

Wonderful college prep academy™

Student and Family Handbook

Essential information for all families

2020-2021

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General School Information

The Mission

The mission of Wonderful College Prep Academy (WCPA) is to graduate students who are prepared to earn a college degree and a lifetime of promising career opportunities.

Students who enroll in the Academy—and graduate from the high school’s Liberal Arts or Agriculture Business pathway—can be confident their hard work will lead to college completion and gainful employment.

The Vision of Excellence

At Wonderful College Prep Academy, all students will possess a personal vision of excellence, connecting their goals to college and their future dreams. Students will:

PERSIST

- Are passionate, urgent, and on a mission to college.
- Finish what we start.
- See challenge and failure as an opportunity to learn, practice and get better.
- Believe we can “get smarter” by working hard.

BE RESPONSIBLE

- Set challenging short and long-term goals and consistently monitor our progress.
- Actively engage in rigorous learning to understand, analyze, question, debate and justify our thinking.
- Set challenging short and long-term goals and consistently monitor our progress.
- Respect the safety of others by following rules and treating people the way we want to be treated.
- Embrace wellness by respecting our bodies and our minds.

INNOVATE

- Learn by exploring, experimenting, tinkering, and doing.
- Engage in problem solving, drawing on patterns, imagination, instincts, intuition, logic and reasoning.
- Use design thinking: think big, act small, create, test, fail fast, and try again.

VOICE

- Communicate our feelings, voice our opinions and self-advocate respectfully.
- Provide feedback, make decisions, advocate for and lead change.
- Express optimism about the future, even when facing challenges and obstacles.

CONNECT

- Seek out opportunities to build nurturing relationships and make meaningful connections with peers and adults with the goal of growing personally and professionally.
- Navigate and use resources that lead to personal, academic and future success.
- Build connections with people who can help us advance our goals.



The Commitment

Wonderful College Prep Academy is committed to raising the educational expectations and outcomes for all students and contributing to educational improvement in the Central Valley. WCPA seeks to demonstrate how a different idea about teaching and learning can create classrooms that foster the best learning for all students. Building on recognized early college high school models, WCPA provides an educational program that prepares students for the challenges of college and for success in their chosen careers.

School Partners

WCPA partners with the Resnick Foundation, the Wonderful Agricultural Companies, and Central Valley community members. WCPA is a unique initiative that raises expectations for students while providing a model that can contribute to significant growth in student achievement in the region. As a charter school authorized by the Kern County Superintendent of Schools, WCPA reaches out to Delano, Lost Hills, and other neighboring communities with the goal of educating a group of students that represent a demographic cross-section of the local districts. WCPA builds on the model of early college high schools, a major initiative of the Gates Foundation, that is demonstrating success in increasing the college-going rate of historically underserved students.

School Calendar

Wonderful college prep academy™

2020 – 2021 Academic Calendar ~ 180 instructional days

July 2020						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
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August 2020						
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23	24	25	26	27	28	29
30	31					11

September 2020						
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October 2020						
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November 2020						
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						17

December 2020						
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27	28	29	30	31		
						14

January 2021						
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31						14

February 2021						
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28						
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






March 2021						
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April 2021						
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May 2021						
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30	31					20

June 2021						
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27	28	29	30			
						4

Legend

	First/Last Day of Semester
	Legal Holidays
	Non-School Days
	No Students, Teacher Work Day (3)
	Instructional Days (190)
	No Students, Teacher Work Day (4)
	Student Orientation Week

Important Dates

Aug. 17	First Day of School	Jan. 18	Martin Luther King Jr. Day
Sept. 7	Labor Day	Feb. 12-15	President's Day Weekend
Nov. 11	Veteran's Day	March 29 - April 5	Spring Break
Nov. 25-27	Thanksgiving Break	May 31	Memorial Day
Dec. 18	End of 1 st Semester	June 4	8 th Grade Promotion
Dec 21-Jan 8	Winter Break	June 4	High School Graduation
		June 4	Last Day of School / End of 2 nd Semester

2020-2021 Bell Schedules

** Please see the COVID-19 Addendum

Academic Policies

2020-21 School Year

The academic year at Wonderful College Prep Academy is 180 days to promote learning and engagement. WCPA's office is closed in observance of the following federal holidays:

- Labor Day
- Thanksgiving Day
- Christmas Day
- New Year's Day
- Martin Luther King Jr. Day
- President's Day
- Memorial Day
- Independence Day

High School Class Schedule

WCPA utilizes a block schedule for grades 9-12. Longer classes encourage in depth discussions, opportunities to simulate college learning environments, and provide teachers opportunities to utilize project-based learning.

Students take 4 classes of 85 minutes every day, and switch classes on alternating days.

Inclement Weather/Fog Delays

In the event of inclement weather, please check the following website: or tune in to the local television station for information pertaining to delays (or cancellations).

Foggy day schedule is as follows

- Regular Schedule 10:00 a.m. start time (two-hour delay)
- Late Start 10:00 a.m. start time (thirty-minute delay)

Homework

At WCPA, effective homework provides students purposeful, independent, and distinct practice of newly learned knowledge and skills. Research shows that this independent practice at home leads to an increase of content mastery and retention. Students can expect a moderate amount of homework in accordance with their grade level.

Books and Supplies

WCPA will provide as many of the tools required for learning as possible. Students will have access to computers, textbooks, and other learning materials. It is the student's responsibility to use and care for these items appropriately. If a textbook or other school property is returned in an unacceptable condition, lost or stolen, the parent will be responsible for its replacement

and may result in the hold of the student's diploma until all fees are paid. Students are expected to come to class each day with all necessary supplies.

Academic Eligibility for Athletics

The athletics program at WCPA encourages student-athletes of character. Students must prioritize excellence in the classroom. In order to participate in athletics, students must be academically eligible. Students must achieve and maintain a **minimum GPA of 2.5, with no D's or F's**, during the last grading period to be eligible for sports. Parents may request a 6-week probationary period following academic disqualification. However, students who do not achieve a minimum GPA of 2.5, or have any D's or F's, for two (2) consecutive 6-week grading periods will be automatically dropped from the team.

Parents are advised that there are additional athletic policies regarding disqualification from teams.

Academic Integrity Policy

Academic integrity is central to being prepared for academic success in college and beyond; thereafter, students are expected to report Student Behavior Honor Code violations. The WCPA Honor Code and Academic Integrity Policy is fundamentally based on mutual respect and trust. This code ensures that every member of the school community holds each other to a high standard of personal integrity, honesty, and mutual respect.

The Academic Integrity Policy includes, but is not limited to the following statements:

- A student's word is expected to be the complete truth; lying is incompatible with being a WCPA student,
- A student's work is expected to be his or her own, unless properly cited; plagiarism is unacceptable for a college and career bound student,
- The property – physical, intellectual, etc. – of others is to be respected; stealing and copying is against the values of WCPA,
- A student is expected to report any violation of the Honor Code.

Examples of Honor Code violations include, but are not limited to:

- Copying or allowing another student to copy any type of work, including homework
- Using cheat sheets or notes on an assessment
- Texting/e-mailing/electronic chatting answers or questions to others
- Looking at someone else's paper during a test
- Allowing someone to look at your paper during a test
- Plagiarism
- Pretending to be another student for the sake of completing their work
- Revealing content on an assessment or assignment to another student

It is the student's responsibility to check with their School Principal regarding the Honor Code in situations that seem unclear. Violations of the Academic Integrity Policy or Honor Code will result in immediate disciplinary action.

K-12 Grading Policies

Elementary Progress Reporting Policy

At WCPA, we believe the path to college begins in kindergarten. We provide a rigorous curriculum, high-quality instruction, and positive character development to ensure that all students achieve the academic skills, knowledge, and ethical foundations.

We want all of our families to be well-informed of their student's behavior, academic progress, and social well-being. Teachers will use several systems to monitor our students' growth and adjust their instruction to meet their needs. We will communicate students' academic growth using the following systems.

Homework

Reading Homework Amounts

Homework, without proper support, could unintentionally widen the achievement gap as students repeat mistakes without having mastered the content. Lower grades will focus primarily on a single fluency passage each week with repeated readings while upper grades will complete the fluency passage as well as teacher-selected standards-based homework.

Homework is an essential part of WCPA educational program. It is designed to reinforce skills taught in the classroom, help students develop a deeper understanding of concepts, and promote good study habits. Students are assigned homework every night. Elementary school homework is introduced in a graduated sequence from the K-2nd grade. Third through fifth graders receive at least an hour (1) hour of homework each evening. Parents and guardians are expected to help students with their homework in ways that include reading instructions out loud to younger students, creating routines at home for students to follow each day, providing a quiet, organized place to work, and checking homework for neatness and completion. More specific grade level homework expectations will be communicated at Back to School Night.

Assessments

At WCPA, we believe that regular monitoring of student progress is essential to providing an academic program that is targeted and appropriate for every child. We use a range of academic assessment tools, selected for their validity and their developmental appropriateness, to ensure that our students are progressing toward mastery of grade level content.

Parents will receive written, either mailed or digital, notification of student results for major benchmarks and yearly summative assessments within three (3) weeks of their release.

