prep will adopt ELA curricula that have materials that are explicitly designed for EL student leaders, these include:

- Transitional Kindergarten, *Benchmark Advance – Ready to Advance Transitional Kindergarten Program*
- Kindergarten - 1st Grades, *EL Education Language Arts Curriculum*
- 2nd – 4th Grades, *Houghton Mifflin Harcourt Journeys Language Arts Curriculum*
- 5th – 8th Grades, *Achievement First Navigator Literature and Houghton Mifflin Collections Language Arts Curriculum*

Willie J Frink College Prep will use the materials embedded in these curriculums, as well as the strategies described in them not only in ELA classes, but also in other core curriculums to provide strategic support for EL students based on their needs. These materials are designed based on the Three Premises of the CA ELD Standards:

- Using English purposefully for describing, explaining, persuading, informing, justifying, negotiating, entertaining, etc.
- Interacting in meaningful ways: Collaborating with others, interpreting meaning, and producing meaningful messages.
- Understanding how English works: Structuring cohesive texts, expanding and enriching texts, and combining and condensing ideas.

For each grade level or grade level span, materials contained in the ELA curriculum will be used to ensure student leaders receive instruction that meets the standards of the three interrelated areas of learning English as an additional language. These include:

- Part I: “Interacting in Meaningful Ways” – standards that set expectations for EL student leaders to participate in meaningful, relevant, and intellectually challenging ways in various contexts and disciplines. Student leaders learn three communicative modes and develop and apply their knowledge and skills of the English Language:
 - o Collaborative – Engagement and dialogue with others.
 - o Interpretive – Comprehension and analysis of written and spoken texts.
 - o Productive – Creation of oral presentations and written texts.
- Part II: “Learning About How English Works” – standards that focus on the ways in which ELs build awareness about English resources available to them, how English is structured and organized, and how meaning is made through language choices. Instruction about English is designed to improve EL students’ ability to comprehend and produce academic texts in various content areas. Standards are clustered to ensure students can: structure cohesive texts, expand and enrich ideas, and connect and condense ideas.
- Part III: “Using Foundational Literacy Skills” – Ensuring EL students receive specialized instruction in the Reading Standards for Foundational Skills that is adapted to the student’s age, similarities and differences between the student’s primary language and English, student’s primary literacy proficiency, and the student’s oral and written proficiency in English.

Finally, Willie J Frink College Prep uses materials and strategies from the adopted ELA curricula to ensure EL students' progress through stages of English Language Development:

- Native Language – EL students come to school with a wide range of knowledge and competencies in their primary language, which they draw upon to develop English.
- Emerging – EL students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.
- Expanding – EL students at this level increase their English knowledge, skills, and abilities in more contexts. They learn to apply a greater variety of academic vocabulary, grammatical structures, and discourse practices in more sophisticated ways, appropriate to their age and grade level.
- Bridging – EL students at this level continue to learn and apply a range of advanced English language knowledge, skills and abilities in a wide variety of contexts, including comprehension and production of highly complex texts. The “bridge” alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized instruction.
- Lifelong Language Learners – Students who have reached full proficiency in the English language, as determined by state and/or local criteria, continue to build increasing breadth, depth, and complexity in comprehending and communicating in English in a wide variety of contexts.

Willie J Frink College Prep's integrated ELD program uses core curriculum materials, as well as the materials explicitly designed for EL students to ensure all lessons:

- Are interactive and engaging, meaningful and relevant, and intellectually rich and challenging.
- Are appropriately scaffolded in order to provide strategic support that moves learners towards independence.
- Develop both content knowledge and academic English.
- Value and build on primary language and culture and other forms of prior knowledge.

Designated ELD: All EL students at Willie J Frink College Prep also participate in a Designated ELD program during the centers block in ELA. Willie J Frink College Prep's model of more time allows teachers to work in small groups, which includes groups of EL students. Teachers will have the ability to group students homogeneously or heterogeneously depending on the specific needs of students. EL students will have time specifically set aside during the day to focus strategically on language. During this time, teachers use materials from the adopted ELA curricula to follow the CA ELD Standards and develop discourse practices, grammatical structures, and vocabulary necessary for successful participation in academic tasks in all content areas.

Monitoring and Evaluation of Program Effectiveness

Willie J Frink College Prep will evaluate the effectiveness of its education program for ELs by:

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

Use of ELPAC for Placement, Program Offering, Professional Learning, and Goal Setting. The ELPAC will support the identification of EL students, allowing Willie J Frink College Prep to ensure that all EL students are served in both Integrated ELD environments and Designated ELD environments. EL students will receive

targeted opportunities for additional support in using English purposefully, interacting in meaningful ways, and understanding how English works in an integrated environment.

Additionally, Willie J Frink College Prep will use the ELPAC to identify small groups of students for Designated ELD, giving them more opportunities to focus strategically on language, including focused work on: developing discourse practices, grammatical structures, and vocabulary necessary for successful participation in academic tasks in all content areas. These small groups will also include time for goal setting and planning to ensure students meet their goals.

Finally, Willie J Frink College Prep will use the ELPAC to identify grade levels and classes that require additional support for teacher professional learning. While all teachers will receive significant training for ELD, teachers who have EL students in their classrooms will receive additional support through our observation and feedback model, which includes identifying best practices and internalizing them through practice.

Supporting Students with Disabilities

Willie J Frink College Prep plans to be its own local educational agency (“LEA”) and plans to apply to be a member of the Panama Buena Vista Union School District SELPA in conformity with Education Code Section 47641(a). In the event the Charter School seeks membership in a different state-approved SELPA, the Charter School shall provide notice to the District, the SELPA, and the California Department of Education before June 30th of the year before services are to commence.

Upon acceptance in a SELPA, other than with PBVUSD, the Charter School shall provide the District evidence of membership. The Charter School’s application and acceptance as an independent LEA member of a SELPA shall not be considered a material revision to this charter. As an LEA member of the SELPA, the Charter School shall receive state and federal revenues directly, in accordance with the SELPA’s allocation plan.

In the event that the Charter School does not gain membership in a SELPA for its first year of operation, it shall by default be categorized as a “school of the district” for special education purposes pursuant to Education Code Section 47641(b), and shall seek membership in a SELPA to commence in year two of operation. For year one of operation, the Charter School shall then enter into an MOU with the District related to the delineation of duties between the District and the Charter School. Under this scenario, the Charter School anticipates the MOU shall include the following arrangements, whereby the District shall forward all state and federal special education revenues generated by the Charter School’s enrollment to the Charter School and the Charter School shall provide all necessary special education instruction and related services in the same manner as special education services are provided in any other school in the District. The Charter School shall use the LCFF to make up any shortfalls from the special education revenues received. The Charter School is ready to discuss this arrangement, or a mutually agreed upon reasonable alternative, in our discussions with the District to develop the MOU.

Willie J Frink College Prep will comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms.

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

Willie J Frink College Prep is solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by Willie J Frink College Prep will be accessible for all students and individuals with disabilities.

Section 504 of the Rehabilitation Act

Willie J Frink College Prep 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 Willie J Frink College Prep. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

A 504 team will be assembled by Administration and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which 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 which are designed to provide a single general intelligence quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is 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 IDEA, a referral for assessment under the IDEA will be made by the 504 team.

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

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

Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

Services for Students under the IDEA

Willie J Frink College Prep will provide special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the SELPA.

Willie J Frink College Prep will provide services for special education students enrolled in Willie J Frink College Prep. Willie J Frink College Prep will follow 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.

Willie J Frink College Prep will promptly respond to all County or SELPA inquiries, to comply with reasonable County or SELPA directives, and to allow the County or SELPA access to Charter School students, staff, facilities, equipment and records as required or imposed by law.

Staffing

All special education services at Willie J Frink College Prep will be delivered by individuals or agencies qualified to provide special education services as required by California's Education Code and the IDEA. Willie J Frink College Prep verifies that all non-public agencies it contracts with will be certified by the California Department of Education. Charter School staff participate in SELPA in-service training relating to special education as appropriate.

Willie J Frink College Prep is 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. Willie J Frink College Prep will ensure that all special education staff hired or contracted by Willie J Frink College Prep is qualified pursuant to SELPA policies, as well as meet all legal requirements. Willie J Frink College Prep is responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to charter school students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

Notification and Coordination

Willie J Frink College Prep will follow SELPA policies as they apply to all SELPA schools for responding to implementation of special education services. Willie J Frink College Prep will adopt and implement policies relating to all special education issues and referrals as appropriate.

Identification and Referral

Willie J Frink College Prep is responsible for identifying, referring, and working cooperatively in locating charter school students who have or may have exceptional needs that qualify them to receive special education services. Willie J Frink College Prep 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 general education program have been considered, and where appropriate, utilized.

Willie J Frink College Prep 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.

Behavior Intervention Plans

Willie J Frink College Prep will provide a full inclusion program for students with special needs. Students with disabilities will be held to the same behavioral expectations as their general education peers. Students with disabilities who have an IEP may require behavioral accommodations/modifications.

If a student is identified to have behavioral concerns, an SST meeting will be convened. In this meeting, the parent/guardian will be provided with an assessment plan to sign. The assessment plan will consist of a Functional Behavioral Analysis completed by a Board Certified Behavior Analyst. The assessment may result in a Behavior Intervention Plan. If it is determined that the student qualifies for an IEP, and the behavior plan has not been effective after several attempts and modifications to the plan, an IEP meeting will be convened for the purpose of a manifestation determination in order to discuss appropriate placement to best meet the student's needs.

Any disciplinary action necessary for students with disabilities will be based on school-wide policy and procedures, including the suspension and expulsion policy and procedures, in accordance with all applicable federal and state laws and regulations.

Assessments

The term "assessments" shall have the same meaning as the term "evaluation" in the IDEA, as provided in Section 1414, Title 20 of the United States Code. Willie J Frink College Prep will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. Willie J Frink College Prep will continue to obtain parent/guardian consent to assess its students.

IEP Meetings

Willie J Frink College Prep will arrange and notice the necessary IEP meetings. IEP team membership will be in compliance with state and federal law. Willie J Frink College Prep is responsible for having the following individuals in attendance at the IEP meetings: the Principal and/or Willie J Frink College Prep designated representative with appropriate administrative authority as required by the IDEA; the student's special education teacher; the student's general education teacher if the student is or may be in a general education classroom; the student, if appropriate; and other Willie J Frink College Prep representatives who are knowledgeable about the regular education program at Willie J Frink College Prep and/or about the student. Willie J Frink College Prep is responsible for arranging 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 IDEA, a speech therapist, psychologist, resource specialist, and behavior specialist; and will continue to document the IEP meeting and provide of notice of parental rights.

IEP Development

Willie J Frink College Prep understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education are the decision of the IEP team, pursuant to the IEP process. Programs, services and placements are provided to all eligible Charter School students in accordance with the policies, procedures and requirements of the SELPA and State and Federal law. In the case of English Learners, all IEP goals and objectives will be linguistically appropriate. In the goals section of an English Learner student's IEP, the box for "linguistically appropriate" will be marked.

IEP Implementation

Willie J Frink College Prep is responsible for all school site implementation of the IEP. As part of this responsibility, Willie J Frink College Prep provides parents with timely reports on the student's progress as provided in the student's IEP, and at least as frequently as progress reports are provided for Willie J Frink

College Prep's non-special education students. Willie J Frink College Prep provides all home-school coordination and information exchange. Willie J Frink College Prep is responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

Interim and Initial Placements of New Charter School Students

The Charter School shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in Willie J Frink College Prep from another school district outside of the SELPA with a current IEP within the same academic year, Willie J Frink College Prep will continue to conduct an IEP meeting within thirty (30) days. Prior to such meeting and pending agreement on a new IEP, Willie J Frink College Prep will implement the existing IEP at Willie J Frink College Prep, to the extent practicable or as otherwise agreed with the parent/guardian.

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 the Charter School from a school district operated program under the same special education local plan area of the Charter School within the same academic year, the Charter School shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the Charter School agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to the Charter School with an IEP from outside of California during the same academic year, the Charter School 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 Charter School 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 Charter School, and develops a new IEP, if appropriate that is consistent with federal and state law.

Non-Public Placements/Non-Public Agencies

Willie J Frink College Prep is solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students.

Non-discrimination

It is understood and agreed that all children have access to Willie J Frink College Prep and no student shall be denied admission nor counseled out of Willie J Frink College Prep 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 Complaints

Willie J Frink College Prep has adopted policies for responding to parental concerns or complaints related to special education services. Willie J Frink College Prep will receive any concerns raised by parents/guardians regarding related services and rights. Willie J Frink College Prep's designated representative will investigate as necessary, respond to, and address the parent/guardian concern or complaint.

Due Process Hearings

Willie J Frink College Prep may initiate a due process hearing or request for mediation with respect to a student enrolled in the Charter School if it determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, Willie J Frink College Prep shall defend the case.

SELPA Representation

Willie J Frink College Prep will represent itself at all SELPA meetings.

Funding

Willie J Frink College Prep understands that it will be subject to the allocation plan of the SELPA.

Supporting Socioeconomically Disadvantaged Students

The Willie J Frink College Prep educational program was designed with the explicit support of socioeconomically disadvantaged students in mind, with a focus on the academic qualities, college readiness skills, and guiding principles necessary to achieve our mission of preparing students for college and the career of their choice. Willie J Frink College Prep intends to serve a higher percentage of socioeconomically disadvantaged students than the District.⁸⁶ The educational program detailed in this Element is designed to support students in overcoming the obstacles they face through high expectations, rigorous curriculum, a focus on the whole child, intentional family involvement, an adherence to the Five Stars, and intensive professional development for instructional staff. Highlights of this program, which in turn serve socioeconomically disadvantaged students, include those described below.

Holding Every Student to High Expectations

Schoolwide beliefs by teachers, parents, and students that all students will go to college; regular, standards-based assessments to track mastery of learning standards and inform instruction; student presentations; intentional development of a sense of civic responsibility and engagement in local government; development of an entrepreneurial spirit.

Delivering Rigorous, High-Quality Curriculum

Curriculum based in the State Standards; authentic learning experiences; focus on English language acquisition and literacy skills; one-to-one technology; year-round calendar that supports knowledge retention.

Serving the Whole Child

Cultivating a caring school culture that includes restorative practices where every child is known; integrated social-emotional development; daily meals provided.

Family Involvement

One-on-one meetings with teachers during the school year to discuss student progress; partnerships with community organizations that can be leveraged by families; connections to social services at the county level.

Teacher Excellence

Teachers conduct regular analysis of student data to improve instruction; teacher professional development on topics such as trauma-informed practice, restorative practices, McKinney-Vento protections, etc.

Willie J Frink College Prep will regularly disaggregate assessment data to look at achievement of this sub-group as compared to the school at large and their non-disadvantaged peers. If data indicates that this group is

⁸⁶ In the 2021-22 school year, Panama-Buena Vista Union School District served a student population that was 75.3% classified socioeconomically disadvantaged. Source: CDE Dataquest. It is the intention of Willie J Frink College Prep to serve approximately 10% more socioeconomically disadvantaged students than the District.

struggling, adjustments in program and instruction will be made. If data indicates that a student within this subgroup is struggling, this will trigger the COST process described in depth above and the corresponding support services as needed to ensure the child closes any gap and is supported to meet our mission.

As previously detailed, Willie J Frink College Prep anticipates—and will actively seek out—serving students from socio-economically disadvantaged families; in many cases we expect our students will have experienced extreme poverty including homelessness and housing instability and food instability. In order to support these students, our engaging, differentiated instructional program will provide them with support and resources to ensure success. A small school environment, small class sizes, supplemental supports including tutoring and more all ensure these students are well-known and supported. Teachers will receive training on identifying students with significant needs/students in crisis and referrals to appropriate child and family supports.

Supporting Students Achieving Above Grade Level/Gifted Students

Willie J Frink College Prep is committed to supporting all students in excelling in the educational program. Academically high-achieving students will be identified through teacher recommendation, grade reports, test scores, and/or other assessment measures. As with all students, Willie J Frink College Prep will maintain high academic expectations for high-achieving youth. Families and students will set individual goals during conferences. Supplemental instructional materials and assignments will be provided to students to challenge them to continue to excel.

Supporting Students in Other Subgroups

Willie J Frink College Prep will offer a variety of support for students with extraordinary needs, such as foster youth and homeless students. The Principal will serve as the designee for foster and homeless youth and monitor their performance and progress. Our intervention program provides several levels of guidance depending on the need of the student, including counseling, and referrals to outside resources.

Willie J Frink College Prep will identify homeless youth through initial enrollment forms, as well as drops in grades, hunger, fatigue and other signs of stress. If a parent or student indicates they are living in a situation that would qualify as homeless the school will inform them of their rights under the McKinney-Vento Act. Willie J Frink College Prep will adhere to the McKinney-Vento Act and provide all required supports to its homeless youth.

Willie J Frink College Prep will screen for foster youth via possible visits from social services; non-parent enrolling students in school; home arrangements (group home); and self-identification. As needed, foster youth can be referred to the COST process to determine the individual supports and interventions needed to help them succeed in their classes. Our foster youth will be provided counseling services or referred to free or reduced cost mental health clinics if signs of emotional concerns present themselves.

As detailed above, our COST process and teacher training ensure that all students with special needs are promptly identified and provided the supports they need, including referrals for students and their families to outside support organizations. Students in all subgroups will be monitored through performance on state assessments, internal benchmark exams, and grades. Continued support will be provided to students based on their performance on each indicator.

Annual Goals of Willie J Frink College Prep

Please refer to the table in Element 2: Measurable Pupil Outcomes for a description of the charter school's annual goals to be achieved, aligned to the eight state priorities, schoolwide and for all pupil subgroups, as described in Education Code 52060(d), and specific annual actions to achieve those goals, in accordance with Education Code Section 47605(c)(5)(A)(ii).

ELEMENT 2: MEASURABLE PUPIL OUTCOMES

“The measurable pupil outcomes identified for use by the charter school. ‘Pupil outcomes,’ for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) 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.”
 CA Education Code § 47605(c)(5)(B)

Goals, Actions, and Measurable Outcomes Aligned to the Eight State Priorities

Charter School Goals, Actions and Measurable Outcomes that Align to State Priorities	
<p>Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), the Charter School has established schoolwide goals, actions, and measurable outcomes, which address and align with the State Priorities identified in Education Code Section 52060(d). The Charter School anticipates that most of its student subgroups will comprise more than a majority of students. For that reason, and because of our fundamental belief in the ability of all students to achieve, the schoolwide goals below also apply to all student subgroups.</p> <p><u>Local Control and Accountability Plan</u> In accordance with Education Code Section 47606.5, the Charter School shall comply with all elements of the Local Control and Accountability Plan (“LCAP”) pursuant to regulations and a template adopted by the California State Board of Education and reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter. The Charter School shall submit the LCAP to the District and the County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.</p> <p>The LCAP and any revisions necessary to implement the LCAP, including outcomes and methods of measurement listed below, shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.</p>	
State Priority #1— Basic Services	
<p><i>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))</i></p>	
Subpriority A – Teachers	
Goal to Achieve Subpriority	All teachers will be fully credentialed with the appropriate English Learner Authorization/CLAD as defined by the California Commission on Teacher Credentialing; all teachers will be appropriately assigned.
Actions to Achieve Goal	Hire and retain fully credentialed teachers to meet the needs of all students; all prospective teachers will undergo a rigorous hiring

	process, including paper screening, reference checks, interviews, curricular and teaching materials review, and teaching demonstrations; all teachers screened for employment will hold a CA teaching credential; teachers who teach in English would ideally hold either BCLAD/CLAD; credential status will be reviewed annually.
Measurable Outcome	All teachers will hold appropriate credentials for their class assignments.
Methods of Measurement	Personnel records, including documentation of transcripts and credentials consistent with the CTC.
Subpriority B – Instructional Materials	
Goal to Achieve Subpriority	All students have access to standards-aligned instructional materials.
Actions to Achieve Goal	Purchase materials aligned to California state standards.
Measurable Outcome	Inventory of standards-aligned materials available to students.
Methods of Measurement	Annual review of standards-aligned materials; annual inventory of standards-aligned materials.
Subpriority C – Facilities	
Goal to Achieve Subpriority	All school facilities will be in good repair.
Actions to Achieve Goal	Regular facility inspections to screen for safety hazards.
Measurable Outcome	All school facilities will be graded “good” or “excellent” on annual Facility Inspection reports.
Methods of Measurement	Annual Facility Inspection report; facility inspection checklists.
State Priority #2— Implementation of State Standards	
<i>Implementation of State Standards (including CCSS and ELD), including how EL students will be enabled to gain academic content knowledge and English language proficiency</i>	
Subpriority A – State Standards Implementation	
Goal to Achieve Subpriority	The Charter School’s curriculum will be fully-aligned to California Common Core State Standards, and be designed to support all learners, including English Learners and other subgroups, in accessing and mastering the curriculum and standards; teachers will have 48 days/156 hours of professional development annually before, during, and after the school year, which will include dedicated days for understanding and implementing CCSS and ELD standards, deepening knowledge on language acquisition, and developing instructional strategies for supporting English Learners and all student subgroups.
Actions to Achieve Goal	A curriculum committee will be formed to consider the curriculum to be implemented; curriculum will be reviewed at least annually to ensure it is meeting the learning needs of our student population; an annual professional development calendar will be developed and distributed to teachers annually.
Measurable Outcome	All curriculum implemented is fully-aligned to CCSS and ELD; the school calendar reflects dedicated days for teacher professional development.
Goal and Outcomes—All Subgroups	100% of teachers will create and use lessons aligned to CCSS daily
Methods of Measurement	Approved curriculum from curriculum committee; annual inventory of curriculum; teacher surveys.

Subpriority B – EL Students & Academic Content Knowledge	
Goal to Achieve Subpriority	The Charter School’s curriculum will be fully-aligned to California Common Core State Standards, and be designed to support all learners, including English Learners and other subgroups, in accessing and mastering the curriculum and standards; teachers will have 48 days/156 hours of professional development annually before, during, and after the school year, which will including dedicated days for understanding and implementing CCSS and ELD standards, deepening knowledge on language acquisition, and developing instructional strategies for supporting English Learners and all student subgroups.
Actions to Achieve Goal	A curriculum committee will be formed to consider the curriculum to be implemented; curriculum will be reviewed at least annually to ensure it is meeting the learning needs of our student population, including English Learners; an annual professional development calendar will be developed and distributed to teachers annually.
Measurable Outcome	Annually, 100% of EL students will gain academic content knowledge through the implementation of the CCSS and ELD standards.
Methods of Measurement	CAASPP, ELPAC, ELD reclassification, annual report cards, CA School Dashboard.
Subpriority C – EL Students & English Language Proficiency	
Goal to Achieve Subpriority	The Charter School’s curriculum will be fully-aligned to California Common Core State Standards, and be designed to support all learners, including English Learners and other subgroups, in accessing and mastering the curriculum and standards; teachers will have 48 days/156 hours of professional development annually before, during, and after the school year, which will including dedicated days for understanding and implementing CCSS and ELD standards, deepening knowledge on language acquisition, and developing instructional strategies for supporting English Learners and all student subgroups.
Actions to Achieve Goal	A curriculum committee will be formed to consider the curriculum to be implemented; curriculum will be reviewed at least annually to ensure it is meeting the learning needs of our student population, including English Learners; an annual professional development calendar will be developed and distributed to teachers annually.
Measurable Outcome	80% of EL students will advance at least one performance level on the ELPAC each academic year.
Methods of Measurement	ELPAC, annual report cards, CA School Dashboard.
State Priority #3— Parental Involvement and Family Engagement	
<i>Parental involvement and family engagement, including efforts the Charter School makes to seek parent input in making decisions for the Charter School, and including how the Charter School will promote parental participation in programs for unduplicated pupils and individuals with exceptional needs.</i>	
Subpriority A – Achieving/Maintaining Parental Involvement	
Goal to Achieve Subpriority	Meaningful engagement with all families, including families of student subgroups, as essential partners to support the Charter School community, its students, staff, and programs.
Actions to Achieve Goal	Identify the amount and type of volunteering needed to ensure the Charter School community thrives.

Measurable Outcome	A suggested (non-mandatory) number of volunteer hours is detailed in the parent and student handbook and varied opportunities for volunteering are published on the school website.
Methods of Measurement	Surveys of parents.
Subpriority B – Promoting Parent Participation	
Goal to Achieve Subpriority	Families, including those of all student subgroups, will feel like essential partners in the building and maintenance of the Charter School community.
Actions to Achieve Goal	Create a parent engagement team comprised of staff and parents to identify and/or create opportunities for parents to be engaged in meaningful and strategic ways; volunteer and other engagement opportunities are provided to parents, varying in time of day and length of engagement to allow for maximal opportunities.
Measurable Outcome	The Charter School has a healthy pool of volunteers upon which to draw; numerous opportunities for engagement are posted on the school website.
Methods of Measurement	Survey of parents; volunteer sign-ups for various events throughout the school year.
Subpriority C – Promoting Parent Participation for Unduplicated Students and Students with Exceptional Needs	
Goal to Achieve Subpriority	Engagement with all families, including those of all student subgroups, as essential partners to support the Charter School community, its students, staff, and programs.
Actions to Achieve Goal	Create a parent engagement team comprised of staff and parents to identify and/or create opportunities for parents to be engaged in meaningful and strategic ways; volunteer and other engagement opportunities are provided to parents, varying in time of day and length of engagement to allow for maximal opportunities.
Measurable Outcome	The parent engagement team includes at least one parent from each 'student subgroup' at the school; numerous opportunities for engagement are posted on the school website; parents of unduplicated students and students with exceptional needs report feeling connected to the school community.
Methods of Measurement	Survey of parents; roster of parent engagement team members.
State Priority #4— Student Achievement	
<i>Pupil achievement, as measured by all of the following, as applicable:</i>	
<ul style="list-style-type: none"> A. California Assessment of Student Performance and Progress statewide assessment B. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education C. Percentage of ELs who make progress toward English language proficiency as measured by the English Language Proficiency Assessments for California D. EL reclassification rate E. Percentage of pupils who have passed an AP exam with a score of 3 or higher F. Percentage of pupils who demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness 	
Subpriority A – CAASPP	
Goal to Achieve Subpriority	The Charter School will continually increase the percentage of students meeting or exceeding standards in ELA and mathematics.