Purpose	Assessment Name	Frequency and Timing
Major External Benchmarks		
Determine skill-level readiness for grade-level mastery in independent settings by using computer-adaptive items which pinpoint current mastery levels	NWEA MAP Growth 6-12	WCPA will either leverage a three (3) times a year assessment frequency for MAP or provide Tier I student populations two (2) times a year while Tier II and Tier III take an additional Winter Assessment.
Diagnose and formative monitoring of mastery and gaps of CCSS standards through grade-level items	Achievement Network (ANet)	WCPA gives an ANet diagnostic exam during the opening weeks as well as 2-3 more times a year as a benchmark
Purpose	Assessment Name	Frequency and Timing
Teacher or School Created Assessments		
Identify learning progress and gaps which drive ongoing instructional cycles	Common Formative Assessments (CFA)	WCPA gives CFAs roughly every 1-2 weeks depending on the class. These were traditionally known as quizzes.
Identify trends in composition growth and gaps across the district	Districtwide Writing Products (ePortfolio) In 20-21: Only Grades 6-12 In 21-22: All grades	WCPA Districtwide Writing Products are completed, revised, and published on the student's ePortfolio once a quarter *Teachers use prescribed rubrics for this assessment

Project or task-based exploration of Essential Questions, application of knowledge and skills in real-world contexts, or traditional longer assessments	Unit Assessments	Summative	At the end of larger units and evaluated by WCPA teacher-created rubric for written or performed sections
Identify gaps in reading fluency and determine targeted fluency instruction	Fluency Checks		Teachers observe and document a student while they read aloud
Purpose	Assessment Name		Frequency and Timing
State or National Summative Assessments			
California required English Learner assessment package to determine EL status and readiness for Reclassification	ELPAC		An Initial Summative is given when students first enter schools in America and the Summative ELPAC is given every Spring until Reclassification.
California required end-of-grade summative assessments to determine grade-level mastery	CAASPP SBAC		Students complete an interim in late Winter or early Spring to identify at-risk and high-needs areas. The SBAC occurs in late Spring.
College entrance assessment to determine readiness for collegiate academic studies	ACT/SAT		WCPA students begin taking college entrance readiness exams in early high school and may take it several times

GRADING AND REPORTS

The purpose of grades and reports is to assess a student's strengths and weaknesses, to help the student recognize his or her accomplishments, and to provide strategies for improvement.

Individual parent-teacher-student conferences are scheduled two times during the year – in October and March. Conferences provide invaluable opportunities to share information between home and school to enhance a student's chances of success. WCPA expects that all families participate and meet with their child's teacher either in-person or in the case WCPA is a virtual learning environment, either via phone or video conference.

Parents are also encouraged to schedule additional conferences with teachers whenever desired. Student progress is assessed and monitored continuously over the course of the school year to provide students, teachers, and parents with important information about which learning goals have been mastered.

REPORTS

The grades that students receive serve many important purposes, such as communication of student progress with parents/guardians, placement of students in appropriate programs, and as an additional measure of student progress. Grades are also used to give students—and their families—feedback about the child's progress and achievement. Grades are measured by a combination of effort and mastery. Effort grades reflect a student's hard work in class and on homework, including participation, completion, and quality of work.

Mastery grades reflect a student's ability to produce accurate work on assignments and tests that reflects a proficiency of material and grade level standards.

Elementary Grades

Category	Percent of Grade
Homework & Reading Log Effort	20%
Classwork Effort	20%
Formative Assessments Mastery	30%
Summative Assessments Mastery	30%

The school uses the following scale for grade translations:

- A = 100% - 90%** Excellent, advanced quality work; superior mastery of content.
- B = 89% - 80%** Good, proficient, solid quality work; student understands content well, and is able to articulate understanding easily.
- C = 79% - 70%** Adequate, work; student displays minimum mastery of work, but needs some assistance to be prepared to move forward.

F = 69% - 0%

Little or no mastery of work, poor, unacceptable quality; student is not prepared to move to next level.

COMMUNICATING STUDENT PROGRESS

WCPA communicates frequently with families regarding student progress. The methods of communication include the following:

- **Quarterly Report Cards.** WCPA issues report cards each quarter. Report cards include detailed written comments on students' progress and a standards-based breakdown of performance on interim assessments. Parents of students in-danger of not meeting grade-level expectations will have a meeting with the classroom teachers to create a remediation plan.
- **Parent-Teacher Conferences.** Individual parent-teacher-student conferences are scheduled two times over the course of the year – in October and March – to discuss report card grades and review each student's gains in academics and social skill-building. During these meetings, parents are encouraged to share any information that sheds additional light on the child's potential, interests, preferences, and learning style in order to enhance the student's success. Additional conferences may be held at either the parent's or teacher's request.
- **Daily Culture Reports.** Parents will receive a daily report of their student's behavior color. Teachers will record their behavior twice (2x) daily—morning and afternoon—and send the report home daily in scholars' folders. The color report reflects the choices scholars made throughout the day. Teachers will communicate students' behavior daily.

Parent Communication - Elementary

Month	Communication
September	Baseline Data Reports
October	1st Quarter Progress Reports
November	
December	
January	2nd Quarter Progress Reports
February	
March	3rd Quarter Progress Reports
April	
May/June	Final Grade Reports

English Language Development

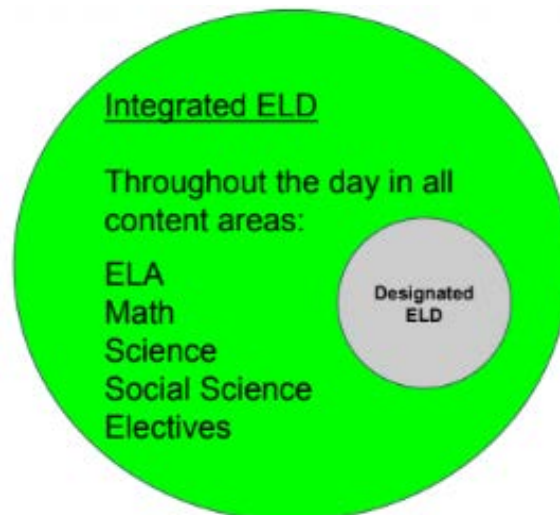
WCPA's English Language Development (ELD) instructional programs are to ensure college, career and community readiness. Our goal is to deliver programs that teach English Learners to understand and use academic English proficiently and effectively while upholding high-quality education which provides opportunities to achieve their full academic potential. WCPA's English Language Development programs are:

- Aligned with the rigor of the Common Core State Standards, New Generation Science Standards, California ELD Standards and California ELA/ELD Framework;
- Designed to address the needs of each EL subgroup;
- Strongly supported and resourced at the site, network and central office level;
- Effectively monitored.

Using English language purposefully permeates all three parts of the California ELD Standards. Meaningful language interactions are essential as English Learners develop content knowledge across the disciplines.

Designated ELD is a protected time during the regular school day when teachers use the California ELD Standards in ways that build into and from content instruction in order to develop critical English language skills, knowledge, and abilities needed for content learning in English.

Integrated ELD refers to language development throughout the day and across all subject areas. The focus is on accessing and learning content standards. During Integrated ELD, teachers use the content standards as the primary standards used for instruction. ELD standards are used in tandem to meet the language demands of English learners in all content area instruction.



ACADEMIC INTERVENTION

WCPA provides a program of intensive academic support for students who enter school significantly below grade level or who have special learning needs including English Learners and students eligible for special education services.

Intervention is an essential piece of instructional programs. Schools and educators must provide support systems which identify, intervene, track, and release students who are at-risk or already struggling. Contrary to traditional approaches, these interventions must be scaffolded and targeted to be highly-effective in closing the gaps which students face. WCPA emphasizes the use of MTSS Evidence-Based Approach over Task-Based Intervention.

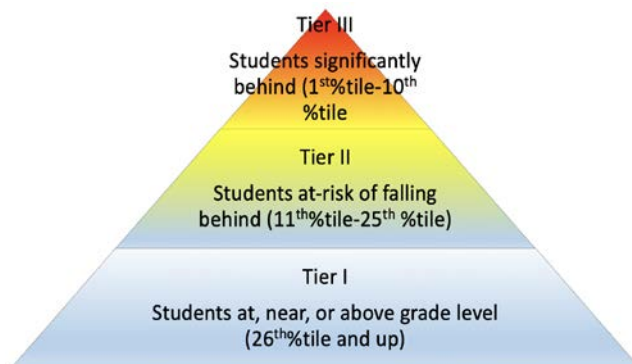
There are two different approaches that intervention is related with:

MTSS Evidence-Based Approach	Task-Based Intervention
<ul style="list-style-type: none"> • Uses peer-reviewed assessments to determine at-risk, struggling students • Uses best practices to target specific literacy gaps • If possible, implements scientific-based program which sequences growth • Focused on long-term growth and gap closing through proactive needs 	<ul style="list-style-type: none"> • Uses grades and missing assignments to determine at-risk, struggling students • Focused on getting grades higher • Focused on completion of assignments • Reactive to individual assignments

Within California’s recommended Multi-Tiered Systems of Supports, our ELA interventions will be empowered through MTSS and RtI (Response to Intervention) published research and best practices.

Structures and Groupings

Intervention will be separated into three targeted (3) tiers in alignment with the published research:



- Tier III: Students significantly behind and requiring strong core classroom instruction and added intensive interventions, usually individually delivered when possible.
- Tier II: Students at-risk of becoming significantly behind and requiring strong core classroom instruction and added intensive interventions, usually delivered in small groups.
- Tier I: Students who will be or currently are on grade level or above. Core instruction is sufficient in closing gaps in knowledge and skill.

Identify: How do we know who needs intervention?

Tiered intensive interventions are signaled from the use of approved Universal Screeners. This process screens 100% of students at the beginning of each year to determine who needs what interventions. WCPA leverages NWEA MAP assessments as its Universal Screener to determine gaps for the upcoming year, as well as a benchmark of student growth. This nationally normed assessment provides percentiles (%tiles) depicting how students are performing relative to other students in the nation. Percentiles provide a valid and reliable look to grade level readiness.

NWEA Map provides a skills-based assessment which automatically adapts as the student answers questions, allowing for the assessment to deliver questions ranging from multiple grade levels and thus providing an accurate, external depiction of student trajectory.

Student Support Process

WCPA utilizes the Student Support Process as a multi-tiered problem-solving approach to support individual student needs. The Student Support Process provides suggestions for comprehensive, classroom-based, student-centered interventions and determines whether or not a child should be referred for further evaluation based on data gathered throughout the Student Support Team (SST) process. If you believe your child may be in need of interventions or further evaluation to determine if a disability is present, please contact the school's Principal.

Middle and High School Grading Policy

Philosophy

Grades are based on impartial consistent observation of the quality of student work and student mastery of course content and academic standards. The gradebook used by teachers will therefore serve as a data tracking tool used to measure student achievement overtime. Students shall have multiple opportunities to demonstrate mastery through a variety of channels or a holistic measurement that supports a transition to college readiness. A few opportunities to demonstrate mastery include exit tickets, multiple class activities/experiences, homework, essays/lab reports, projects, portfolios, etc. Grading policy shall be administered in a uniform manner based on standards that apply to all students in that course and grade level.

In order to ensure two-way communication with families as well as carefully monitor student performance over time, the following guidelines have been established:

- Core Subject Areas/Electives: At least 2 assignments each week and at least 1 of these assignments is a quick check (exit ticket). These two grades must be submitted on a consistent basis by 5pm every Sunday.
- Rationale: We want parents to receive constant updates on their child's progress in order to provide support. This is a total of 12 grades for the six-week period. This does not include the interim six-week assessment administered at the end of each six weeks.

Holistic College-Ready Grading System (Core Subjects Only—Math, English, and Science)

Exit Slip, Independent or Group, Grades (Standards-based Grading) –30%

We look at a student's ability to show growth over time. Exit slips are measured by a series of informal assessments (quizzes, do now, exit slips, etc.) organized by Common Core State Standards. Through these standard-based quick checks students are provided immediate feedback on their progress. This bucket allows the teacher to incorporate the data to drive instruction. Students have multiple opportunities to demonstrate growth, where the most recent attempt replaces earlier attempts.

Unit Test, Weekly or Bi-Weekly Assessments, i.e. Common Formative Assessments -30%

We look at a student's ability to demonstrate proficiency at the end of a unit or the end of multiple units. Units are thematic and build on each other. So, while the unit exam may not be cumulative with other unit exams, unit exams encourage the students to make connections within and between units on a higher level of cognition. A minimum of 2 unit assessments are required for every six-week period.

Homework -15%

We look at a student's ability to improve on academic skills presented in class by completing them at home. This will further prepare the student for upcoming lessons and involve parents in the process of learning.

Performance Task or Projects – 15%

We look at a students' ability to demonstrate proficiency through alternative assessments. Projects, labs or essays should be in direct alignment with the standards, but should allow the student the opportunity to dive deeper into content while exploring guiding questions for the unit. Teachers should be mindful of providing a rubric prior to the project/lab or performance task. This will clearly depict the grading format for the student to follow.

Interim Six Week Benchmarks – 10%

The interim assessment covers all standards taught during the previous 6 weeks and allows teachers to determine the direction of future instruction.

Frequently Asked Questions

Q: When do students retake quick checks?

A: It varies by teacher. Some retakes happen in class, others at lunch or after-school, but expectations should be consistent and clear. Quick checks can be taken at the end of a tutoring session, for example. Tutoring sessions occur during lunch or after-school.

Q: How is mastery level in a standard determined?

A: Mastery level is determined when a student shows mastery at 80%.

Key Items and Recommendations

Most assessments/performance tasks, other than purely multiple-choice assessments, will be graded by a rubric. This is perhaps the most critical component of the system, where teachers can ensure appropriate rigor and teach students what each level of quality looks like in their course on any given type of assessment/performance task.

High School Dual Enrollment Programs

Agricultural Prep Academy and Liberal Arts Academy

Wonderful College Prep Academy has pioneered dual enrollment programs in partnership with Bakersfield College to provide students with clear pathways to either a career in the Central Valley's agricultural industry or an accelerated course of study so that students can begin college with advanced standing.

Dual Enrollment

The Ag Prep and Liberal Arts Early College programs at WCPA are designed to prepare high school students for college by allowing them to experience college courses while in high school. All courses are taught at the college level. WCPA offers college courses through dual enrollment with Bakersfield College on WCPA's campus. This program allows WCPA high school students to take college courses on the WCPA campus. These are regular college courses, and students earn full college credit and high school credit for their work. Because this is a special program, students must meet special requirements, and not all college classes are open to high school students. All fees for college courses are paid for by WCPA.

Prerequisites

Because admission of high school students to community colleges is governed by state laws and regulations, the type of courses permitted, and the number of students admitted is limited. High school students will not be permitted to enroll in college courses when they have failed the same course in high school. High school students are enrolled in college courses based on their ability to benefit from advanced scholastic or vocational studies. Admission to these courses is based on GPA, class standings, recommendations from high school faculty, and placement assessments. Students must also satisfy all prerequisites and eligibility requirements for each course as outlined by the college.

To request enrollment in this program, students must submit a High School Concurrent Enrollment Request form each term, including the signature of the high school counselor and the student's parent or legal guardian, and official high school transcripts. The form must also designate the courses being requested. All students must take the assessment test and complete the online orientation for Bakersfield College. All students must take the prerequisite courses as outlined in the Bakersfield College Course Catalogue and abide by the policies related to dual enrollment.

Uniform Policy

Daily Dress Expectations

The school uniform policy is an important part of WCPA life. The uniform policy seeks to create a professional learning environment that represents the school's mission and values. Please ensure students are in uniform before they leave for school in the morning; students must remain in uniform until they return home. Students requesting an exemption from any provision of this dress code for religious or other reasons should contact the school office. Any student who needs assistance with identifying or selecting conforming clothing should contact their Principal directly. No student shall be sent home from school or denied attendance to school, or penalized academically or otherwise discriminated against, for noncompliance with the dress code. However, any student who arrives at school in nonconforming clothes will be provided with conforming clothing for the day and parents will be notified. Students who repeatedly thwart the school uniform policy will receive disciplinary action.

At all times, the following limitations apply to WCPA Dress Code:

- Clothing must be presentable, in good repair and cannot be tattered or torn.
- Clothing must be the proper size and fit, allowing for ease of movement while continuing covering all appropriate areas. Clothing should not be too large, or too small.
- Clothing must be sufficient to conceal undergarments at all times. Clothing that becomes revealing when sitting or moving is not appropriate for school.
- See-through or sheer fabrics, halter tops, low necklines, off-the-shoulder or low-cut tops, and skirts or shorts shorter than mid-thigh are prohibited.
- Changing clothes at school is not permitted unless for a sports/PE related activity.
- Clothing may not be worn over the uniform except as set forth in the uniform guidelines included below.
- No professional sports apparel allowed at any time unless it is part of a school-sponsored spirit week activity.
- Any personal items such as backpacks, fanny packs, gym bags, water bottles, etc., which contain writing, pictures, or any other insignia which are crude, profane or sexually suggestive; bare drug, alcohol or tobacco company advertising promotions and likeness; are gang related, degrade race, gender, sexual orientation or which advocate racial, ethnic, or religious prejudice will not be permitted on campus.
- No grade of a student participating in a physical education class shall be adversely affected due to the fact that a student does not wear standardized physical education apparel when the failure to wear such clothing items arises from circumstances beyond the student's control. (EC 49066(c).)
- Administration reserves the right to ban any apparel that can be interpreted as gang related if those items become a problem.
- Exceptions to the dress code may be made for special days or special events with administrative approval being secured (in writing) prior to the activity.
- Administration will have final decisions on all matters of dress.



Uniform Requirements Requisitos de uniforme

students are required to wear:
los estudiantes están obligados a usar:



green polo with WCPA logo for 6-8th grade;
black polo with WCPA logo for 9-12th grade;
undershirts may be black, forest green or white
para grados 6 al 8 camisa verde polo con el logo de WCPA; para grados 9 al 12 camisa negra polo con el logo de WCPA; las camisetas solo pueden ser negras, verdes bosque o blancas



WCPA issued jackets,
sweaters, all black cardigan or sweater
with no logos larger than 1-2 inches
chaquetas, suéteres o sudaderas
proveídas por WCPA, suéteres o
sudaderas color negro sin logotipos
de más de 1 a 2 pulgadas



khaki pants, shorts, or skirts with a flat front
pantalones largos, pantalones cortos o faldas caqui con frente liso



solid brown or black, single
pronged, leather belt
cinturón de cuero color café
o negro liso, con hebilla de
un solo diente



no heels or wedges over 2 inches; socks must be
solid forest green, black or white
no se permiten tacones o plataformas de más de 2
pulgadas; los calcetines deben ser de color verde
bosque, negro o blanco liso



Unacceptable Items Artículos inaceptables



no hoodies, sweatshirts or non-black jackets or sweaters allowed
no se permiten sudaderas, chaquetas o suéteres que no son
completamente negros



no skinny khakis, jeggings or cargo pockets; shorts and skirts
must be appropriate length (beyond the fingertips of the extended
arm); no designs or cargo pockets

no se permiten pantalones caqui muy ajustados, pantalones
de gimnasia o pantalones cargo; los pantalones cortos y faldas
deben ser de medida apropiada (mas alla de la punta del dedo con el
brazo extendido); no deben tener estampado o bolsillos cargo



belts may not have designs or
double prongs

los cinturones no pueden
tener diseños o dientes dobles



shoes must have a closed front and back;
shoes may not be red or blue;
moccasins and flip flops are never allowed

los zapatos deben ser cerrados;
los zapatos no pueden ser rojos o azules; no se
permiten mocasines o chanclas

Additional Dress Options for Elementary Students

In addition to the expectations listed above, students in grades K-5 will have an option to wear a school- issued dress or vest.



Uniform Requirements Requisitos de uniforme

students are required to wear:
los estudiantes están obligados a usar:



green polo or dress with WCPA logo;
undershirts may be black, forest green or white
camisa verde polo o vestido verde con el logo de WCPA;
las camisetas solo pueden ser negras, verdes bosque o
blancas



khaki pants, shorts, or skirts with a flat front
pantalones largos, pantalones cortos o faldas caqui con frente liso



WCPA issued sweater vest may be
worn over WCPA green polo
chaleco proveido por la escuela
puede ser usado sobre la camisa
polo verde con el logo de WCPA



WCPA issued jackets,
sweaters, all black cardigan or sweater
with no logos larger than 1-2 inches
chaquetas, suéteres o sudaderas
proveídas por WCPA, suéteres o
sudaderas color negro sin logotipos
de más de 1 a 2 pulgadas



solid brown or black, single
pronged, leather belt
cinturón de cuero color café o
negro liso, con hebilla de un
solo diente



shoes must have a closed front and
back; socks must be solid forest
green, black or white
los zapatos deben ser cerrados; los
calcetines deben ser de color verde
bosque, negro o blanco liso

Attendance Policy

At WCPA, every day is an essential learning opportunity. Success in school depends in part upon prompt and regular classroom attendance. Frequent tardies and absences result in students missing important presentations, demonstrations, discussions, explanations, and work assignments. In addition, tardiness often disrupts the teaching process, distracting others in class.