Actions to Achieve Goal	Conduct ongoing review of standards-based curriculum and academic achievement data in order to (1) improve and refine comprehensive and consistent delivery of high-quality standards-based program for all students, including ELs and all student subgroups, (2) set internal baseline performance targets, and (3) design and deliver appropriate professional development.
Measurable Outcome	Annual increases in percentage of students in all student subgroups achieving proficiency in ELA and mathematics. All Students, including all student subgroups: Year 1 (first year when 3rd grade students matriculate), establish baseline performance; Year 2, 2% increase over the baseline; Year 3, 4% increase over the baseline; Year 4, 5% increase over Year 3; Year 5, 5% increase over Year 4.
Methods of Measurement	Percentage of students performing at or above proficiency levels on CAASPP assessments.
Subpriority B – UC/CSU Course Requirements (or CTE)	
Not Applicable	
Subpriority C – EL Proficiency Rates	
Goal to Achieve Subpriority	The Charter School will continually increase the percentage of English Learners achieving Level 4 on the ELPAC annually.
Actions to Achieve Goal	Conduct ongoing review of standards-based curriculum and academic achievement data in order to (1) improve and refine comprehensive and consistent delivery of high-quality standards-based program for all students, including ELs and all student subgroups, (2) set internal baseline performance targets, and (3) design and deliver appropriate professional development; unit plans for all subjects will identify the core content vocabulary and functions of language required for English Learners to both access and demonstrate knowledge of the content. Specific goals and strategies will be included to support this acquisition and mastery.
Measurable Outcome	80% of EL students will advance at least one performance level on the ELPAC each academic year.
Methods of Measurement	ELPAC
Subpriority D – EL Reclassification Rates	
Goal to Achieve Subpriority	The Charter School will continually increase the percentage of English Learners being reclassified as Fluent English Proficient annually.
Actions to Achieve Goal	Conduct ongoing review of standards-based curriculum and academic achievement data in order to (1) improve and refine comprehensive and consistent delivery of high-quality standards-based program for all students, including ELs and all student subgroups, (2) set internal baseline performance targets, and (3) design and deliver appropriate professional development; unit plans for all subjects will identify the core content vocabulary and functions of language required for English Learners to both access and demonstrate knowledge of the content. Specific goals and strategies will be included to support this acquisition and mastery.
Measurable Outcome	In Year 1 at least 7% of EL students will be reclassified as Fluent English Proficient; in Year 2 at least 10% of EL students will be reclassified as Fluent English Proficient; in Year 3 at least 15% of EL

	students will be reclassified as Fluent English Proficient; in Year 4 at least 20% of EL students will be reclassified as Fluent English Proficient; in Year 5 at least 25% of EL students will be reclassified as Fluent English Proficient.
Methods of Measurement	EL reclassification rates, CA School Dashboard, report cards
Subpriority E – AP Exam Passage Rate	
Not Applicable	
Subpriority F – College Preparedness/EAP	
Not Applicable	
State Priority #5— Student Engagement	
<i>Pupil engagement, as measured by all of the following, as applicable:</i>	
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	The Charter School will provide a safe, healthy and nurturing learning environment to foster social, emotional and academic engagement and success for all students, including all student subgroups.
Actions to Achieve Goal	Teachers will be trained in attendance expectations, guidelines for student attendance, and in how to reach out to families of students with unexcused absences; families will be educated on attendance expectations, the different types of absences, and the cost of absences to both student learnings and to the school; students with unexcused absences will receive direct calls to their families by the office manager or designee.
Measurable Outcome	An average daily attendance rate of 95%.
Methods of Measurement	Internal and external attendance reporting.
Subpriority B – Student Absenteeism Rates	
Goal to Achieve Subpriority	The Charter School will provide a safe, healthy and nurturing learning environment to foster social, emotional and academic engagement and success for all students.
Actions to Achieve Goal	Teachers will be trained in attendance expectations, guidelines for student attendance, and in how to reach out to families of students with unexcused absences; families will be educated on attendance expectations, the different types of absences, and the cost of absences to both student learnings and to the school; students with unexcused absences will receive direct calls to their families by office manager or designee.
Measurable Outcome	The Charter School will maintain an annual chronic absenteeism rate lower than the District.
Methods of Measurement	Internal and external attendance reporting.
Subpriority C – Middle School Dropout Rates	
Goal to Achieve Subpriority	The Charter School will provide a safe, healthy and nurturing learning environment to foster social, emotional and academic engagement and success for all students.

Actions to Achieve Goal	Teachers will be trained in attendance expectations, guidelines for student attendance, and in how to reach out to families of students with unexcused absences; families will be educated on attendance expectations, the different types of absences, and the cost of absences to both student learnings and to the school; students with unexcused absences will receive direct calls to their families by office manager or designee.
Measurable Outcome	The Charter School will maintain an annual middle school dropout rate lower than the district when middle school grades are being served.
Methods of Measurement	Internal and external attendance reporting, SARC.
Subpriority D – High School Dropout Rates	
Not Applicable	
Subpriority E – High School Graduation Rates	
Not Applicable	
State Priority #6— School Climate	
<i>School climate, as measured by all of the following, as applicable:</i>	
<ul style="list-style-type: none"> 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	The Charter School will maintain a suspension rate lower than the district for all students, including all student subgroups.
Actions to Achieve Goal	Staff will be trained in trauma-informed practices and restorative justice techniques in order to establish and maintain a progressive discipline plan that focuses on positive behavior support, restorative justice, and alternatives to suspension and expulsion.
Measurable Outcome	The Charter School’s suspension rate will be lower than the District’s for all students, including all student subgroups, in each year of operation.
Methods of Measurement	SARC, CA School Dashboard, student files
Subpriority B – Pupil Expulsion Rates	
Goal to Achieve Subpriority	The Charter School will maintain an expulsion rate lower than the district for all students, including all student subgroups.
Actions to Achieve Goal	Staff will be trained in trauma-informed practices and restorative justice techniques in order to establish and maintain a progressive discipline plan that focuses on positive behavior support, restorative justice, and alternatives to suspension and expulsion.
Measurable Outcome	The Charter School’s expulsion rate will be lower than the District’s for all students, including all student subgroups, in each year of operation.
Methods of Measurement	SARC, CA School Dashboard, student files
Subpriority C – Other School Safety and School Connectedness Measures (Surveys)	
Goal to Achieve Subpriority	Ensure parents, students, and teachers are made to feel part of the school community through intentional engagement, including offers of support beyond those that are academic in nature; they will also feel safe on our campus, physically and emotionally.

Actions to Achieve Goal	Staff will be trained in trauma-informed practices and restorative justice techniques in order to establish and maintain a progressive discipline plan that focuses on positive behavior support, restorative justice, and alternatives to suspension and expulsion.
Measurable Outcome	At least 80% of respondents to the parent, student, and teacher annual surveys will report feeling a sense of connectedness to the school community and that they feel safe being on campus every day.
Methods of Measurement	Annual surveys of parents, students, and teachers; CA School Dashboard.
State Priority #7— Course Access	
<i>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.</i>	
<i>“Broad course of study” includes the following, as applicable:</i>	
<i>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)</i>	
<i>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))</i>	
Goal to Achieve Subpriority	All students, including all student subgroups, will become self-confident contributors to civic society and demonstrate understanding of the interconnectedness of people and their environment.
Actions to Achieve Goal	All students, including all student subgroups, will have access to a broad course of study, including, English, mathematics, social science, science, visual and performing arts, health, and physical education.
Measurable Outcome	All students, including all student subgroups, will be enrolled in required core academic courses to meet the requirements to matriculate to the next grade level.
Methods of Measurement	Annual course schedules, report cards.
State Priority #8—Other Student Outcomes	
<i>Pupil outcomes, if available, in the subject areas described above in #7, as applicable.</i>	
Subpriority A – English	
Goal to Achieve Subpriority	All students, including all student subgroups, will demonstrate proficiency in English.
Actions to Achieve Goal	Ensure all students, including all student subgroups, have access to a broad course of study, are provided the necessary instructional materials to support their learning, and are provided appropriate instructional supports to achieve academic success.
Measurable Outcome	All Students, including all student subgroups: Year 1 , establish baseline performance; Year 2 , 2% increase over the baseline; Year 3 , 4% increase over the baseline; Year 4 , 5% increase over Year 3; Year 5 , 5% increase over Year 4.
Methods of Measurement	SBAC, internal benchmark assessments, pre- and post-unit testing
Subpriority B – Mathematics	
Goal to Achieve Subpriority	All students, including all student subgroups, will demonstrate proficiency in mathematics.
Actions to Achieve Goal	Ensure all students, including all student subgroups, have access to a broad course of study, are provided the necessary instructional

	materials to support their learning, and are provided appropriate instructional supports to achieve academic success.
Measurable Outcome	All Students, including all student subgroups: Year 1 , establish baseline performance; Year 2 , 2% increase over the baseline; Year 3 , 4% increase over the baseline; Year 4 , 5% increase over Year 3; Year 5 , 5% increase over Year 4.
Methods of Measurement	SBAC, internal benchmark assessments, pre- and post-unit testing
Subpriority C – Social Sciences	
Goal to Achieve Subpriority	All students, including all student subgroups, will demonstrate proficiency in social sciences, including civic engagement, entrepreneurship, and age-appropriate leadership skills.
Actions to Achieve Goal	Ensure all students, including all student subgroups, have access to a broad course of study, are provided the necessary instructional materials to support their learning, are provided appropriate instructional supports to achieve academic success, and are provided learning opportunities outside of the classroom that engage local civic and governmental organizations.
Measurable Outcome	When applicable, at least 75% or all 6 th grade students, including all student subgroups, will meet or exceed standards on SBAC for social science. At least 75% of all students, including all student subgroups, will demonstrate grade level proficiency in end-of-unit assessments and other internal benchmark assessments. At least 90% of all students, including all student subgroups, will participate in experiential learning opportunities through engagement with local civic and/or governmental organizations.
Methods of Measurement	SBAC, participation notes/logs for attendance at civic events with community and/or government organizations that reenforce classroom lessons, unit and other benchmark assessments.
Subpriority D – Science	
Goal to Achieve Subpriority	All 5 th and 8 th grade students (when applicable), including all student subgroups, will demonstrate proficiency in science subjects.
Actions to Achieve Goal	Ensure all students, including all student subgroups, have access to a broad course of study, are provided the necessary instructional materials to support their learning, and are provided appropriate instructional supports to achieve academic success.
Measurable Outcome	At least 70% of 5 th and 8 th grade students (when applicable), including all student subgroups, will meet or exceed standards annually in CAST testing. All students, including all student subgroups, will demonstrate consistent growth on internal benchmarks.
Methods of Measurement	CAST, internal benchmarks.
Subpriority E – Visual and Performing Arts	
Goal to Achieve Subpriority	All students, including all student subgroups, will demonstrate proficiency in visual and performing arts.
Actions to Achieve Goal	Ensure all students, including all student subgroups, have access to a broad course of study, are provided the necessary instructional materials to support their learning, and are provided appropriate instructional supports to achieve academic success.
Measurable Outcome	All students will participate in Visual and Performing Arts classes; 100% of students will pass class requirements.

Methods of Measurement	Class schedules and student attendance.
Subpriority F – Physical Education	
Goal to Achieve Subpriority	All 5 th and 7 th grade students (when applicable), including all student subgroups, will demonstrate physical fitness.
Actions to Achieve Goal	Ensure all students, including all student subgroups, have access to a broad course of study, are provided the necessary instructional materials to support their learning, and are provided appropriate instructional supports to achievement academic success.
Measurable Outcome	All 5 th and 7 th grade students (when applicable) will pass the CA PFT.
Methods of Measurement	California Physical Fitness Test
Subpriority G – Health (grades 1-6 only) [or state “Not Applicable”]	
Goal to Achieve Subpriority	All students, including all student subgroups, will demonstrate proficiency in health topics.
Actions to Achieve Goal	Ensure all students, including all student subgroups, have access to a broad course of study, are provided the necessary instructional materials to support their learning, and are provided appropriate instructional supports to achievement academic success.
Measurable Outcome	All 5 th and 7 th grade students (when applicable) will pass the CA PFT.
Methods of Measurement	California Physical Fitness Test
Subpriority H – Foreign Languages (Grades 7-8 only) [or state “Not Applicable”]	
Not applicable.	
Subpriority I – Applied Arts (Grades 7-8 only) [or state “Not Applicable”]	
Not applicable.	
Subpriority J – CTE (grades 7-8 only) [or state “Not Applicable”]	
Not applicable.	
Subpriority K – Other Subject(s) as Prescribed by the Board [Optional]	
Not applicable.	

ELEMENT 3: METHODS FOR ASSESSING STUDENT PROGRESS

“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.”

CA Education Code § 47605(c)(5)(C)

Standardized Testing

Willie J Frink College Prep will comply with state requirements for participation and administration of all state-mandated tests, including computer-based assessments. The Charter School shall submit and maintain complete, accurate, and up-to-date California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with the requirements of California Code of Regulations, title 5, section 861.

In accordance with California state law, Willie J Frink College Prep will conduct the following summative standardized tests as applicable:

- Smarter Balanced Summative Assessments for ELA and mathematics
- California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities, as designed in their individualized education program (IEP), for ELA, mathematics, and science
- California Science Test (CAST)
- California Physical Fitness Test (PFT)
- California Spanish Assessment (CSA) for Spanish reading/language arts (RLA)
- English Language Proficiency Assessments for California (ELPAC)

Willie J Frink College Prep will comply with any new statewide assessment program adopted by the state as applicable to charter schools. Willie J Frink College Prep anticipates working closely with District staff to update this section of the Charter to reflect any new statewide assessment programs and their implementation timelines.

Non-standardized Assessments

Willie J Frink College Prep recognizes that ongoing assessment is a critical element for student success and teacher planning in all grades. Assessment data will provide the necessary information to create strategic instructional programs to meet student needs. This will include various formative and summative assessments. We will use authentic assessments to measure standards mastery and social development.

The following formative and summative assessments will be used by Willie J Frink College Prep:

- Student work samples
- Collaborative/Cooperative group opportunities, which will allow students and teachers to monitor and evaluate their progress, set priorities and goals, create options, and enable students to take responsibility for pursuing their goals
- Interim assessments to determine placements and mastery of standards in math, writing, and reading
- Teacher-designed assessments to guide instruction
- Student conduct records kept in the student information system
- Parent surveys collected in the fall and spring
- Progress reports, report cards, to document student learning progress during the school year

Assessment Cycle

Willie J Frink College Prep will administer the following standardized assessments and non-standardized assessments according to the table below.