For these reasons, persistent tardiness and non-attendance are matters of serious concern. The attendance policy of WCPA seeks to:

- Teach students responsibility and accountability.
- Encourage students to stay in school.
- Help students understand that they can change, grow, and contribute to a community of learners.
- Assure our students that, with regular attendance, good effort, and a positive attitude, they will be able to attain their goals.
- Help our students understand that a good citizen is involved and engaged in the community.

Excused Absences/Tardies

For an absence to be excused, the student’s parent or guardian must provide a written excuse or an email. Phone calls will no longer be acceptable to excuse an absence.

Excused Absences	Excused Tardies
<p>From time to time, a student may have a valid reason for missing class. Excused absences include the following:</p> <ul style="list-style-type: none">● Illness (any illness lasting longer than 48 hours must be cleared by a physician before child will be allowed back on campus)● Quarantine● Medical, dental, optometric, or chiropractic appointments● Family emergency● Observation of a religious holiday or ceremony● Appearance in court● Naturalization Ceremony● Employment conference● College visitation● Funeral service● Jury Duty● Up to five days in order to obtain proper immunization	<p>From time to time, a student may have a valid reason for being late to class. Excused tardies include the following:</p> <ul style="list-style-type: none">● School Bus mechanical issues● School declared fog delays● Medical, dental, optometric, or chiropractic appointments● Family emergency● Observation of a religious holiday or ceremony● Appearance in court● Naturalization Ceremony● Funeral service

A student absent from school for an excused absence will be allowed to complete missed assignments and tests (within reasonable limits) and will be given full credit upon satisfactory completion. The teacher determines what assignments the student will make up and in what period of time. The tests and assignments will be equivalent but not necessarily identical to the tests and assignments that the student missed.

Parental approval does not automatically make an absence an excused absence. For circumstances outside of the student's control, the student may be allowed to make up assignments or tests, at the teacher's discretion.

Tardies

School begins at 8:00 am on regular schedule days and at 9:30 am on late start days. It is expected that every student arrives on time. Oversleeping, traffic, or missing the bus is not an excused tardy. Students must report directly to the office if they are tardy to school and detention will be assigned. A student who is more than 30 minutes late will be marked as an unexcused absence. Tardiness is only excused if a student has an excuse defined as an "excused absence" above.

Truancies

According to the State of California, a student is considered truant when, without a valid excuse, he or she is:

- Absent for three (3) full days in a single school year,
- Tardy three (3) times in a year,
- Absent three (3) times for more than a 30 minute period,
- Any combination of the above.

This classification and referral helps emphasize the importance of school attendance and is intended to help minimize interference with instruction.

Upon a pupil's initial classification as a truant, the school is required to notify the pupil's parent/guardian, of the following:

1. That the pupil is truant.
2. That the parent/guardian is obligated to compel the attendance of the pupil at school.
3. That parents/guardians who fail to meet this obligation may be guilty of an infraction and subject to prosecution pursuant to Article 6 (commencing with Section 48290) of Chapter 2 of Part 27 of the California Education Code.
4. The right to meet with appropriate school personnel to discuss solutions to the pupil's truancy.
5. The pupil may be subject to arrest under Education Code Section 48264.
6. The pupil may be subject to suspension, restriction, or delay of his/her driving privilege pursuant to Vehicle Code Section 13202.7.
7. That it is recommended that the parent or guardian accompany the pupil to school and attend classes with the pupil for one day.

Attendance Issue	Result
Late for class	<ul style="list-style-type: none"> • Marked “tardy” • Three tardies is equivalent to an <i>unexcused absence</i>
Missing school without an excuse OR 1 excessive tardy (30 minutes or more)	<ul style="list-style-type: none"> • Student will be marked as <i>unexcused absence</i> • Parents are notified of the absence.
2 Unexcused absences OR 2 excessive tardies	<ul style="list-style-type: none"> • Student will be placed on an “Attendance Contract” to be signed with parent in conference with administrator
Leaving closed campus OR 3 or more unexcused absences	<ul style="list-style-type: none"> • Legal interventions and penalties pursuant to California law. Families can find details at: http://www.cde.ca.gov/ls/ai/tr/

Attendance Policy for School Activities

Wonderful College Prep Academy has implemented a 97% attendance policy that students must meet to participate in school activities including, but not limited to: dances, club functions, class trips, Commencement and other Senior Year activities. WCPA will count any absence, including excused absences, against the 97% attendance requirements with the following exceptions:

- Medical Emergencies or Medical Excuses (must provide physician’s note)
- Subpoenas to court
- Funeral services for IMMEDIATE family members

Attendance Policy for Athletics

Student-athletes must attend 100% of period classes on game days to participate/travel with the team.

General School Policies

Fines and Fees

Students must pay all fines owed in a timely manner. Grades, diplomas, transcripts and the graduation ceremony may be withheld if fines are owed to the school, unless such fines are prohibited under applicable law. (Education Code Sections 48904; 49014). Students may be charged for technology and textbooks checked out to them that have not been returned by the end of the year, or technology and textbooks that have been willfully cut, defaced, or injured (e.g., books returned with marks/graffiti or other damage), except for those students who are current or former foster children/youth or current or former homeless children/youth as defined in Education Code Section 49014. Refunds will be made for returned items with receipt. The amount of the refund will be the price of the technology, book or other WCPA property and accrued fines for willful damage to WCPA property. When a student or parent/guardian is unable to pay for any assessed damages, or to return property, WCPA will provide a program of voluntary work for the student in lieu of the payment of monetary damages in compliance with applicable provisions of the Education Code and Labor Code.

Bicycle Regulations

Students are allowed to ride to school on bikes, scooters, or skateboards while wearing a helmet. However, these may not be used on campus. They must be locked up in the designated area (bike rack) and picked up after school. WCPA is not responsible for lost or stolen property stored in the bike rack area.

Confiscated Items

All confiscated items will remain in the main office until the end of the school day when they must be picked up by a parent. Items not picked up will be donated to charity after 30 days.

School Related Events and Field Trips

All regular school rules and policies apply at school related events and while students are traveling to and from campus. School related events include, but not limited to, dances, sports activities, etc.

Closed Campus

WCPA has a closed-campus policy. Students are not permitted to leave campus during the school day unless they are picked up by a parent or designated emergency contact or unless it is for another designated school activity. Parents should avoid delivering any food to students during school hours.

Leaving campus without permission is considered a serious infraction with legal and safety implications. Consequences are decided on a case-by-case basis by school administration consistent with the school's discipline policy.

Medication

Any student who needs to take medication (prescribed or over the counter) during the school day may be assisted by the school nurse or designee. For medication prescribed by a physician or

surgeon, the school must first obtain both a written statement from the physician or surgeon detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken and a written request from the parent indicating the desire for the school to assist the student in the matters set forth in the statement of the physician or surgeon. For over the counter medication, the school must first obtain a written request from the parent indicating a desire for the school to assist the student in matters directed by a physician.

Athletics

In order to participate in athletics, students must complete an Athletic Participation Form. Students must have a completed physical for the current school year on file with the school and have parent/guardian consent. If at any time a student is no longer a member of a team – for athletic, disciplinary, or academic reasons – all equipment must be returned immediately. Students are financially responsible for all kept, lost, or stolen equipment. Any unpaid fees will result in documents, transcripts, and diploma being held, unless the student is subject to a fee exemption as provided in Education Code Section 49014.

Notification of Rights under Family and Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day WCPA receives a request for access.

Parents or eligible students who wish to inspect their child's or their education records should submit to the school principal a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask WCPA to amend their child's or their education record should write the school principal, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school

officials with legitimate educational interests. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest must be set forth in the school's or school district's annual notification for FERPA rights. A school official typically includes a person employed by the school or school district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the school discloses education records without consent to officials of another school or school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by WCPA to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

See the list below of the disclosures that elementary and secondary schools may make without consent.

FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, § 99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student –

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(3) are met. (§ 99.31(a)(1))

- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of § 99.34. (§ 99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency (SEA) in the parent or eligible student's State. Disclosures under this provision may be made, subject to the requirements of § 99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf, if applicable requirements are met. (§§ 99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4))
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to § 99.38. (§ 99.31(a)(5))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction, if applicable requirements are met. (§ 99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§ 99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena if applicable requirements are met. (§ 99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10))
- Information the school has designated as "directory information" if applicable requirements under § 99.37 are met. (§ 99.31(a)(11))
- To an agency caseworker or other representative of a State or local child welfare agency or tribal organization who is authorized to access a student's case plan when

such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student in foster care placement. (20 U.S.C. § 1232g(b)(1)(L))

- To the Secretary of Agriculture or authorized representatives of the Food and Nutrition Service for purposes of conducting program monitoring, evaluations, and performance measurements of programs authorized under the Richard B. Russell National School Lunch Act or the Child Nutrition Act of 1966, under certain conditions. (20 U.S.C. § 1232g(b)(1)(K))

Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA)

PPRA affords parents of elementary and secondary students certain rights regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include, but are not limited to, the right to:

- *Consent* before students are required to submit to a survey that concerns one or more of the following protected areas (“protected information survey”) if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED)–

1. Political affiliations or beliefs of the student or student’s parent;
2. Mental or psychological problems of the student or student’s family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or student’s parent; or
8. Income, other than as required by law to determine program eligibility.

- *Receive notice and an opportunity to opt a student out of –*

1. Any other protected information survey, regardless of funding;
2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
3. Activities involving collection, disclosure, or use of personal information collected from students for marketing or to sell or otherwise distribute the information to others. (This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.)