Assessment	Purpose	Grades	Frequency
CAASPP SBAC	Measure student achievement in Common Core subject areas (ELA and math)	3-8	Annually
SBAC, Interim Comprehensive Assessments	Determine students' base-level mastery in Common Core subject areas	3-8	Upon student enrollment
SBAC, Interim Assessment Blocks	Assess student progress in more specific content areas	3-8	As needed to determine direction of instruction
California Science Test	Measure student achievement in Science using state-defined criteria	5 and 8	Annually
ELPAC	Identify, assess and reclassify students as they progress through stages of English language development	TK-8	As needed to align with district/state mandates, or to inform direction of instruction
Physical Fitness Test	Comprehensive state-mandated exam for physical fitness	5, 7	Annually
Charter-designed rubrics and report cards	Assessment of student achievement, effort, and social/behavioral development	TK-8	Three times per year
Teacher-created rubrics and assessments for performance-based tasks and projects	Determine standards mastery and progress toward goals	TK-8	Upon completion of each unit or project
Writing rubrics	Assess mastery of grade-level writing skills and standards	TK-8	Weekly, monthly, and/or quarterly (depending on student and grade level)
Intermittent online assessments through iReady (or similar verified data)	Interim reinforcement of specific subject matter and standards relative to current units/projects	TK-8	As needed during unit/project progression

Student Information System

Willie J Frink College Prep will implement a web-based student information management system, such as PowerSchool, or equivalent, depending on the needs of parents, teachers, and students. These systems for tracking and monitoring student progress and attendance provides an opportunity to close the information gap among all stakeholders (e.g., students, parents, teachers, Board, school leaders, public). The online portal will be an accessible space where teachers and parents can communicate and jointly monitor student progress and achievements. All teachers will receive training on effective use of the system, including how to create useful and actionable reports, and how to conduct analysis of the collected data.

Data Analysis and Reporting

Willie J Frink College Prep plans to leverage the services of EdTec's student data assessment services to assist in analyzing and reporting data on pupil achievement. With EdTec's support, Willie J Frink College Prep teachers, administrators, and appropriate staff will analyze schoolwide, grade level, student subgroups, and other relevant subgroup data to inform adjustments in instruction and/or materials.

Teachers will use the collection of data for analysis of student achievement, and to inform continuous instructional improvement. Reports will help determine which students need more aggressive support, acceleration, intervention, and/or remediation. Assessments and their resulting data will drive our instruction. Additionally, Willie J Frink College Prep will use the California School Dashboard report to monitor growth over time and to create goals for the upcoming year.

Data will be used for reporting pupil achievement. In addition to formal assessments, teachers will use classroom-based observations and assessments as part of the grading process. Students will receive a standards-based report card at three intervals during the school year, presented during parent conferences. The report will also include civic and business education progress grades and attendance data.

Data will be used for the School Accountability Report Card (SARC) to report school performance to the community. The SARC will be produced on an annual basis and will clearly identify the academic performance of student subgroups, among other student and school-wide data.

ELEMENT 4: 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.”

CA Education Code § 47605(c)(5)(D)

Willie J Frink College Prep will be a direct-funded, independent charter school operated by Frink School Inc, a California non-profit public benefit corporation, pursuant to California law upon approval of this charter.

Willie J Frink College Prep will operate autonomously from the Panama-Buena Vista Union School District, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between PBVUSD and Willie J Frink College Prep. Pursuant to Education Code Section 47604(d), the District shall not be liable for the debts and obligations of Willie J Frink College Prep, operated by a California non-profit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by Willie J Frink College Prep as long as PBVUSD has complied with all oversight responsibilities as required by law.

Willie J Frink College Prep will comply with all applicable state, federal and local regulations and laws applicable to its operation and will comply with the District guidelines and requirements for charter schools. It will retain its own counsel when necessary. It will purchase and maintain, as necessary, general liability, workers compensations, property, flood, errors and omissions, and unemployment insurance.

Governance Structure

Willie J Frink College Prep Board of Directors

Board Composition. Willie J Frink College Prep will be governed by a Board of Directors in accordance with its adopted corporate bylaws, which shall be consistent with the terms of this charter.

The Board shall have no fewer than three (3) and no more than nine (9) directors. All directors shall be designated at the annual meeting of the Board of Directors, in accordance with the bylaws. Except for the initial Board of Directors, each director shall hold office unless otherwise removed, for a term of two (2) years and until a successor director has been appointed.

The qualifications for directors are generally: the ability to attend Board meetings, a willingness to actively support and promote Willie J Frink College Prep, and a dedication to the Willie J Frink College Prep educational goals. Board members must also bring a desired strength to the Board, which the Board of Directors may identify (e.g., experience in educational leadership, a background in law, finance or business, organizational management or experience with non-profit organizations).

The terms of the initial Board of Directors shall be staggered, with the two founders serving terms of six (6) years, and the other Board members serving a term of two (2) years. The initial Board of Directors is comprised of the following members:

<u>Name</u>	<u>Term End</u>
Arleana Waller, Founding Board Member	June 30, 2029
Krissy Warren, Founding Board Member	June 30, 2029
Christina Laster	June 30, 2029
Veronica Smith	June 30, 2029
Freddie Thomas	June 30, 2029
Raven Thomas	June 30, 2029

An overview of the areas of expertise of the initial Board of Directors is detailed below; resumes are included in the Appendices.

	Education	Non-profit	Entrepreneurship	Business	Finance
Arleana Waller	X	X	X	X	X
Krissy Warren	X		X	X	
Christina Laster	X	X			
Veronica Smith	X	X	X	X	X
Freddie Thomas	X	X	X	X	
Raven Thomas	X	X	X	X	

In accordance with Education Code Section 47604(c), the District may appoint a representative to the Board of Directors. If the District chooses to do so, the Charter School Board may appoint another member to ensure that the Board is maintained with an odd number of directors.

Board Responsibilities. The Board of Directors will be responsible for the operational and fiscal affairs of Willie J Frink College Prep, including, but not limited to the following:

- Hire and evaluate the Head of School.
- Approve all contractual agreements and purchases over \$10,000. The Head of School approves invoices and purchases for \$10,000 or less.
- Approve and monitor the implementation of general policies of Willie J Frink College Prep.
- Approve and monitor annual budget.
- Act as a fiscal agent. This includes the receipt of funds for the operation of Charter School in accordance with its laws and the receipt of grants and donations consistent with the mission of Willie J Frink College Prep and the establishment of investment procedures.
- Contract with an external auditor to produce an annual financial audit according to generally accepted accounting practices. An Audit Committee may be convened for this purpose.
- Regularly review progress of both student and staff performance.
- Approve the annual school calendar.
- Establish and approve the annual Board meeting calendar.
- Develop Board of Directors policies and procedures.
- Participate in the dispute resolution procedure and complaint procedures when necessary.
- Approve charter amendments.
- Approve annual fiscal audit and performance report.
- Strategic planning.
- Oversight of curricular and extra-curricular programs.
- Approval of community services/engagement programs.
- Oversight and adoption of policies regarding Charter School facilities and safety.
- Appoint an administrative panel or act as a hearing body, and take action on recommended student expulsions.
- Execute all other responsibilities provided for in the California Corporations Code.

Governance Procedures and Operations. The Board may initiate and carry on 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 is not in conflict with the purposes for which Willie J Frink College Prep is established.

The Board of Directors will attend an annual in-service for the purposes of training individual board members on their responsibilities, including compliance with the Brown Act, conflicts of interest, and fiscal and academic oversight.

Board meetings shall be held in-person and using real-time video communication at the Willie J Frink College Prep charter school site to ensure community, stakeholder and parent participation and attendance at the meetings. This technology allows participants at the school site to see, hear and speak to each other.

All meetings (regular and special) of the Board and its committees shall be called, noticed, and held in compliance with the Brown Act and Education Code Section 47604.1(c). The Board sets its regular calendar of meetings at the Board's annual meeting. The regular board meeting dates are posted on the Charter School's website, as well as in the Charter School's main office.

Prior to a Board meeting:

1. An agenda will be created and reviewed by the Head of School and the Board President, generally one week prior to the scheduled board meeting.
2. The agenda is prepared in full compliance with the Brown Act and includes, but is not limited to, a brief description of each item the Board will consider for action or discussion, the location address for the public meeting, instructions regarding how to request any special accommodations, and a notice whether any member will participate by teleconference. Teleconference participation by any board member will be conducted in full compliance with the Brown Act.

The agenda shall be posted at least 72 hours prior to any regular board meeting at the Willie J Frink College Prep school site (in locations, including each school's main office, where it is visible to parents, visitors, students, and staff), and on the school's website.

1. An e-mail with the agenda and all pertinent attachments is sent to all Willie J Frink College Prep Board Members and all Willie J Frink College Prep employees. Hard copies of the agenda and meeting materials are made available at the meeting location.
2. The specific procedure for calling a Special Board meeting with 24-hours advance notice is outlined in the bylaws and is in compliance with the Brown Act.

Board Decision Making Process. A majority of the board members in office shall constitute a quorum. Every decision made by a majority of the board members present at a meeting, duly held, at which a quorum is present is an act of the Board. Board members may take action by voting yes, no, or abstaining from voting.

To the extent permitted under the Brown Act, members of the Board may participate in a meeting through the use of conference telephone, electronic video screen communication, or other communications equipment. Participation in a meeting through use of conference telephone constitutes presence in person at that meeting, so long as all members participating in the meeting are able to hear one another.

Teleconference participation complies with all requirements of the Brown Act (i.e., agendas specifying location of teleconference participants and providing opportunity for the public to address the Board, posted at publicly accessible location with teleconference capabilities, at least a quorum of directors must participate from within PBVUD boundaries, all votes must be by roll call).

The implementation of the Board's actions will be carried out by the Head of School and Principal.

The Head of School reports to the Board and is specifically responsible for:

- Recruiting, hiring, preparing, and supporting school leaders
- Overseeing HR practices

- Developing and maintaining cohesive school culture
- Developing clear decisions-making guidelines to support the administrative team and the Board in making focused and well-informed decisions
- Assisting in student recruitment and community outreach
- Evaluating the school Principal
- Developing annual budget(s) with school site stakeholders
- Supporting the annual audit
- Negotiating all service providers' contracts
- Overseeing compliance on special education, insurance requirements, and employment
- Securing and maintaining appropriate facilities
- Serving as SELPA liaison
- Leading organizational PR/media and partnerships with community organizations
- Supporting WASC accreditation, when applicable
- Developing and managing strong business functions (finance, operations, budgeting, compliance, human resources, facilities management, marketing, IT)
- Developing and managing school programs, procedures, and policies in alignment with organizational mission
- Building and management a growing team of staff and school leaders

Ensuring Parental Involvement

Willie J Frink College Prep believes that parental involvement translates into increased student achievement. Therefore, Willie J Frink College Prep will encourage, honor, and respect parent voice. Parent involvement and the inclusion of the parent voice are essential and will be ensured in the ways listed below.

School Site Council. The School Site Council (“SSC”) may be composed of one (1) parent, one (1) teacher, the Willie J Frink College Prep Principal, one (1) non-classroom staff member, one (1) community member. As the school adds grade levels and grows its enrollment, member numbers will increase to 3 from each category.

Willie J Frink College Prep’s SSC will assist in developing, reviewing and making annual updates to the Charter Schools’ Local Control and Accountability Plan (LCAP). The SSC will participate in developing recommendations for school policies and share in efforts to engage the support of the community. The SSC will make recommendations about issues related to the school and participate in reviewing parental and community concerns, especially as it relates to funding as described in the LCAP. All SSC members, along with all employees and community members, will be encouraged to attend and voice their desires and opinions at the Charter School’s governing board meetings.

School Site Council teacher representatives will be selected by the teaching staff on an annual basis. The classified representative and the parent representatives will be selected on an annual basis by vote of their respective peers.

School Site Council meetings will be scheduled in advance for the entire year, and will be held monthly.

Each year, the Head of School and Principal will also engage parents, teachers and staff in formulating the school’s annual LCAP updates and goal setting through focus groups, surveys and open meetings in which stakeholders are invited to participate in reviewing the school’s annual progress and establishing goals – and allocating resources – for the coming years. The Charter School will solicit feedback from parents, teachers and staff via annual surveys, meetings regarding the LCAP, SARC and other reports of progress, and a variety

of web-based applications like PowerSchool. The Charter School website will house all-important documents (LCAP, SARC, etc.) providing 24/7 access.

English Learner Advisory Committee (“ELAC”). If the Charter School enrolls 21 or more students of Limited English Proficiency in attendance, regardless of language, it will voluntarily form an English Learner Advisory Committee. The ELAC will be formed at Willie J Frink College Prep when the site has 21 or more students of Limited English Proficiency (“LEP”). The ELAC membership will include: parents of ELs (at least the same percentage of the ELAC membership as ELs constitute of the Charter School’s total student population), Charter School staff, and /or community members as long as the minimum percentage requirement for EL parents is maintained. The ELAC will advise the Head of School, Principal and staff on programs and services for English Learners, and participate in annual goal setting and evaluation of EL achievement and needs (including the LCAP).

Parent Meetings. School-parent meetings will be held regularly while the school is in session, and more frequently, as necessary, in order to facilitate the communication process between parents and the governing board. We will have regular Coffee with the Principal meetings and hold additional meetings, as necessary.

Parents will meet with staff and administrators for report card conferences three times throughout the year (generally, September, February, May). Parents will be advised that the administrators and teaching staff are available for additional conferences as needed or as requested by parents. Parents will be encouraged to serve on the School Site Council. Parents will be consulted and advised through meetings and informational bulletins regarding the school’s educational programs and student progress on an ongoing basis.

Surveys. An annual parent survey will be sent home and collected to inform the development of Willie J Frink College Prep programs for the Local Control and Accountability Plan and to obtain a sense of parent and student satisfaction. The results of this survey will be made available to all Willie J Frink College Prep stakeholders including students, parents, staff, the School Site Council, and the Board of Directors.

Volunteer Opportunities. No parent or guardian of a Willie J Frink College Prep student will ever be required to perform volunteer hours as a condition of their student’s attendance at Willie J Frink College Prep. Parents, however, will be provided many opportunities for volunteering at Willie J Frink College Prep. Service opportunities will include but will not be limited to clerical support, supervision of student field trips, and supporting and organizing parent meetings. Parents can determine the type of service they contribute to Willie J Frink College Prep based on their particular interests, strengths, and availability.

Willie J Frink College Prep will comply with the requirements of Ed. Code section 52064.1 that requires all charter schools to provide a local control funding formula budget overview for parents based on the State’s template.

ELEMENT 5: EMPLOYEE QUALIFICATIONS

*“The qualifications to be met by individuals to be employed by the school.”
CA Education Code § 47605(c)(5)(E)*

Willie J Frink College Prep is committed to hiring dedicated and knowledgeable staff. Staff members will be able to support one another in carrying out the school’s mission and vision. Willie J Frink College Prep will not discriminate against any applicant on the basis of characteristics listed in Education Code Section 220 or another other basis prohibited by law. All candidates will be required to show evidence of compliance with the California criminal background check and clearance process, and all candidates will have professional reference checks. Willie J Frink College Prep will ensure that all certificated staff hold appropriate credentials/licensure from the California Commission on Teacher Credentialing. All Willie J Frink College Prep employees will be “at-will” employees, who may be terminated with or without cause.

Staff Recruitment

Willie J Frink College Prep will utilize multiple search methods to attract and recruit qualified teachers to deliver our instructional program and staff to support the school’s operation. Some of these will include EdJoin, CSU Bakersfield job fairs, posting to the Willie J Frink College Prep website, advertisements at colleges and universities, and word of mouth. Selection of teachers will be based on their teaching experience and ability to demonstrate effective instructional capabilities in the classroom. Willie J Frink College Prep will recruit ESSA-compliant teachers holding a CLAD or BCLAD credential with experience in planning and implementing an engaging, differentiated instructional program. Teachers need to be well versed in English Language Development (ELD) techniques.

The Head of School and Principal will review the qualifications of applicants’ resumes and information in their employment applications. The Head of School and Principal will screen promising applicants by speaking with previous employers prior to selection for an interview. Willie J Frink College Prep’s administrators will conduct interviews with candidates. The principal will ultimately select teachers based on teaching experience, subject matter/grade level expertise, and demonstrated classroom capabilities. The principal will notify each person of his or her status once a decision is made. Candidates who are offered employment will receive written notice from Willie J Frink College Prep.

Qualifications of All Willie J Frink College Prep Staff

All staff will share a commitment to carrying out the mission and vision of Willie J Frink College Prep. Additionally, Willie J Frink College Prep will seek to hire employees who:

- are collaborative and consensus-based,
- value being part of a community of continuous inquiry and improvement,
- exhibit an entrepreneurial and innovative spirit, including being willing to try things that have not been done before in traditional public schools,
- embody a do-whatever-it-takes attitude,
- are dedicated to educating the ‘whole child,’ and
- are committed to personalized learning, project-based learning, civic engagement, character development and social-emotional learning, parent and community partnerships, closing the Black American and student of color achievement gap, and elevating success for all students.

Qualifications of Willie J Frink College Prep Administrators

Administrators (i.e., Head of School, Principal, and other administrator-level staff to be hired) at Willie J Frink College Prep will possess leadership abilities, a comprehensive portfolio that clearly demonstrates success in

leadership, a comprehensive educational vision that is consistent with the school's mission, vision, and educational philosophy, proven experience and skills related to the job-specific duties, and skill in hiring and supervising certificated and classified staff.

Head of School.

The Head of School's primary responsibility is the strategic development, implementation, and management of all aspects of the Charter School performance and operations including the administration of the Charter School. The Head of School fosters a collaborative and stimulating community culture for a diverse group of stakeholders including students, parents, faculty members, board members, and community partners.

Responsibilities:

- Leadership and Human Resources
- Recruit, hire, prepare and support school leaders alongside the Principal
- Develop and maintain a cohesive culture which reflects Willie J Frink College Prep's values
- Develop clear decision-making guidelines to support the Administrative Team and The Board in making focused and well-informed decisions.
- Oversee student recruitment
- Evaluate the on-site administrator (Principal)

External Responsibilities:

- Oversee budget development and school finance
- Oversee Audit Procedures
- Negotiate all service provider contracts; secure Board Approval as required
- Manage Legal matters (District/Authorizer, Personnel, Special Education, Insurance, etc.)
- Oversee maintenance of facilities
- Implement charter advocacy & policy legislation
- Oversee PR-Media for Willie J Frink College Prep
- Oversee payroll
- Develop relationship with media to support strong, positive local presence in the community

Strategic Planning:

- Provide support through accreditation processes
- Develop partnerships with community organizations
- Develop strong partnerships to ensure sustainability
- Develop and manage strong business functions (finance, operations, budgeting, compliance, human resources, facilities management, marketing, IT)
- Develop and manage school programs, procedures, and policies in alignment with organizational mission
- Build and manage a growing team of staff and school leadership

Qualifications:

- 5 years of experience as a senior leader in a business, nonprofit or educational organization
- Experience in guiding business processes and procedures
- Experience in creating and delivering compelling presentations to diverse groups of stakeholders.
- Experience in leading an organization through strategic planning
- Entrepreneurial, positive problem-solving, ability to see opportunity in challenges
- Clear judgment, a mature interpersonal style, and the ability to drive collaborative decision-making process
- Community Relations Experience

Principal. The Principal will be the leader of the Willie J Frink College Prep campus. The Principal will ensure that the curriculum is implemented in order to maximize student learning experiences. The Willie J Frink College Prep Principal will be responsible for supervising both instructional and non-instructional staff, and will be responsible for implementing the mission and vision of the school, its philosophies and practices. The Principal will manage the day-to-day operations of the charter school. The Principal will be responsible for engaging the community and ensuring that program staff stress the importance of the community as an extension of the classroom. Additionally, the Principal will provide input to the Board of Directors for all hiring and evaluation of staff, and all personnel discipline. They will also be responsible for the implementation of all Board and school policies and procedures, including, but not limited to, organization of all instruction, academic support, and health and counseling services for all students.

Additional responsibilities of the Principal include:

- ensure Willie J Frink College Prep enacts its mission;
- provide reports to the Board of Directors;
- manage school finances to ensure financial stability;
- participate in and develop professional development workshops as needed;
- ensure compliance with all applicable state and federal laws;
- help secure local grants;
- communicate with parents, recruit new families and students, and assure families of academic growth;
- establish and maintain systems for handling organizational tasks, such as student records, teacher records, teacher credentialing information, contemporaneous attendance logs, purchasing, budgets, and timetables;
- attend District administrative meetings as requested by the District and stay in contact with the District as needed;
- develop the annual SARC and LCAP;
- manage student disciplinary procedures;
- participate in IEP meetings as necessary.

Minimum qualifications of the Principal include: a proven record of improving urban students' academic achievement. The Principal will have previous leadership experience, team building skills, and excellent interpersonal communication and writing skills.

Director of Education. The Director of Education reports to the Principal and Head of School. Their primary responsibility is to aid the Principal in the strategic development, implementation, and management of all aspects of the charter school's performance and operations. The Director of Education is passionate about the mission and commitments of Willie J Frink College Prep and exhibits this through their leadership and support of school culture, staff development, student rigor, and operational responsibilities. The Director of Education helps foster a collaborative and stimulating community culture for a diverse group of stakeholders, including students, parents, faculty members, board members and community partners.

Responsibilities:

- Implement, motivate, lead, and mentor teachers to better instructional practices and increase content expertise to improve student performance and rigorous expectations.
- Provide teachers professional and instructional support through reviewing instructional documents, observing and providing feedback for classroom observations, designing, and reviewing professional growth plan goals and facilitating weekly PD/staff meetings.

- Implement a plan that ensures student achievement, which is supported by evidence through assessments such as benchmarks, classroom data, parent and student feedback and a plan to address students who are struggling.
- Collaborate with others to use appropriate data to establish rigorous, concrete goals for student achievement.
- Provide individual student support by designing and evaluating student intervention plans, attending IEP's and designing a process for measuring and monitoring individual student growth.
- Work to build and maintain a strong, positive, results-oriented school culture where teachers believe and promote that all students can achieve by providing leadership for assessing and developing processes for improving climate and culture.
- Develop a plan that fosters the relationships and ensure all stakeholders (students, parents, and teachers) are addressed based on the clear vision of the desired culture for the school.
- Plan, facilitate and attend school functions such as parent meetings, open house, parent teacher conferences, sporting events, fundraisers, etc.

Minimum Qualifications of Director of Education: teaching experience with a history of improving urban schools, increasing student achievement, and demonstrating a passion for education reform. Bachelor's degree required, Teaching credential, Administrative credential desired. Previous leadership experience. Proven leadership and team building skills. Detail-oriented, multi-tasking and problem-solving skills

Qualifications of Willie J Frink College Prep Teachers

It is the intent of Willie J Frink College Prep to hire the best teachers available. Our expectation is that we have teachers who believe our students can meet rigorous academic expectations and will hold them to high standards. Additionally, teachers must be willing to adapt to change, have a strong interest in professional development, an ability to work collaboratively with peers, and a demonstrated understanding of how shared accountability will result in a strong academic environment for children. Teacher applicants must welcome the unique challenge of teaching at high levels with the expectations that exceed many traditional public schools.

Additional teacher qualities will include a desire to be part of a team that believes in high academic performance for all, have strong interpersonal skills and a desire to achieve success, and evidence of portfolio work that suggests excellent teaching.

Minimum qualifications for all core subject teachers at Willie J Frink College Prep:

- hold a minimum of a bachelor's degree from an accredited institution of higher education
- hold a valid California teaching credential, in compliance with Education Code Section 47065(l)
- have demonstrated proficiency in the subject they will teach
- previous experience working with the school's target population desired
- willingness to make an investment in the school's philosophy, vision, and pedagogy
- CLAD, BCLAD or equivalent, if providing instruction to English Learners

Special Education Resource Specialist. The Resource Specialist supports for the instruction program for students with special needs; provides pertinent information and consultant services to staff members and parents; provides on-going student assessment and evaluation; on-going planning with the regular classroom teachers and instructional aides. The Special Education Resource Specialist will develop educational plans (IEPs) for the purposes of meeting the individual needs of exceptional students; evaluate students for the purpose of identifying student needs; coordinate services to students for the purpose of ensuring efficient instructions and an effective cohesive program; teach/instruct students for the purposes of ensure successful progress toward students' goals and objectives; consult/collaborate with staff, parents, and agencies for the purpose of ensuring appropriate delivery of services and adherence to due process.

Minimum qualifications of the Special Education Resource Specialist: Bachelor's degree, including appropriate coursework in education; special education credential; minimum three years' teaching experience desired

Responsibilities and Qualifications of Other Key Staff

Office Manager / Database Administrator. The Office Manager / Database Administrator reports to the Head of School. The Office Manager / Database Administrator's primary responsibility is strategic development, implementation, and management of all aspects of the charter school's data and information systems and is responsible for school site IT operations. The Office Manager / Database Administrator is passionate about the mission and commitments of Willie J Frink College Prep and exhibits this through his/her execution of all their responsibilities and relations with stakeholders.

Responsibilities:

- Assist in the installation and testing and operational maintenance of the student information system for the purpose of ensuring expected results.
- Communicate with charter personnel, outside software vendors and contractors for the purpose of serving as a main point of contact for obtaining information, resolving problems, and ensuring accurate management of student demographic data for the completion and submission of various mandated reports and information requests.
- Coordinate with charter staff and departments for the purpose of ensuring the integrity and accuracy of student demographic data.
- Work with administration to meet testing and assessment compliance requirements for the purpose of ensuring appropriate and safe testing protocols.
- Work with administration to meet master schedule requirements for the purpose of ensuring appropriate student scheduling.
- Work with office staff to provide an efficient and accurate enrollment process for incoming and outgoing students.
- Develop a variety of user support materials for the purpose of providing unified protocols.
- Maintain and manage user security for student demographic data to ensure security and data integrity.
- Maintain student attendance data collection in coordination with the charter to ensure compliance with state attendance regulations.
- Manage user accounts and access privileges for the student information system for the purpose of establishing security of data. Research trends, products, equipment, etc. in order to recommend procedures and/or purchases.
- Remain current in state and federal student data reporting requirements and district testing and assessment data requirements to ensure accurate and compliant data submission.
- Work with administration to ensure proper and efficient system usage and system changes.

Minimum Qualifications of the Office Manager / Database Administrator: B.A./B.S. degree preferred; Ability to communicate effectively (verbal and written); Must be computer literate and have extensive experience with various information systems specific to the school site; Bilingual in Spanish preferred; Must have excellent organizational skills and a positive attitude; Working knowledge of Microsoft Windows operating system; Working knowledge of MS Office products and applications as applies to education; Working knowledge of Google domain and all related applications; Knowledge of internal network operations & Microsoft Windows Server Operating system; Classroom and instructional experience beneficial; Comfortable in educational environment; Clear communications ability to both classified and certificated staff; Supervisory experience preferred; Google and Microsoft certifications beneficial.

Instructional Aides. Assist in facilitating the personal, social, and intellectual development of students. Assist in establishing a positive learning environment, and respond to the individual needs of students. Communicate effectively with all members of the school district and community. React to change productively and handle other tasks as assigned. Appropriately operate all classroom equipment. Support the value of an education.

Minimum Qualifications: High school diploma or equivalent.

Behaviorist. The Behaviorist reports to the Principal and provides services to general education students and students with disabilities; develops individual case studies of students to determine eligibility for special programs; assists in the development of behavior support plans and functional behavior assessments; consults with school personnel, parents, and others concerned with the progress of students; and provides both individual and group counseling as well as case management for counseling services. The Behaviorist integrates the educational program to fit a fully inclusive special education program.