- *Inspect*, upon request and before administration or use –

1. Protected information surveys of students and surveys created by a third party;
2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and

3. Instructional material used as part of the educational curriculum.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

WCPA will develop and adopt policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. WCPA will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. WCPA will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. WCPA will make this notification to parents at the beginning of the school year if WCPA has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. The following is a list of the specific activities and surveys covered under this direct notification requirement:

- Collection, disclosure, or use of personal information collected from students for marketing, sales, or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Uniform Complaint Procedure

Should a parent/guardian have an issue that he or she feels has not been resolved by the school staff or administration, the parent/guardian should follow the Uniform Complaint Procedure set forth by the school. A copy of this procedure can be found on the school website or a copy can be obtained in the administration office.

Disruptions and Dangerous Instruments Policy

Campus Disruptions

The WCPA Board of Directors is committed to keeping its campuses free from disruptions and to keeping unauthorized persons from entering school grounds. The principal or designee shall provide for the prompt removal from school premises of any individual who disrupts or threatens to disrupt normal school operations, threatens the health and safety of students or staff, or causes property damage.

WCPA school site safety plans shall specify action to be taken, including specific staff responsibilities, when an individual is causing a disruption. School staff shall be trained to recognize when an individual has committed acts that constitute a disruption in violation of WCPA Board policy.

Gun-Free School Zone

WCPA is committed to maintaining a safe and secure environment for students, staff, parents, and community members. Consistent with the Gun-Free School Zone Act, possession of unauthorized firearms, weapons, or other dangerous instruments is prohibited within 1,000 feet of school grounds (Penal Code 626.9, 626.10). Possession of unauthorized weapons, including, but not limited to, dirks, daggers, ice picks, and knives is also prohibited on school grounds.

In furtherance of maintaining a safe and secure environment, it is the policy of the Board that the possession, display, and/or use of firearms is strictly prohibited at any school-related or school-sponsored activity or on WCPA property including, but not necessarily limited to, school campuses, school buses, WCPA vehicles, and WCPA offices, unless such firearms are permitted pursuant to applicable law. Consistent with this policy, individuals who possess a valid Carry Concealed Weapon (CCW) license are prohibited from possession, display, and/or use of firearms while on school grounds or at school activities unless otherwise permitted by applicable law.

Student Acceptable Use of Technology Policy

Technology resources at WCPA schools are provided for the purpose of supporting the educational mission of WCPA schools. The goal in providing these devices is to promote educational excellence by facilitating resource sharing, innovation, research, creativity, communication, increased productivity, and mobile learning.

Use of these technologies is a privilege that carries responsibility and behavioral expectations consistent with all school rules and policies, including, but not limited to those stated in this handbook. It is understood that members of the WCPA school community will use all types of computing devices and the school's network in a responsible, ethical, and legal manner at all times.

WCPA schools retain sole right of ownership of computing devices and related equipment. Devices may be issued to students according to the guidelines set forth in this Student Acceptable Use of Technology Policy included below. WCPA schools retain the right to collect and/or inspect computing devices at any time, and to alter, add, or delete installed software or hardware.

Computing Devices

Receiving Your Computing Device

Parents/guardians and students must sign and return the WCPA Acceptable Use of Technology Policy before the device can be issued to their child.

Device School Return

In the event the devices are loaned out to students, devices will be returned during the last week of the school year or in accordance with the school's check-in/out policy. Devices will be inspected and accessories inventoried for damages at this time.

Students, who transfer, withdraw, are suspended or expelled from WCPA schools during the school year must surrender the WCPA-issued Chromebook and any other WCPA-owned devices upon termination of enrollment.

Device Return Fines

Failure to return WCPA-issued devices will result in a theft report being filed by the school business office with the local police department. If a student fails to return a WCPA- issued device at the end of the school year or upon termination of enrollment at any WCPA school, that student and/or parent/guardian may be subject to criminal prosecution or civil liability. The student must also pay the replacement cost of the device, or, if applicable, any insurance deductible, unless the student is subject to a fee exemption as provided in Education Code Section 49014.

Furthermore, the student will be responsible for any willful damage to the device. The student will be charged a fee for any needed repairs, not to exceed the replacement cost of the device, unless the student is subject to a fee exemption as provided in Education Code section 49014. In the event that the parent or guardian of the student is unable to pay for any damages, or to return the property, WCPA shall provide a program of voluntary work for the student in lieu of the payment of monetary damages, which shall comply with applicable provisions of the Education Code and Labor Code.

Maintenance of Devices

Students are responsible for the general care of the device they have been issued by the school. Devices that are broken or fail to work properly must be taken to the WCPA IT Department for an evaluation of the equipment.

General Precautions

WCPA devices are school property and all users will follow this policy for all WCPA- issued technology.

- Cords and cables must be inserted carefully into the device to prevent damage;
- Devices must remain free of any writing, drawing, stickers, or labels that are not the property of WCPA schools;
- Devices must never be left in an unlocked cart, school cubbies or any unsupervised area;
- Students may not use "skins" or stickers to "personalize" their device. The device may get redistributed to another student in the event of student disenrollment or if a device requires repair.

Carrying Devices

The protective cases provided with the device have sufficient padding to protect the WCPA-issued Chromebook or iPads from ordinary wear and tear and provides a suitable means for

carrying the device within the school or at home. The guidelines below should be followed for all WCPA-issued technology:

- Chromebooks and iPads should always be within the protective case with the lids in a closed position for all Chromebook use when being carried.
- Students should avoid placing too much pressure and/or weight (such as folders and workbooks) on the Chromebook screen or iPad.

Screen Care

The device screens can be damaged if subjected to rough treatment. The screens are particularly sensitive to damage from excessive pressure on the screen. Guidelines for appropriate care of Chromebook and iPad screens include the following:

- Do not lean on the top of the device.
- Do not place anything near the device that could put pressure on the screen.
- Do not place anything in the carrying case that will press against the cover. Clean the screen with a soft, dry cloth, microfiber or anti-static cloth. No harsh cleaners that can damage the surface of the device can be used.
- Do not “bump” the device against walls, car doors, floors, etc. as doing so could break the screen.

Using Your Device At School

Devices are intended for use at school each day or at home should WCPA be in a distance learning environment. In addition to teacher expectations for device use, school messages, announcements, planners, calendars and schedules may be accessed using the device.

Technology Undergoing Repair

Loaner Chromebooks or iPads may be issued to students when an assigned device has been sent for repair. Upon completion of necessary repairs, students may not receive their originally-assigned device. The warranty provider or WCPA IT department may choose to swap the device with a refurbished model.

Passwords

Devices will be password protected. Students are prohibited from sharing this password with anyone else except their parents/guardians.

Screensavers/Background Photos

A standard screensaver or background will be pre-set on the Chromebook or iPad. Backgrounds that are considered, but not limited to, inappropriate, abusive, hateful, harassing, or sexually explicit in nature cannot be used as a screensaver or background photo.

Managing Your Files And Saving Your Work

Saving Work to Google Docs or Other WCPA -Approved Data Storage Solution

It is the student’s responsibility to ensure that work is not lost due to mechanical failure or accidental deletion. Chromebook malfunctions are not an acceptable excuse for not submitting

work; therefore, students should back up all work.

Software On Devices

Originally Installed Software

WCPA schools will synchronize the device to contain the necessary programs for schoolwork. The software originally installed by WCPA must remain on the Chromebook or iPad in usable condition and be easily accessible at all times.

From time to time, the school may add or modify software programs for use in a particular course. Periodic checks of devices will be made to ensure that students have not removed required programs. Mobile, Chromebook and iPad device management profiles will audit the devices via remote checks that provide information on which application is installed on the device.

Inspection

Students may be selected at random to provide their device to WCPA personnel for inspection.

Procedure for Reloading Software

If technical difficulties occur or illegal software (non-WCPA programs) is discovered, the device will be restored from backup. The school does not accept responsibility for the loss of any software or documents deleted due to a reformat or reimage. In this event, the student may lose the privilege of WCPA-issued technology use.

Software Upgrades

Upgraded versions of licensed software are available from time to time. Students may be required to submit their devices to the onsite technician or WCPA's IT department for periodic updates. Minor application pushes will be remotely installed via WCPA's device management software.

Requirements And Guidelines For Acceptable Use

WCPA-issued technology resources are not transferable or extendable by students to people or groups outside the school and terminate when a student is no longer enrolled at WCPA.

This policy is provided to make all users aware of the responsibilities associated with efficient, ethical, and lawful use of technology resources. If a person violates any of the user terms and conditions named in this policy, privileges may be terminated, access to the school's technology resources may be denied, and the appropriate disciplinary action shall be applied. This Student Acceptable Use of Technology Policy shall be applied to student infractions. Violations may result in disciplinary action up to and including suspension or expulsion for students. When applicable, law enforcement agencies may be involved.

WCPA is pleased to be able to offer individualized instruction to students through a variety of technological resources. In some instances, WCPA will offer educational websites or applications that utilize personal information of students, such as name, screen name, user name, etc., in order to provide the individualized instruction. A list of such websites and applications and links to their terms and conditions may be found on WCPA's website.

Additionally, WCPA tries to avoid websites and applications that market or sell student personal information. Should such a website or application be utilized for educational purposes, it will be identified on WCPA's website and parents have the right to opt out of student use of such websites and applications.

Parent/Guardian Responsibilities

It is recommended that parents/guardians educate their children about values and the standards that they should follow that pertain to the use of the appropriate internet and all other digital media resources.

WCPA School Responsibilities

- Provide internet and email access to students.
- Provide data storage technology through Google Drive. These will be treated similar to school lockers. WCPA schools reserve the right to review, monitor and restrict information stored on or transmitted via school-owned equipment and to investigate inappropriate use of school resources.
- Provide staff guidance to aid students in doing research and help assure student compliance with this Student Acceptable Use of Technology Policy.

Students Responsibilities

- Use computers/tablets in a responsible and ethical manner. Obey general school rules concerning behavior and communication that apply to tablets/Chromebook use.
- Use all technology resources in an appropriate manner so as to not damage school equipment. Damages include, but are not limited to, the loss of data resulting from delays, non-deliveries, or service interruptions caused by the student's own willful misconduct.
- Help WCPA schools protect computer systems/devices by contacting an administrator about any security problems encountered.
- Monitor all activity on their account(s).
- Turn off and secure tablets/Chromebooks after use to protect work and information.
- Return tablet/ Chromebook to the school main office or assigned classroom at the end of each school year. Students who transfer, withdraw, are suspended or expelled, or terminate enrollment at WCPA schools for any reason must return their individual school tablet/Chromebook on the date of termination.
- Do not post personal identifiable information.

Strictly Prohibited Student Activities

- Illegal installation or transmission of copyrighted materials.
- Any action that violates existing school policy or law.
- Sending, accessing, uploading, downloading, or distributing offensive, profane, threatening, pornographic, obscene, or sexually explicit materials.
- Use of chat rooms, sites selling term papers, book reports and other forms of student work.
- Use of any messaging services (e.g., SnapChat, Instagram, TikTok, Facebook, Twitter, Google Chat, MSN Messenger, ICQ, AIM, IMO).
- Non-educational games or games not approved by a teacher.

- Use of outside data disks or external attachments without prior approval from the administration.
- Changing or removing Chromebook or tablet settings or WCPA- loaded device management profiles (exceptions include personal settings such as font size, brightness, etc.).
- “Jailbreaking” the Chromebook/tablet or loading software that bypasses the system’s original security measures or normal mode of operation.
- Spamming or sending mass or inappropriate emails.
- Gaining unauthorized access to other students’ accounts, files, and/or data.
- Use of the school’s internet/email accounts for financial or commercial gain or for any illegal activity.
- Use of anonymous and/or false communications via applications or software such as, but not limited to, Facebook Messenger, MSN Messenger, Yahoo Messenger, email, etc.
- Participation in credit card fraud, electronic forgery or other forms of illegal behavior.
- Vandalism of school equipment (any malicious attempt to harm or destroy hardware, software or data, including, but not limited to, the uploading or creation of computer viruses or computer programs that can infiltrate computer systems and/or damage software components).
- Transmitting or accessing materials that are obscene, offensive, threatening or otherwise intended to harass or demean recipients.
- Bypassing the WCPA school web filter through a web proxy.
- Creating, sending, accessing or downloading material which is abusive, hateful, harassing, or sexually explicit (e.g., engaging in inappropriate activity, such as but not limited to, sending threatening messages on social media or other forms of cyber bullying); WCPA schools have a “zero-tolerance” position on harassment of any kind.

Student Information and Social Media Notice

Anytime a charter school considers a plan to gather pupil information obtained from social media, it is supposed to notify students and parents about the proposed program and provide the opportunity for public comment prior to adoption of the program.

While WCPA does not intend to make a practice of reviewing student social media accounts, from time to time WCPA may be required to investigate online content in response to a report of cyberbullying, threats, or other misconduct, in an effort to ensure a safe learning environment. Student safety is WCPA’s top priority and we welcome the opportunity to further discuss bullying prevention, the school safety plan, or any other related issues to WCPA investigation strategies at the annual Board meeting approving the school safety plan.

Adoption of Plan Related to Student Information and Social Media

Designated WCPA staff are granted the authority to conduct a reasonable investigation into alleged student misconduct, including an Internet search of public content, which includes social media sites, as defined in California Education Code section 49073.6, for evidence of such misconduct. The purpose of such an investigation would be to protect the safety of WCPA students.

Any WCPA staff member who has not been designated with this authority should refrain from collecting or maintaining in student records any information collected from student social media pages without first seeking approval from a WCPA administrator and following proper procedures, including student/parent notification, and well as a public hearing prior to conducting such a program.

Care for Device

Students will be held responsible for maintaining their individual device and keeping them in good working order. Batteries must be charged and ready for school each day by following the check-in/out policy at the school.

Chromebook and iPad cases furnished by the school must be returned with only normal wear and no alterations to avoid paying a replacement fee.

Devices that malfunction or are damaged must be reported to the school main office. The school will be responsible for repairing devices that malfunction or are accidentally damaged. A device that is willfully damaged by the student outside of normal wear and tear will be assessed a replacement or repair fee as indicated in the "Replacement Costs" table below that will be borne by the student. Repairs may take between 1-2 weeks to complete.

Students are responsible for immediately reporting theft of or unauthorized access to WCPA-issued devices to the school's main office.

Legal Propriety

Students are responsible for complying with trademark and copyright laws and all license agreements. Questions regarding such compliance may be directed to a teacher, parent, or staff member.

Student Discipline

If a student violates any part of the above policy, they will be subject to the following disciplinary action, including but not limited to:

- **1st Offense** – Meeting between student and administrator to discuss appropriate use of technology policies and guidelines. Parent/Guardian will be contacted regarding incident.
- **2nd Offense** – Student will be placed in a school community service program, which shall comply with applicable provisions of the Education Code and Labor Code. Service will occur on school grounds and will include cleaning monitor screens, keyboards and other computer accessories.
- **3rd Offense** – Parent meeting with administrators to discuss corrective actions.

Protecting and Storing the Device

Asset Tags

All WCPA-issued technology is labeled with an asset tag and a number assignment. Asset tags may not be modified or tampered with in any way.

Storing the Device

When students are not using a WCPA-issued device, they should be stored in a tablet or laptop storage unit in each classroom, a designated charging cart, or the student's bag.

Devices Left in Unsupervised Areas

Under no circumstances should Chromebooks or tablets be left in unsupervised areas. Unsupervised areas include the school grounds and campus, the lunchroom, computer lab, library, unlocked classrooms, and hallways. Any device left in these areas is in danger of being stolen. If a tablet is found in an unsupervised area, it will be taken to the school IT help desk.

Damage Responsibility

Parent(s) or guardian(s) will be held responsible for ALL willful damage to their child's WCPA-issued devices including, but not limited to: broken screens, damaged metal casing, cracked plastic pieces, inoperability, etc., subject to the student fee exemptions provided in Education Code Section 49014. Should the cost to repair the device exceed the cost of purchasing a new device, the student's parent or guardian will pay for full replacement value. Except for those exempted under Education Code section 49014, students will be charged for willful damage to devices, including cases and cables as noted below.

Replacement Costs

Item	Incident	Damage	Fee (cost for parts or replacement incurred)
Missing Chromebook Key(s)	Repair	Willful damage rendering equipment unusable	\$2.50
Chromebook Keyboard	Replacement	Willful damage rendering equipment unusable	\$30.00
iPad Charger	Replacement	Willful damage rendering equipment unusable	\$25.00
Chromebook Charger (AC Adapter)	Replacement	Willful damage rendering equipment unusable	\$45.00
Chromebook Screen	Repair	Willful damage rendering equipment unusable	\$50.00

Chromebook Housing	Repair	Willful damage rendering equipment unusable	Up to \$100 (depending on the number of repairs needed)
Chromebook	Replacement	Willful damage rendering equipment unusable	\$275.00
iPad	Replacement	Willful damage rendering equipment unusable	\$330.00

Students should report any damage to the IT Help Desk immediately for further evaluation. Responsibility will be determined after the Chromebook or iPad is sent for repair. When a student or parent/guardian is unable to pay for any assessed damages, or to return property, WCPA will provide a program of voluntary work for the student in lieu of the payment of monetary damages, which program shall comply with applicable provisions of the Education Code and Labor Code.

Technology and Internet Safety

Internet Safety

In compliance with the Children's Internet Protection Act (CIPA), WCPA will implement filtering and/or blocking software to restrict access to Internet sites containing child pornography, obscene depictions, or other materials harmful to minors under 18 years of age. The software will work by scanning for objectionable words or concepts, as determined by WCPA. However, no software is foolproof, and there is still a risk an internet user may be exposed to a site containing such materials. A user who accidentally connects to such a site must immediately disconnect from the site and notify a teacher or administrator. If a user sees another user is accessing inappropriate sites, he/she should notify a teacher or administrator immediately.

WCPA will implement a mechanism to monitor all minors' online activities, including website browsing, email use, chat room participation and other forms of electronic communications.

Such a mechanism may lead to discovery a user has violated or may be violating this policy, the appropriate disciplinary code or the law. Monitoring is aimed to protect minors from accessing inappropriate matter, as well as help enforce this policy, on the internet. WCPA reserves the right to monitor other users' online activities, and to access review, copy, store or delete any electronic communications or files and disclose them to others as it deems necessary.

If a student under the age of 18 accesses thier WCPA school account or the internet outside of school, a parent/guardian must supervise the student's use of the account or Internet at all times and is completely responsible for monitoring the use. Filtering and/or blocking software may or may not be employed to screen home access to the internet. Parents/guardians should inquire at the school if they desire more detailed information about the software.

Student information shall not be posted unless it is necessary to receive information for

instructional purposes, and only if the student's teacher and parent or guardian has granted permission.

Users shall not reveal on the Internet personal information about themselves or about other persons. For example, users should not reveal their full names, home addresses, telephone numbers, school addresses, or parents'/guardians' names on the Internet.

Users shall not meet in person anyone they have met on the Internet in a secluded place or a private setting. Users who are under the age of 18 shall not meet in person anyone they have met on the Internet without their parent's/guardian's permission.

Students are prohibited from utilizing WCPA-issued email accounts for non-educational purposes. All users are required to abide by WCPA's IT security policies.

No Expectation of Privacy

Students have no expectation of confidentiality or privacy with respect to the usage or content of a school-issued device, regardless of whether that use is for school-related or personal purposes, other than as specifically provided by law. WCPA may, without prior notice or consent, log, supervise, access, view, monitor, and record use of student devices at school. Devices are subject to confiscation at any time and without prior notice. At no time will webcams be used to monitor students. By using a WCPA-issued device, students agree to such access, monitoring, and recording of their use.

Penalties for Improper Use of WCPA School Accounts

The use of a WCPA-issued account is a privilege, not a right, and inappropriate use will result in the restriction or cancellation of the account. Inappropriate use may lead to any disciplinary and/or legal action, including but not limited to, suspension or expulsion, or criminal prosecution by government authorities. WCPA schools will attempt to tailor any disciplinary action to meet the specific concerns related to each violation.

Electronic Devices

The use of cell phones, smart watches, headphones, and other personal portable communication devices, as well as iPods and other network capable devices, is NOT PERMITTED on campus during school hours. Students may use these electronic devices before and after school as long they remain off and out of sight during school hours including during lunch. If a student uses any of these electronic devices on campus during school hours, the device may be temporarily confiscated, and the student may be subject to further disciplinary action. No student shall photograph, videotape, record or reproduce, by any audio or video means, another student or staff member while on school premises without first obtaining the express consent of the student or staff member.