Responsibilities:

- Conduct psychological assessments and develop case studies of individual students to determine educational needs, learning characteristics, and social behavior relevant to educational placement and instructional planning.
- Interpret the findings of individual case studies to the IEP team.
- Participate in the process required by federal, state, and local regulations for the identification, placement, and review/re-evaluation of students with special needs.
- Assist in developing a written individual educational plan for students who are determined eligible for special education placement and/or service; assist in developing recommendations regarding eligibility and program placement.
- Assist in developing behavioral objectives for individual students and special class groups; suggest implementation strategies as appropriate; confer with teachers and parents regarding strategies for the solution or amelioration of individual learning or adjustment problems of students.
- Counsel students individually and in groups to assist them in educational achievement and personal or social adjustment. Assist with implementing school-wide social emotional programs (Power Circle).
- Assist with the organization of, and serve as a leader in, staff development activities in the field of psychological services.
- Participate in Student Study Team meetings and the MTSS process as needed.
- Other duties as assigned

Minimum Qualifications for Behaviorist: Bachelor's degree in School Psychology/Psychology, Child Development, Special Education, or similar discipline. Knowledge of the growth and development of youth and adolescents, learning theory, and mental health concepts. Sensitivity to, and understanding of, the unique differences and needs of disabled students and their parents. Knowledge of uses and limitations of standardized individual and group tests, and semi-projective devices. Ability to assume leadership in teacher/staff development activities. Understanding of the relationship between the total education program as well as counseling and psychological services. Facility in oral and written communication. Appropriate manner including poise, tact, good judgment, and ability to work effectively with Willie J Frink College Prep personnel, community representatives, and students.

Food Service Coordinator. The Food Service Coordinator will coordinate, plan, and participate in the operation of the school food service program and the timely preparation and service of safe, nutritious, and appealing meals; and to do related work as required.

Minimum Qualifications of the Food Service Coordinator: High school diploma or the equivalent; may be satisfied by appropriate experience and recommendations verifying sufficient knowledge and skills; Three to five years specialized training or experience in food service for large groups OR an equivalent combination of experience and education from which comparable knowledge, skills, and abilities have been achieved; Prior experience working in a public school setting preferred.

Yoga Instructor. Provide instruction in Yoga. Certificate in children's yoga strongly preferred.

Training and Professional Development

At Willie J Frink College Prep, professional development will be critical to the success of our students. We understand that effective professional development needs to be consistent. At Willie J Frink College Prep, professional development will be directly applicable to classroom practices in order for teachers to maximize the usefulness of the training, learning Kagan⁸⁷ strategies to increase collaborative processes, and Power Circle training to ensure rich social/emotional environments for our students.

Willie J Frink College Prep has both short-term and long-term professional development plans that will promote deep learning and strong implementation of its programs.

Much of professional development concerns the improvement of learning and instruction. We will have an early release schedule every Wednesday where significant time will be dedicated to professional development and our TK-8 teachers will attend professional development that is tailored to their grade span and subjects. We will focus our attention on particular professional learning goals at different points of the year. We will begin with a focus on culture, pivot to academic rigor, and conclude the year with a crescendo where we review and synthesize our learning.

During the school year, the Principal and/or Director of Education will conduct weekly classroom observations. They will record their feedback, including actionable steps to improve culture, rigor level, and data driven instruction. This process will ensure that all teachers are engaged in cycles of professional learning and improvement throughout the year.

We will pay for a staff member to attend a professional development program run by Achievement First. Achievement First operates a high-performance network of charter schools in New England, and their program uses a "train the trainer" model. The staff member that experiences their program will be responsible for sharing their knowledge with the rest of the staff during professional development. This program also offers teachers weekly, customized coaching.

Our Director of Education will be trained in professional development best practices as a fellow in Fortune School of Education and Zeta Combinator. The focus of this fellowship is to develop school leaders with several intensive onsite training sessions coupled with real life useful deliverables.

⁸⁷ Kagan, S. *From Lessons to Structures – A Paradigm Shift for 21st Century Education*. San Clemente, CA: Kagan Publishing. *Kagan Online Magazine*, Spring 2004

2023-2024 Frink Summer University Pre-Opening Professional Development	
Week One: School / Classroom Culture	Week Two: Curriculum
Each day will begin with yoga, Power Circle, team building, and a business meeting, to reflect how our students will begin their day.	Each day will begin with yoga, Power Circle, team building, and a business meeting, to reflect how our students will begin their day. This week will focus on curriculum implementation and a deep dive of domains (planning, classroom environment, instruction, professional responsibilities). Each day will be devoted to a particular academic area and will have time for instruction materials (scope & sequence), assessments (progress reports & report cards), using materials with fidelity, time for practice lesson teachings and feedback, and planning time.
Sessions	Sessions
<ul style="list-style-type: none"> - Welcome & Introductions - Willie J Frink College Prep mission, vision, core values, vision of a graduate, school design - Onboarding / Human Resources - Understanding the Coaching Cycle - School Discipline, policies and procedures - Classroom management—restorative justice practices - Culturally responsive teaching strategies - Classroom best practices - Management systems - Mandated compliance training: mandated reporting, complaint procedures, FERPA, bloodborne pathogens, safe school plan & procedures (emergency drills, evacuations, etc.) - Sexual harassment - Appropriate use of technology - Differentiation/SPED/student supports: intervention strategies, data driven instruction, MTSS, English learner strategies, reclassification and monitoring policies and procedures, SPED compliance and services - Analyzing academic data 	<ul style="list-style-type: none"> - Language arts - Mathematics - Social students & science - Specialty programs - Grade-level planning - Classroom planning & set up
Total Frink Summer University Professional Development Hours: 80 hours Total Academic Coaching Interactions: 40 hours minimum	

In addition to weekly and pre-academic year professional development sessions, Willie J Frink College Prep will utilize several specific structures to ensure that teachers are continuously learning and growing their leadership. Below are the key structures that contribute toward professional learning.

All Frink Days. Willie J Frink College Prep staff will participate in All Frink Days, which are dedicated to professional development. This training will include such topics as: Kagan Cooperative training, Power Circle, culture training, integrated technology, integrated English Language Learning, and similar initiatives.

Collaborative planning time. Teachers will have weekly common planning time during the week for deliberate collaboration with grade-level teams. This structure will ensure that grade-level teams have regular time to discuss trends of particular students and to jointly develop projects and lesson plans. The weekly time allotted

to teachers will increase as the school grows and adds additional teachers for PE, music, art and other enriching activities.

Professional Learning Communities. Willie J Frink College Prep teachers and instructional support staff will work as a professional learning community in order to deliver the type of focus, differentiation, and rigor required by the educational program. A professional learning community is characterized by a collective focus on student learning, shared norms and values, collaboration, de-privatization of practice, data-driven decisions, and reflective dialogue.⁸⁸ Not unlike the students, teachers at Willie J Frink College Prep will meta-cognitively process their instruction. The focus questions rely not upon what was taught, but rather upon what was learned. The staff and structures of the school must be responsive to student needs, whether through professional development in new areas of practice, improvement of instruction using peer coaching, realignment of time and resources to meet the greatest areas of need.

Peer coaching. Grade-level teams will be given time to meet with and observe one another frequently. These teams will utilize a protocol to provide each other with targeted feedback and personal growth support.

Instructional rounds. Instructional rounds are a powerful collaborative structure in which a group of teachers or the school identifies a shared struggle or concern of practice and then conducts classroom walkthroughs to intentionally learn from the instructional practices of the observed teacher. The premise of instructional rounds is that many of our teachers are already implementing successful strategies that may not be widely known or shared. Another underlying purpose of instructional rounds is for a community of teachers, or network, to collaboratively identify and solve a problem of practice by implementing and modeling different solutions. Additionally, instructional rounds provide a non-threatening method for a school community to review yearly goals and program implementation.

Teacher growth and development. Willie J Frink College Prep will use the Dr. Charlotte Danielson Evaluation Instrument⁸⁹ as a way to measure and support teacher growth and development. The Danielson framework is a structured program that allows teachers to self-analyze using rubrics to distinguish, in any area, whether they are proficient, below, or can work toward reaching new heights. It provides clear examples, enabling teachers to differentiate between levels of performance. The Danielson Framework was not intended as a tool for evaluation, but provides a framework that is clear and growth oriented. The framework covers four major domains: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities. Within those domains are the different components listed below:

Domain 1, Planning & Preparation	Domain 2, The Classroom Environment
Ia. Demonstrating Knowledge of Content Pedagogy Ib. Demonstrating Knowledge of Students Ic. Setting Instructional Outcomes Id. Demonstrating Knowledge of Resources Ie. Designing Coherent Instructions If. Designing Student Assessments	2a. Creating an Environment of Respect and Rapport 2b. Establishing a Culture for Learning 2c. Managing Classroom Procedures 2d. Managing Student Behavior 2e. Organizing Physical Space

⁸⁸ Marzano, R. J. (2011). *Formative assessment & standards-based grading*. Solution Tree Press.

⁸⁹ The Framework for Teaching Evaluation Instrument. Accessed from: <http://www.loccsd.ca/~div15/wp-content/uploads/2015/09/2013-framework-for-teaching-evaluation-instrument.pdf>.

Domain 3, Instruction	Domain 4, Professional Responsibilities
<ul style="list-style-type: none"> 3a. Communicating with Students 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness 	<ul style="list-style-type: none"> 4a. Reflect on Teaching 4b. Maintaining Accurate Records 4c. Communicating with Families 4d. Participating in a Professional Community 4e. Growing and Developing Professionally 4f. Showing Professionalism

ELEMENT 6: HEALTH AND SAFETY PROCEDURES

“The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following: (i) That each employee of the school furnish the school with a criminal record summary as described in Section 44237. (ii) The development of a school safety plan, which shall include safety topics listed in subparagraphs (A) to (H), inclusive of paragraph (2) of subdivision (a) of Section 32282 and procedures for conducting tactical responses to criminal incidents. (iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.”
CA Education Code § 47605(c)(5)(F)

Willie J Frink College Prep believes that it is our responsibility to nurture not only students’ minds but also their emotional and physical well-being. Willie J Frink College Prep shall adopt and implement a comprehensive set of health, safety, and risk management policies. These policies will be developed in consultation with the charter school’s insurance carriers and at a minimum will address the topics described below. These policies and procedures will be incorporated as appropriate into the charter school’s student and staff handbooks and are reviewed on an ongoing basis in the charter school’s staff development efforts and governing board policies.

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

Tuberculosis Risk Assessment and Examination. Employees, and volunteers who have frequent or prolonged contact with students, will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, pursuant to Education Code Section 49406.

Fingerprinting/Criminal Background Check Process. Each employee and contractor of the Charter School will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The process must be completed before the employee’s or contractor’s start date. If the candidate is not cleared, they will not be eligible for employment. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The Principal shall monitor compliance with this policy and report to the Board of Directors on a regular basis. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Immunizations. All enrolled students who receive classroom-based instruction will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

Student and Employee Records. Student and employee records shall be maintained by the Charter School in accordance with all applicable laws and regulations governing document retention requirements and privacy requirements. Copies of records may be made available to the District upon request, in accordance with applicable legal requirements, including, but not limited to the FERPA.

Student Health. Willie J Frink College Prep will work to ensure every student receives proper health care. We will develop a plan to have referral services available to offer low-cost health care to students and families who are uninsured or underinsured.

Vision, Hearing, and Scoliosis. As required by state law, the charter school provides screening for student vision, hearing and scoliosis. The Charter School will adhere to Education Code Section 49450 et seq. as applicable to the grade levels served by the Charter School.

Drug-, Alcohol-, and Smoke-Free Environment. Willie J Frink College Prep shall function as a drug, alcohol, and smoke free environment.

Medication in School. The Charter School will adhere to Education Code Section 49423 regarding administration of medication in school. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members.

Bloodborne Pathogens. The Charter School shall meet state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the workplace. Willie J Frink College Prep shall establish a written “Exposure Control Plan” designed to protect employees 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 body fluids through injury or accident, students, and staff follow the latest medical protocol for disinfecting procedures.

Child Abuse Prevention and Reporting. All employees will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District. All employees undergo required Mandated Reporter training annually, in accordance with Education Code Section 44691.

Diabetes. The Charter School shall make the type 1 diabetes informational materials accessible to the parent or guardian of a pupil when the pupil is first enrolled in elementary school. Willie J Frink College Prep 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 includes all of the following information:

A description of Type 2 diabetes.

A description of the risk factors and warning signs associated with type 2 diabetes.

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.

A description of treatments and prevention methods of type 2 diabetes.

A description of the different types of diabetes screening tests available.

Suicide Prevention Policy. The Charter School shall maintain a policy on student suicide prevention in accordance with Education Code Section 215. The Charter School shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy.

Prevention of Human Trafficking. The Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 6 through 8 of human trafficking prevention resources.

Feminine Hygiene Products. The Charter School will stock at least 50% of its restrooms with feminine hygiene products, and shall not charge students for these products, pursuant to Education Code Section 35292.6.

Nutritionally Adequate Free or Reduced-Price Meal. The Charter School shall provide two school meals free of charge during each school day to any pupil who requests a meal without consideration of the pupil’s eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. The meals provided under this paragraph shall be nutritionally adequate meals that qualify for federal reimbursement.

California Healthy Youth Act. The Charter School shall teach sexual health education and HIV prevention education to students in grades 7-8, at least once, pursuant to the California Healthy Youth Act (Education Code Section 51930, et seq.).

Mental Health Education

If the Charter School offers one or more courses in health education to students in grades 7-8, the Charter School shall include in those courses instruction in mental health that meets the requirements of Education Code Section 51925, et seq.

School Safety Plan. The Charter School shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identification of appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School’s procedures for complying with applicable laws related to school

safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(J):
child abuse reporting procedures
routine and emergency disaster procedures
policies for students who committed an act under Education Code Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
a discrimination and harassment policy consistent with Education Code Section 200
provisions of any schoolwide dress code that prohibits students from wearing “gang-related apparel,” if applicable
procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
a safe and orderly environment conducive to learning
the rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, and 47605
procedures for conducting tactical responses to criminal incidents

The School Safety Plan shall be drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.

Facility Safety. The Charter School shall comply with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under Education Code Section 32001.

Comprehensive Anti-Discrimination and Harassment Policies and Procedures. Willie J Frink College Prep is committed to providing schools that are free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. Willie J Frink College Prep shall develop a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the charter school (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with Willie J Frink College Prep’s anti- discrimination and harassment policies.

A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each teacher, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired.

Bullying Prevention. The Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated school site employees and all other school site employees who have regular interaction with children.