Notwithstanding the provision above, a student shall not be prohibited from possessing or using a smartphone under any of the following circumstances: (1) In the case of an emergency, or in

response to a perceived threat of danger; (2) when a WCPA teacher or administrator grants permission to a student to possess or use a smartphone, subject to any reasonable limitation imposed by that teacher or administrator; (3) when a licensed physician and surgeon determines that the possession or use of a smartphone is necessary for the health or well-being of the student; and (4) when the possession or use of a smartphone is required in a student's individualized education program.

Students are personally and solely responsible for the security of their personal electronic devices. WCPA does not assume responsibility or liability for the theft, loss or damage to any personal electronic devices, nor does it assume responsibility for the unauthorized use of any such device. Students and parents are encouraged to keep such devices at home.

Wonderful Health and Wellness Policy

Wonderful College Prep Academy is committed to the optimal development of every student. We believe that students thrive when they have the opportunity to achieve personal, academic, developmental and social success. We achieve this success by creating positive, safe and health-promoting learning environments at every level, in every setting, throughout the school year.

WCPA recognizes that in order for a student's body and mind to grow, learn, and be emotionally, mentally, and physically healthy, students need to be nourished with physical activity and nutritious foods. Proper nutrition and exercise places students on a pathway for a lifetime of wellness. That is why WCPA has developed a comprehensive policy for health & wellness policy to support these areas. To read the full health and wellness policy visit: <http://www.wonderfulcollegeprepacademy.org/>.

Nutritious Foods and Beverages

WCPA is dedicated to providing well-balanced from- scratch meals meeting or exceeding the USDA nutritional requirements. Breakfast, lunch, and snack options will be:

1. Carefully selected to contribute to students' nutritional well-being.
2. Prepared to be delicious as well as nutritious.
3. Served in age-appropriate portions.

To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the school day and throughout every school campus ("school campus" and "school day" are defined in the glossary). WCPA will make drinking water and infused flavored waters available where school meals are served during mealtimes.

Food from home must meet the State of California healthy food guidelines. Students are encouraged to bring:

- Water
- Fruits (apples, bananas, grapes, berries, mango, kiwi, etc.)
- Vegetables (carrots, cucumbers, bell peppers, celery, broccoli, green beans, etc.)
- Low-fat protein foods (turkey, chicken, fish, lean beef, beans, nuts, seeds, etc.)

- Whole grains (whole-wheat breads, whole-wheat tortillas, brown rice, etc.)
- Dairy (low and fat free cheese, and yogurt)

Prohibited Foods

While on campus and at school-based functions, students are prohibited from bringing foods that are not aligned with this policy, including foods void of nutrition, processed, and deep-fried such as:

- Fast food (including breakfast)
- High sodium foods (potato chips, Cheetos, Takis, hot fries, cup noodles, etc.)
- High sugar foods/drinks (smoothies, candy, donuts, pan dulce, chocolate, etc.)
- High starch foods (white rice, white breads)
- Soda and energy drinks (Monster, Rockstar, Red Bull, Coke, Sprite, Mountain Dew, etc.)
- Coffee drinks (Frappes, Macchiatos, etc.)
- Cake, candy, gum, chips and other junk foods

These guidelines apply to all activities before, during and after the instructional day including, school-based field trips, class parties, birthday celebrations, and school events. Students with prohibited food items on school campus or while at school related events and trips will be asked to dispose of the food by throwing it away in the trash.

Meal Periods

Students will remain on campus during lunchtime to encourage healthy choices. Lunchtime is for eating: therefore, students must prioritize eating. Food is not permitted in the classroom; eating in the classroom or on the way to class is not permitted. Students will have at least 10 minutes after sitting down to eat their breakfast and they will have at least 20 minutes after sitting down to eat their lunch.

School Meals

Student lunches are prepared from scratch in Harvest Hall to meet or exceed the USDA nutritional requirements. WCPA will ensure that school meals offered through the National School Lunch Program (NSLP), the School Breakfast Program (SBP) are:

- Accessible to all students;
- Appealing and attractive to children;
- Served in clean, pleasant and state-of-the-art settings;

Parents can apply for free or reduced meals upon enrollment or during re-enrollment at the beginning of each school year. Applications can be found in the school office. WCPA will provide three nutritionally-adequate free or reduced-price meals each school day (breakfast, lunch, and supper) to all students. To demonstrate its commitment toward health through nourishing foods and agriculture, WCPA also incorporates the following activities:

- Local and/or regional products are incorporated into the school meal program;
- Messages about agriculture and nutrition are reinforced throughout the learning environment;
- Utilizes promotions or special events, such as tastings or cooking events that highlight local and regional products

- Offers educational opportunities and produce procurement through the Learning Farm

Physical Activity

Being active is an essential part of being physically and mentally healthy. Using physical activity for discipline or withholding physical activity, breaks, or recess is never tolerated. Instead, students are encouraged to engage in physical activity and learn about its benefits for lifelong wellness through the following opportunities:

Elementary School

- Daily Recess: All elementary school students will have at least 20 minutes a day of supervised recess, preferably outdoors, during which supervisors will encourage moderate- to-vigorous physical activity.
- Physical activity classes 90-149 minutes each week
- Active Stretching/Physical activity breaks 3-5 minute breaks daily
- Physical activity in aftercare.

Middle and High School Students

- Two academic years of physical education
- Open track for informal lunch fitness
- Organized team sports
- Physical activity clubs
- Intramurals or interscholastic sports

Counseling and Student Services

Counseling

The counseling office is available to Middle and High School students and families. The goal of the Counseling Department is to assist students in attaining academic success in high school and into college. Through specialized services, the Counseling Department will provide Academic Counseling, College Planning, Personal/Social Counseling and Career Preparation assistance to all students.

Promotion/Retention Policy

WCPA expects students to progress through each grade level within one school year. To accomplish this, instruction will accommodate the variety of ways that students learn and include strategies for addressing academic deficiencies when needed.

Students will progress through grade levels by demonstrating growth in learning and by meeting grade-level standards of expected student achievement. Promotion is based on the students' ability to pass courses necessary to earn the required number of credits. Grade level assignment may be re-evaluated or redesignated by the Principal or designee.

When a student is retained or recommended for retention, the student and parent(s)/guardian(s) will be notified of their status. An Individualized Learning Plan (ILP) will be developed which allows the student and parent(s)/guardian(s) to know the criteria used to retain the student, the

opportunity for the student and parents/guardians to assist in the creation of goals and strategies that directly address the student's current needs, and specific programs of direct, systematic, and intense supplemental instruction.

Grade Promotion Requirements

WCPA desires to prepare all students to obtain a high school diploma to enable them to take advantage of opportunities for postsecondary education and/or employment.

Elementary School Promotion Requirements

Promotion to each grade level will be determined at the end of each school year based on a student's academic and social-emotional preparedness for the next grade level. In order to be promoted to the next grade, three (3) factors are considered:

1. Attendance
2. Overall reading level
3. Grade-level standards mastery, in mathematics and reading, as measured by summative assessments as cited on their report card.

The goal is that students are on-track to be caught up in reading and mathematics after one-and-a-half (1.5) continuous years of enrollment at Wonderful College Prep Academy.

- **Attendance:** Students who accumulate **more than 9 unexcused absences** during the school year will be at risk for retention in their current grade level. Please refer to the attendance policy section of this handbook for more details on this policy.
- **Grade Level Mastery :** Students who are **more than** half a year below grade level in math and/or reading based on the final assessment results or low academic performance by the end of the academic year are eligible for retention.
- **Notification:** Parents of students who are in jeopardy of being retained will receive notice of this possibly in writing at the end of the 3rd interim testing cycle in March.

Promotion recommendations are made by classroom teachers, and final promotion decisions will be made by the Principal. The school reserves the right to make exceptions to this policy given special circumstances.

When a student is retained or recommended for retention, the student and parent(s)/guardian(s) will be notified of their status. An Individualized Learning Plan (ILP) will be developed which allows the student and parent(s)/guardian(s) to know the criteria used to retain the student, the opportunity for the student and parents/guardians to assist in the creation of goals and strategies that directly address their current needs, and specific programs of direct, systematic, and intense supplemental instruction.

Middle School Promotion Requirements

In order to be considered for promotion to high school, eighth graders must achieve at least a 2.00 GPA with a letter grade of C or better.

Community Service Requirements

Middle School students must also complete 30 hours of community service; 10 hours per year of enrollment at WCPA.

Grade	Completed Hours
6 th	10 hours by May 30
7 th	10 hours by May 30
8 th	10 hours by May 30

Grade level assignment may be re-evaluated or re-designated by the Principal or designee.

When a student is retained or recommended for retention, the student and parent(s)/guardian(s) will be notified of their status. An Individualized Learning Plan (ILP) will be developed which allows the student and parent(s)/guardian(s) to know the criteria used to retain the student, the opportunity for the student and parents/guardians to assist in the creation of goals and strategies that directly address the student's current needs, and specific programs of direct, systematic, and intense supplemental instruction.

High School Promotion Requirements

As early as possible in the school year, students will be identified who should be retained and who are at risk of being retained in accordance with the law and the following criteria.

Students are identified on the basis of grades. The following indicators of academic achievement will also be used:

- Freshmen: Students earning less than 60 credits.
- Sophomores: Students in their second year of high school earning more than 59 credits, of which 10 credits are English Language Arts and 10 credits are Mathematics, or who met standards or exceeded standards on the corresponding California Assessment of Student Performance and Progress (CAASPP) assessment of the credit deficient area.
- Juniors: Students in their third year of high school.
- Seniors: Students in their fourth year of high school earning at least 170 credits.

When a student is retained or recommended for retention the student and parent(s)/guardian(s) will be notified of their status. An Individualized Learning Plan (ILP) will be developed which allows the student and parent(s)/guardian(s) to know the criteria used to retain the student, the opportunity for the student and parents/guardians to assist in the creation of goals and strategies that directly address the student's current needs, and specific programs of direct, systematic, and intense supplemental instruction.