ELEMENT 7: STUDENT POPULATION BALANCE

“The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Upon renewal, for a charter school not deemed to be a local educational agency for purposes of special education pursuant to Section 47641, the chartering authority may consider the effect of school placements made by the chartering authority in providing a free and appropriate public education as required by the federal Individuals with Disabilities Education Act (Public Law 101-476), on the balance of pupils with disabilities at the charter school.”
CA Education Code § 47605(c)(5)(G)

Willie J Frink College Prep will implement a student recruitment strategy that is represented by, but is not necessarily limited to, a combination of the following elements or strategies, ensuring a diverse student body and balance of racial and ethnic students, special education students, and English Learners, that is reflective of the general population of the District. Willie J Frink College Prep will make every effort to ensure outreach is done in both English and Spanish.

Willie J Frink College Prep has identified the school’s stakeholders and engaged with them. Our community engagement actively participates and shares responsibility for student success between school leaders, families, and the community. Based on our Head of School’s community engagement leadership success in Kern County, we know that active community engagement is foundational to improving school readiness, academic achievement, and graduation rates, which is ultimately where the entire community wins.

We have taken a human centered approach and believe it is important to meet families where they are, how they best respond, engaging from a place of deep understanding, to ensure that our community engagement is collaborative and inclusive. We have placed high priority on understanding the community’s values and hearing the families’ voices and leading change through empathy.

Our strategy includes:

1. An enrollment process that includes a timeline that allows for broad-based recruiting and application process from June 2022-June 2023.
2. The development and distribution of promotional and informational material that appeals to the various racial and ethnic, special education, and English Learner groups represented in Panama-Buena Vista Union School District.
3. Distribution of promotional and information materials to a broad variety of community groups and agencies.
4. Outreach meetings in several areas of the county, reaching prospective students and parents.
5. Use of brochures, newsletters, TV/radio public service announcements, print, and non-print media for outreach communications.
6. Collaboration with community-based organizations that support outreach efforts.

Specific recruitment and outreach activities that the Founding Team has undertaken, include: monthly meetings with parents and the community, outreach to daycares, elementary school parents and students, outreach to foster and homeless youth and youth organizations, community and neighborhood organizations, listening sessions at the library, outreach to Parks & Rec programs, afterschool programs, outreach to Faith Based Organizations, placing marketing material in local businesses, including laundromats, health clinics, shops, restaurants, etc., as well as door-to-door contacts (canvassing), providing flyers that share school mission and vision. Additionally, ongoing activities and those to be implemented, include:

- Mailers to residents within the zip code and surrounding the school locations
- Holding Listening and Educational Engagement Sessions in conjunction with various layers of community engagement.
- Hosting Parent listening and educational sessions
- Hosting Children/Youth listening sessions
- Newsletters
- Emails
- Open Houses
- Community Gatherings
- Workshops
- Proactively build a network of supporters for our school.

Partnership Engagement

Our success in community partnerships have come because we check our collaborative logos and egos at the door and focus on what needs to get done for the students.

We have/will focus on creating human-centered community partnerships. To provide resources and benefits for school success we will partner with:

- community organizations
- cultural institutes
- education institutes
- local businesses
- public agencies such as public-health organizations, government, and law enforcement.

Our community partnerships are natural partners. We have identified the strengths of each organization through open communication, focusing on how it can support students' social, emotional, and academic development, and how it advances the organization's mission. Our community partnerships will address gaps in school's abilities to serve students as our partnership also provides opportunities for businesses and educators to join forces, rather than duplicate efforts, and work together to enhance outcomes for the community's youth, including our school.

Our community partners can integrate their programs into the school curriculum and fulfill part of their organizational missions. For our school, community partnerships can help us provide needed resources in terms of facilities, funding, curriculum instruction, and other administrative support, free educational tools, and experiences to incorporate into underfunded programs.

Implementing Engagement Strategies

A human-centered approach to community engagement starts with empathetic listening to both parents and the community alike, and then creating opportunities for these stakeholders to get involved and help to work together to boost school and student success.

Student Recruitment

To recruit low-achieving, economically disadvantaged students, ELs and students with disabilities, we will do the following:

- Recruit students from the surrounding community where the public schools are characterized by low achievement and a predominantly Title I population.
- Distribute flyers in Spanish and English to the local elementary and middle schools with the consent of that school's administration. The flyers include enrollment period and lottery information (location, date, time).

- Ensure potential students and families understand that Willie J Frink College Prep is a free public school and there are no qualifications required for admission to Willie J Frink College Prep and encourage all students to apply.

ELEMENT 8: ADMISSION POLICIES AND PROCEDURES

*“Admission policies and procedures, consistent with [Education Code 47605,] subdivision (e).”
CA Education Code § 47605(c)(5)(H)*

Willie J Frink College Prep will actively recruit a diverse student population. Admission is open to any California resident, and the Charter School shall not discriminate against any student based upon any of the characteristics listed in Education Code Section 220. The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition.

The Charter School shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state. In accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

In accordance with Education Code Section 47605(e)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(e)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), as listed above. Immunization and other records will not be required from homeless and/or foster youth prior to admission or enrollment.

Pursuant to Education Code Section 47605(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents.

Willie J Frink College Prep seeks to enroll students committed to a rigorous educational experience. Families who understand and value Willie J Frink College Prep’s mission and will commit to the school’s instructional and operational philosophy will be actively recruited. Prospective students and their parents or guardians will be provided information regarding the Charter School’s instructional and operational philosophy and will be informed of the Charter School’s student-related policies.

Students who wish to attend Willie J Frink College Prep must fill out a Student Application and submit the application during a publicly advertised open enrollment period each year, for enrollment in the following school year. The Charter School shall not request a pupil’s records or require a parent, guardian, or pupil to submit the pupil’s records to the Charter School before enrollment. In the event Willie J Frink College Prep receives more applications than availability, the Charter School shall follow the procedures outlined below to conduct a public random drawing (“lottery”) to determine admission to the Charter School.

Following admission to the Charter School, students who enroll at the Charter School, along with their parents/guardians, are required to take part in an orientation session that will introduce Willie J Frink College Prep's philosophical and operational underpinnings and policies. Orientation sessions will be offered across multiple days and times to accommodate the varying schedules of students and their parents/guardians. At orientation, students and parents/guardians will be asked to sign an annual parent/student contract to acknowledge that they understand and support Willie J Frink College Prep's outcomes, philosophy, program and any other applicable requirements. Though parents/guardians will be strongly encouraged to sign the contract, a student is not penalized in any manner if the student's parent/guardian does not sign the contract or fulfill its terms.

Kindergarten Enrollment. To protect the health and safety of the school environment, in order for a child to enroll in Transitional Kindergarten or Kindergarten at Willie J Frink College Prep, the child must be toilet trained unless the child has a documented medical reason from their physician.

Recruiting and Admission Cycle. Willie J Frink College Prep has established an annual recruiting and admissions cycle, which includes reasonable time for all of the following: (1) outreach and marketing, (2) orientation sessions for students and parents, (3) an open enrollment period, (4) an admission lottery, if necessary, and (5) enrollment. Willie J Frink College Prep will fill vacancies that become available after this process using a waiting list and/or any subsequent application windows and lotteries, as needed.

Timeline for Recruiting and Enrollment. Applications for admission will be published on the Charter School website and on application forms each year. Willie J Frink College Prep will hold parent information meetings for parents to learn more about the Charter School as they apply.

Public Random Drawing. Applications will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. 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 applications does not exceed the capacity of Willie J Frink College Prep, all students who submitted complete applications shall be admitted. In the event that the number of students seeking admission to any grade level exceeds capacity, a lottery shall be held to determine admission for the impacted grade level, with the exception of existing students, who are guaranteed admission in the following school year.

Admission preferences in the case of a public random drawing shall be given to the following students in the following order:

1. Children and grandchildren of the founders⁹⁰ of Willie J Frink College Prep
2. Children of Charter School employees, up to 10 percent of the Charter School's total enrollment
3. Siblings of students admitted to or attending the Charter School
4. Students who are currently enrolled in, and students who reside in, the elementary school attendance area where the charter school site is located⁹¹
5. Residents of the District
6. All other applicants

⁹⁰ Founders of Willie J. Frink College Prep School are identified in the "Introduction" of the charter.

⁹¹ This preference shall be utilized in years when the Charter School seeks Charter School Facilities Grant program funds, if the Charter School does not qualify based on its own student population.

The Charter School and the District agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(e)(2)(B)(i)-(iv).

The Board of Directors will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the Principal). Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category, and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw in the lottery. This wait list will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a wait list carry over to the following school year.

Public random drawing rules, deadlines, dates and times will be communicated in the application form and on the Charter School's website. Public notice for the date and time of the public random drawing will also be posted once the application deadline has passed. The Charter School will also inform all applicants and interested parties of the rules to be followed during the public random drawing process via mail or email at least two weeks prior to the lottery date.

The Charter School will conduct the lottery in the spring for enrollment in fall of that year.

Enrollment Procedures

After admission, families receive their official enrollment forms and are informed of the enrollment process detailed in Willie J. Frink College Prep School's policies and procedures.

Students will be required to submit an enrollment packet, which shall include the following:

1. Student enrollment form
2. Proof of Immunization
3. Home Language Survey
4. Completion of Emergency Medical Information Form
5. Proof of minimum age requirements
6. Release of records⁹²

⁹² In accordance with Education Code Section 47605(e)(4)(B), the Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment.

ELEMENT 9: INDEPENDENT FINANCIAL AUDITS

“The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit expectations and deficiencies shall be resolved to the satisfaction of the chartering authority.”
CA Education Code § 47605(c)(5)(l)

An annual independent financial audit of the books and records of the charter school will be conducted as required by Education Code Sections 47605(c)(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, and the audit will employ generally accepted accounting procedures. The audit will 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.

The Charter School Board will select an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and must be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and the CDE no later than December 15 following the close of the school year. The Principal and/or designee will review any audit exceptions or deficiencies and will report to the Willie J Frink College Prep Board with recommendations on how to resolve them. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District, along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (“EAAP”) in accordance with applicable law.

The independent financial audit of the Charter School is public record to be provided to the public upon request.

ELEMENT 10: SUSPENSION AND EXPULSION PROCEDURES

“The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

- (i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.*
 - (ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following: (I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights. (II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.*
 - (iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian, or, if the pupil is a homeless child or youth, or a foster child or youth, in the native language of the homeless or foster child's educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker. If the pupil is a Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child's tribal social worker and, if applicable, county social worker. The written notice shall inform the pupil, the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, or county social worker, or the Indian child's tribal social worker or, if applicable, county social worker initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).”*
 - (iv) A foster child's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information.”*
- CA Education Code § 47605(c)(5)(j)*

The Suspension and Expulsion Policy and Procedures have been established in order to promote learning and protect the safety and wellbeing of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 et seq. which describe the offenses for which students at non charter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions, and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 et seq. The Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as the Charter School's policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material

revision of the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed annually as part of the Student Handbook which will clearly describe discipline expectations.

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

The Charter School administration shall ensure that students and their parents/guardians⁹³ are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this policy and its procedures are available upon request in the school office.

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

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform the student, the student's parent/guardian, or educational rights holder of the basis for which the student is being involuntarily removed and the student's parent/guardian, or educational rights holder's right to request a hearing to challenge the involuntary removal.

If a student's parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated,

⁹³ The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

Grounds for Suspension and Expulsion of Students. A student may be suspended from school or recommended for expulsion if the Principal determines that the student has committed a prohibited act outlined in Education Code Section 48900 or otherwise identified in the Charter School's Discipline Matrix (see appendices) included in the Student/Parent Handbook. A student shall be immediately suspended and shall be recommended for expulsion if the Principal determines that the student has committed an act under Education Code Section 48915(c).

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; or d) during, going to, or coming from a school-sponsored activity.

Enumerated Offenses

- I. Discretionary Suspension Offenses. Students may be suspended when it is determined the student:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
 - g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
 - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.
 - i) Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in hazing. For the purposes of this policy, “hazing” means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, “hazing” does not include athletic events or school-sanctioned events.
- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 8, inclusive.
- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 8, inclusive.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either

school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 8, inclusive.

- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
- 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with their academic performance.
 - iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) “Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of

the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u) A student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student 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.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:

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

b) Brandished a knife at another person.

c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, *et seq.*

d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.
- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is

to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 8, inclusive.
- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 8, inclusive.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 8, inclusive.
- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with their academic performance.
 - iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone,

or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (I) above.
 - (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (I) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (I) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (I). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- u) A student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).
 - v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student 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.
4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion when it is determined pursuant to the procedures below that the student:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
- b) Brandished a knife at another person.
- c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
- d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

- The term “knife” means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.
- The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.
- The term “destructive device” means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb; (B) grenade; (C) rocket having a propellant charge of more than four ounces; (D) missile having an explosive or incendiary charge of more than one-quarter ounce; (E) mine; or (F) device similar to any of the devices described in the preceding clauses.

Due Process Protections. Prior to student discipline, especially those involving suspension or expulsion or other limitation of fundamentally protected student rights, every student will have access to the maximum due process protections provided under the law, as applicable. Students who are being considered for suspension and expulsion will be provided the specific due process protections provided below to safeguard the student's interests.

Suspension Procedure

Suspensions shall be initiated according to the following procedures:

I. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or designee with the student and the student's parent/guardian, and whenever practical, the teacher, supervisor or Charter 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 Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, 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 Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent/guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, a Charter School employee 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 as well as the date the student may return to school following the suspension. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian to respond to such requests without delay.

3. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

4. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Principal or designee, the student and the student's parent/guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student or the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference.

This determination will be made by the Principal or designee upon either of the following: 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

As required by Education Code Section 47605(c)(5)(j)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled by a neutral and impartial expulsion panel, to be assigned by the Board of Directors. The expulsion panel shall consist of at least three (3) members who are certificated and neither a teacher of the student nor a member of the Charter School Board of Directors. The expulsion panel shall be presided over by a designated neutral hearing chairperson. The expulsion panel may expel any student found to have committed an expellable offense(s) in the Charter School's Suspension and Expulsion Policy and Discipline matrix.

Except for expulsions for offenses listed under Education Code Section 48915(c), a student may only be expelled if the expulsion panel finds that the student committed the expellable offense and at least one of the following findings may be substantiated:

1. That other means of correction is not feasible or have repeatedly failed to bring about proper conduct.
2. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.

Expulsion Procedures

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 Charter School Principal or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

The hearing will be conducted by the expulsion panel. The Charter School Principal will make a recommendation for expulsion to the expulsion panel. The hearing shall be held in closed session (complying with all student confidentiality rules under the Family Educational Rights and Privacy Act ("FERPA")) unless the student makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

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

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the charter school's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing; and
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 a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of

psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

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

Finding of facts shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or expulsion panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled 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 their testimony heard in a session closed to the public.

Expulsion Decision. The decision of the neutral and impartial expulsion panel shall be in the form of written findings of fact regarding the expulsion. The expulsion panel shall make the final determination regarding the expulsion within ten (10) school days following the conclusion of the hearing. The decision of the expulsion panel is final, subject only to the Board of Directors' decision following an appeal of the decision, as described in the "Appeal Rights" section below.

If the expulsion panel decides not to expel, or the Board of Directors ultimately decides not to expel following an appeal, the student shall immediately be returned to their previous educational program.

The expulsion panel, or the Board of Directors on appeal, may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

Written Notice to Expel. The Principal or designee following a decision of the expulsion panel (or the Board of Directors on appeal) to expel, shall send written notice of the decision to expel, including the expulsion panel or Board's adopted findings of fact, to the student and student's parent/guardian. This notice shall also include the following:

1. Notice of the specific offense committed by the student;
2. Notice of the student's right to appeal the expulsion; and

3. 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 chartering authority. This notice shall include the following:

1. The student's name; and
2. The specific expellable offense committed by the student.

Upon expulsion from the Charter School, students will be referred to their district of residence to attend school pursuant to the procedure of their district of residence pertaining to expelled students.

Appeal Rights. Following receipt of the notice of expulsion, the student shall have the right to appeal that decision to the Charter School Board of Directors. The student shall be required to provide written notice to the Principal within five (5) school days of the notice of expulsion of their intent to appeal the decision. The student shall have the right to a de novo review in front of the Board in closed session, including all due process rights available to the student during the initial hearing. The Board will then render a final decision regarding the student's appeal.

Disciplinary Records. The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the chartering authority upon request.

Expelled Students/Alternative Education. Parents/guardians of 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 governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. 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 or Admission of Previously Expelled Student. The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the governing board following a meeting with the Principal or designee and the student and student's parent/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 or designee shall make a recommendation to the governing board following the meeting regarding the Principal's or designee's determination. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

Notice to Teachers. The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

- 1) Notification of SELPA. The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that the Charter School or the SELPA would be deemed to have knowledge that the student had a disability.
- 2) Services During Suspension. Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.
- 3) Procedural Safeguards/Manifestation Determination. Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:
 - a) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
 - b) If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

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

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

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

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may

apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

- 4) Due Process Appeals. The parent/guardian 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/guardian or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing. In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

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

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

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

- 6) Interim Alternative Educational Setting. The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.
- 7) Procedures for Students Not Yet Eligible for Special Education Services. A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred. The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

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

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put. If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation. The Charter School shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

ELEMENT 11: RETIREMENT SYSTEMS

“The manner by which staff members of the charter school will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.”
CA Education Code § 47605(c)(5)(K)

All employees of Willie J Frink College Prep shall participate in the federal social security system as required by law and have access to a school-sponsored 403(b) retirement plan. The Head of School shall be responsible for ensuring that appropriate arrangements for coverage have been made. Willie J Frink College Prep does not intend to participate in the California State Teachers’ Retirement System (CalSTRS) or the California Public Employees’ Retirement System (CalPERS).

Salary

Willie J Frink College Prep will adopt a formal salary schedule. The salary schedule will be based on periodic compensation studies comparing Willie J Frink College Prep’s compensation to the compensation of school districts in the region.

ELEMENT 12: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

CA Education Code § 47605(c)(5)(L)

No student shall be required to attend Willie J Frink College Prep. Students who reside within the District who choose not to attend Willie J Frink College Prep may attend a school with the District according to District policy, or at another school district or school with the District through the District’s intra- and inter-district transfer policies. Parents and guardians of each student enrolled in Willie J Frink College Prep will be informed on admissions forms that students shall have no right to admission in a particular school of a local education agency as a consequence of enrollment in Willie J Frink College Prep, except to the extent that such a right is extended by the local education agency.

ELEMENT 13: EMPLOYEE RIGHTS TO RETURN

“A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at the charter school.”
CA Education Code § 47605(c)(5)(M)

No public school district employee shall be required to work at Willie J Frink College Prep. Employees of the District who choose to leave the employment of the District to work at Willie J Frink College Prep 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 to conflict with any law.

Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

ELEMENT 14: DISPUTE RESOLUTION

“The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter.”

CA Education Code § 47605(c)(5)(N)

Willie J Frink College Prep will maintain policies and processes for aiding and resolving internal and external disputes.

The Charter School recognizes that it cannot bind the District to a dispute resolution procedure to which the District does not agree. The following policy is intended as a starting point for a discussion of dispute resolution procedures. The Charter School is willing to consider changes to the process outlined below as suggested by the District.

Intent. The intent of this dispute resolution process is to (1) resolve disputes within the Charter School pursuant to the Charter School’s policies, (2) minimize the oversight burden on PBVUSD as Willie J Frink College Prep’s chartering authority, and (3) ensure a fair and timely resolution of disputes. Willie J Frink College Prep and PBVUSD intend to resolve disputes informally wherever possible, and only to use the dispute resolution process herein when informal attempts have failed.

Public Comments. The staff and governing board members of Willie J Frink College Prep and PBVUSD agree to resolve all disputes regarding the Charter School pursuant to the terms of this section. Both agree to refrain from public commentary regarding any disputes until the matter has progressed through this dispute resolution process. Notwithstanding this, both Willie J Frink College Prep and PBVUSD may discuss disputes in public meetings of their respective boards as required by the Brown Act and shall respond to Public Records Act requests as required by law.

Internal Disputes. The Charter School shall have an internal dispute resolution process to be used for all internal disputes related to the Charter School’s operations. The Charter School shall also maintain a Uniform Complaint Policy and Procedures as required by state law. Parents, students, Board members, volunteers, and staff at the Charter School shall be provided with a copy of the Charter School’s policies and internal dispute resolution process. The District shall promptly refer all disputes not related to a possible violation of the charter or law to the Charter School.

PBVUSD agrees to refer all complaints regarding the Charter School's operations to Willie J Frink College Prep for resolution in accordance with the Charter School's adopted policies. Parents, students, Board Members, volunteers, and staff of Willie J Frink College Prep are provided with a copy of the Charter School’s policies and dispute resolution process and agree to work within its bounds.

Disputes Between Willie J Frink College Prep and PBVUSD. In the event of a dispute between Willie J Frink College Prep and the District, both parties agree to follow the process outlined below. In the event of a dispute between Willie J Frink College Prep and the District that cannot be resolved informally, the staff and Board members of Willie J Frink College Prep and the District agree to first frame the issue in written format and refer the issue to the District Superintendent, and the Willie J Frink College Prep Head of School, or their respective designees.

In the event that the District Board of Education believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, the Charter School requests that this shall be specifically 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 act as a pre-requisite to the District's ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

In the event there is a dispute between the parties and the issue does not rise to the level of a revocation of the charter, the dispute shall be resolved by the following steps:

- a. The District superintendent and the Charter School Head of School, or their respective designees, shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than five (5) business days from receipt of the dispute statement.
- b. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two board members from their respective boards who shall jointly meet with the District superintendent and Charter School Head of School, or their respective designees, and attempt to resolve the dispute within fifteen (15) business days from receipt of the dispute statement.
- c. If this joint meeting fails to resolve the dispute, the District superintendent and the Charter School Head of School, or their respective designees, shall meet to jointly identify a neutral, third-party mediator to engage the parties in a mediation session designed to facilitate resolution of the dispute, as described below.

Mediation. The format of the mediation session shall be developed jointly by the District Superintendent and Head of School, or their respective designees. Mediation shall be held within sixty (60) business days of receipt of the dispute statement. If the parties agree to a mediation, the parties shall mediate in good faith. The mediator shall be selected by mutual agreement of the parties and cost of the mediation shall be borne equally by both parties. If mediation does not resolve the dispute either party may pursue any other remedy available under the law.

All timelines and procedures in this section may be revised upon mutual written agreement of the District and the Charter School.

ELEMENT 15: CLOSURE PROCEDURES

“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.”

CA Education Code §47605(c)(5)(O)

Closure of the Charter School will be documented by official action of the Willie J Frink College Prep Board of Directors. 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 Charter School will promptly notify staff, parents and students of the Charter School, the Panama-Buena Vista Union District, the Kern County Office of Education, the Charter School’s SELPA, the retirement systems in which the Charter School’s employees participate (e.g., Public Employees’ Retirement System, State Teachers’ Retirement System, and federal social security), 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 Charter School will ensure that the notification to the parents and students of the charter school of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Willie J Frink College Prep Board's decision to close the Charter School.

The Charter School will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils’ districts of residence, 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. § 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 Panama-Buena Vista Union School 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 non-profit 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 the Charter School is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the FS Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified by the Budget, the Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

MISCELLANEOUS CHARTER PROVISIONS

Budgets and Financial Reporting

Governing Law: *The petitioner or petitioners also shall be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. Education Code Section 47605(h).*

Attached, as Appendices, are the following documents:

- Budget narrative
- A projected first year budget including startup costs
- Financial projections and cash flow for the first three years of operation

These documents are based upon the best data available to the petitioners at this time.

The Charter School shall provide reports to the District and County Superintendent of Schools as follows in accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the District:

1. By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code Section 47605(h) will satisfy this requirement.
2. By July 1, a local control and accountability plan and an annual update to the local control and accountability plan required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, California Department of Education and County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

The Charter School shall provide reporting to the District as required by law and as requested by the District including, but not limited to, the following: California Basic Educational Data System (CBEDS), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), the School Accountability Report Card (SARC), and the LCAP.

The Charter School agrees to and submits to the right of the District to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, the Charter School shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the District.

Insurance

The Charter School shall acquire 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. Coverage amounts will be based on recommendations provided by the District and the Charter School's insurer. The District Board of Education shall be named as an additional insured on all policies of the Charter School. Prior to opening, the Charter School will provide evidence of the above insurance coverage to the District.

Administrative Services

"The manner in which administrative services of the charter school are to be provided." CA Education Code §47605(h)

The Charter School will provide or procure its own administrative services, including, but not limited to, financial management, accounts payable/receivable, payroll, human resources, and instructional program development either through its own staff or through an appropriately qualified third-party vendor or contractor.

Willie J Frink College Prep plans to contract with EdTec, a business and developing company specializing in charter schools, for administrative and "back-office" services, including, but not limited to, the following: complete bookkeeping services, budget creation/fiscal planning, cash flow management, local, state, and federal reporting, audit and compliance preparation, payroll services, employee benefits, planning and management, attendance reporting, training (charter school finance, accounting and operations functions, budgets, financial reports), quarterly and annual tax filings, property tax exemption filings.

At any time, the Charter School may discuss the possibility of purchasing administrative services from the District. If the District is interested, the specific terms and cost of these services will be the subject of a memorandum of understanding between the Charter School and the District and subject to District availability and willingness to provide such services.

Potential Civil Liability Effects

"Potential civil liability effects, if any, upon the charter school and upon the school district." CA Education Code § 47605(h)

Willie J Frink College Prep shall be operated by a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23710(d).

Pursuant to Education Code Section 47604(d), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. Willie J Frink College Prep 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 intends to enter into a memorandum of understanding with the District, wherein the Charter School shall indemnify the District for the actions of the Charter School under this charter.

The corporate bylaws of the Charter School shall provide for indemnification of the Charter School's Board, officers, agents, and employees, and the Charter School will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts shall be 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 as an additional insured on the general liability insurance of the Charter School.

Charter School Facilities

"The facilities to be utilized by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate." CA Education Code § 47605(h)

Willie J Frink College Prep intends to locate within the boundaries of the Panama-Buena Vista School District in Bakersfield, California.

Transportation

Willie J Frink College Prep shall not provide transportation to and from school, unless it chooses otherwise, except for special education students, pursuant to an IEP.

Food Services

Willie J Frink College Prep will contract with a provider for our students eligible for Federal Free and Reduced Price Lunch. The Charter School will be responsible and accountable for filing all documents necessary for operating the food service program, as well as for reimbursement from the State.

Charter Term

The term of this charter shall be July 1, 2023 through June 30, 2028. This charter may be renewed for one or more subsequent charter terms, in accordance with the applicable requirements as outlined in Education Code Sections 47605, 47607 and 47607.2.

Material Revisions

Material revisions of this charter may be made in writing with the mutual consent of the District and the Willie J Frink College Prep governing board. Material revisions shall be pursuant to the standards, criteria, and timelines set forth in Education Codes 47605 and 47607; provided, however, that Willie J Frink College Prep shall not be required to obtain petition signatures prior to making material revisions to the charter.

Oversight

Pursuant to California law, the Panama-Buena Vista Union School District will be required to provide oversight and performance monitoring services, including monitoring school and student performance data, reviewing the Charter School's audit reports, performing annual site visits, engaging in any necessary dispute resolution processes, and considering charter amendment and renewal requests. In accordance with Education Code Section 47613(a), the District may charge for the actual costs of supervisory oversight of the Charter School not to exceed one (1) percent of the revenue of the Charter School. The District may charge up to three (3) percent of the revenue of the Charter School if the Charter School is able to obtain substantially rent free facilities from the District. Pursuant to Education Code Section 47613(f), "revenue of the charter school" is defined as the amount received in the current fiscal year from the local control funding formula calculated pursuant to Education Code Section 42238.02, as implemented by Education Code Section 42238.03.