Community Service Requirements

Students must complete a total of 80 hours of community service during 9-12th grade. Students may begin their service hours following their 8th grade graduation. Transfer student service hour requirement will be prorated to 10 hours per semester of enrollment at WCPA. Hours may not be done for pay, must serve a non-profit community organization, and must be verified by someone at the organization other than a relative of the student. If in doubt, hours should be pre-approved by the school counselor. All hours must be submitted to the students' counselor before May 30th of their senior year in order to be eligible to participate in the graduation ceremony.

Class	Completed Hours
Freshmen (9 th Grade)	10 hours by May 30
Sophomores (10 th Grade)	35 hours by May 30
Juniors (11 th Grade)	60 hours by May 30
Seniors (12 th Grade)	80 hours by May 30

High School Graduation Requirements

WCPA desires to prepare all students to obtain a high school diploma to enable them to take advantage of opportunities for postsecondary education and/or employment.

Course Requirements

To obtain a high school diploma from WCPA, students are generally required to meet the course and grade units established in the Charter Petition, as follows:

Classes of 2017-2021

Subject	Course	Credits	Total Credits
History	World History	10	30
	US History	10	
	Government	5	
	Economics	5	
English	4yrs	40	40
Math	Algebra 1	10	30
	Geometry	10	
	Algebra 2	10	
Science	Ag Resource	10	30
	Ag Biology	10	
	Ag Chemistry	10	
Foreign Language	2yrs	20	20
Visual/Performing Arts	2yrs	20	20

PE	2yrs	20	20
Electives	6 courses	60	60
Minimum credits required for graduation:			250

Alternatives to Diplomas

WCPA desires that every student has the opportunity to earn a high school diploma or equivalent through successful completion of class work and examination. However, when a student is unable to do so due to academic deficiency or other unforeseen circumstance, WCPA encourages completion of an alternative program that allows him/her to obtain an equivalent certificate through the State of California. Options for completion include successfully passing the General Educational Development Test (GED) (Education Code, Sections 51420-51427).

Eligible persons may obtain a certificate of proficiency or a high school equivalency certificate from the State of California in accordance with law.

The Principal or designee shall make information available to interested persons regarding the eligibility and examination requirements of each program. The Principal or designee shall ensure that foster youth, homeless students, former juvenile court school students, children of a military family, migrant students, or newly arrived immigrant students participating in a newcomer program, are notified of their education rights regarding the availability of an exemption from local graduation requirements in accordance with Education Code section 51225.1.

Transfer Students

To determine whether students transferring into WCPA have met course requirements, the Principal or designee shall establish a process to evaluate the comparability of courses and/or students' understanding of course content. Such procedures shall include methods for determining the number of years of school attendance, the specific courses completed by the student and the value of credits earned.

WCPA shall accept for credit full or partial coursework satisfactorily completed by students while attending a public school, a juvenile court school or nonpublic nonsectarian school or agency.

Pending evaluation of the transferring student's academic performance, the student shall be placed at the grade level reached prior to enrollment. Upon transfer, the Principal or designee shall complete the evaluation, determine the student's appropriate grade placement, and provide notification to the parents.

Special Education

WCPA's special education program is designed to address students' individual learning needs. A team of advocates (i.e., the IEP team) consisting of the student if appropriate, the student's parents/guardian (or a representative selected by the parent), a representative of WCPA, a general education teacher (if the student is or may be participating in the general education setting), the Special Education resource teacher, related service providers as appropriate, the individual who conducted an assessment of the student or who is qualified to interpret assessment results as appropriate, and others if appropriate will determine the student's eligibility and

placement in the Special Education program. This group will write an Individualized Education Program (IEP) for the student. Placement in the program is contingent upon parental approval of the IEP.

Differential Graduation and Competency Standards for Students with Disabilities

WCPA recognizes that students with disabilities are entitled to a course of study that provides them with a free appropriate public education (FAPE) and that reasonable modifications to WCPA's regular courses may be needed on an individualized basis to provide FAPE. In accordance with law, each student's IEP team shall determine the appropriate goals, as well as any appropriate individual accommodations necessary for measuring the academic achievement and functional performance of the student on State and WCPA assessments.

Certificate of Completion for Students with Disabilities

It is the desire of the WCPA Board of Directors that all students enrolled in programs operated by WCPA follow a rigorous course of study culminating in a Diploma of Graduation. However, a student may be awarded a certificate of completion instead of and/or in addition to a high school diploma if the student satisfactorily meets any of the criteria for certificates of completion for students with disabilities, as set forth in this Policy and by law.

The Principal or designee shall regularly report to the WCPA Board of Directors regarding the number of students receiving a certificate of completion and the resources that have been offered to such students.

A student who has a current IEP may be awarded a certificate or document of educational achievement or completion if the student has met one or more of the following requirements (Education Code Section 56390):

1. Satisfactorily completed a prescribed alternative course of study approved by the WCPA Board of Directors.
2. Satisfactorily met his/her IEP goals and objectives during high school as determined by the IEP team.
3. Satisfactorily attended high school, participated in the instruction as prescribed in their IEP, and met the objectives of the statement of transition services.
4. Satisfactorily met any of the above criteria and reached maximum age of attendance in accordance with thier IEP.

Alternative Course of Study for Students with Disabilities

Alternative course of study will be determined by the IEP team on a case by case basis. The goal of the alternative course of study will be to prepare students in life skills and vocational training. The alternative course of study will consist of a career pathway which leads from school to vocational occupation.

A student with disabilities who meets any of the criteria specified above shall be eligible to participate in any graduation ceremony and any school activity related to graduation in which a graduating student of similar age without disabilities would be eligible to participate.

Nothing in this Policy should be construed to limit an IEP team's decision-making authority to provide accommodations so that a student can access his or her educational program and receive a regular high school diploma, in accordance with State and Federal law (Ed Code § 56392).

Family Service Hours

We strive to create a small school community at WCPA that builds strong ties with families. We know that when parents/guardians are involved in school student achievement increases and we create a network of support for students and families. WCPA requests that every family volunteer 15 service hours at WCPA each year. There are many ways that families can volunteer including:

- Attending parent advisory meetings (School Site Council, ELAC/DELAC Meetings)
- Serving on parent committees
- Working in a classroom
- Donating used uniforms
- Attending parent conferences
- Attending school board meetings
- Supervising a school event
- Crosswalk duty

Parents/guardians are not required to volunteer. A parent's/guardian's unwillingness or inability to complete the suggested Family Service Hours does not impact his/her student's admission, enrollment, participation in educational activities, or receipt of credit or privileges.

All volunteers shall act in accordance with WCPA policies, regulations, and school rules. The Superintendent or designee shall be responsible for investigating and resolving complaints regarding volunteers. All volunteers must sign-in at the school office when they enter the school premises and sign out when they leave.

Prior to assuming a volunteer position, a volunteer must obtain fingerprint clearance through the Department of Justice and Federal Bureau of Investigation, except for volunteers participating in campus activities for a single event who are under the direct supervision of a WCPA staff member at all times. The Superintendent or designee shall determine which volunteer positions are subject to this requirement.

The Superintendent or designee shall require all volunteers to disclose whether they are a registered sex offender and/or provide WCPA with sufficient information in order to allow verification of this status on the Department of Justice's Megan's Law web site. Any person whose name appears on the list is prohibited from serving as a volunteer.

All volunteers, except those participating in campus activities for a single event, must have on file with WCPA a certificate showing that, upon initial volunteer assignment, the person submitted to a tuberculosis risk assessment and, if tuberculosis risk factors were identified, was examined and found to be free of infectious tuberculosis. If no risk factors are identified, an examination is not required. All volunteers will be required to undergo a TB examination at least once every four (4) years. The cost of the tuberculosis risk assessment, as well as the cost of the examination, if necessary, shall be borne by the volunteer.

Disciplinary Policy and Procedures

Code of Conduct

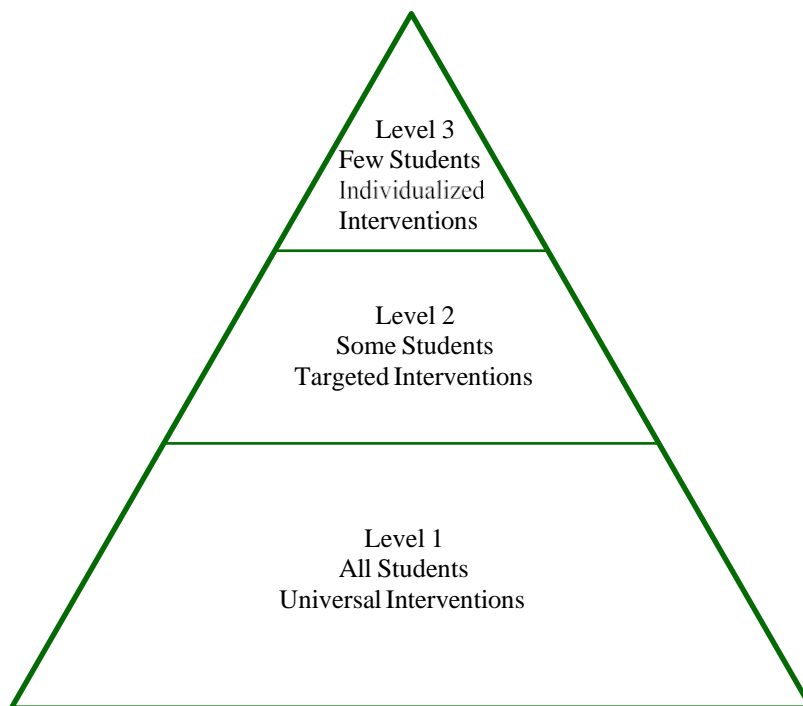
Purpose

Wonderful College Prep Academy is committed to creating a physically, emotionally and mentally safe, structured environment in which all students can achieve. This commitment is made possible through a clearly defined Code of Conduct. This document clearly defines standards and expectations for student behavior so that every student can achieve his or her academic and career goals.

A clear and consistently administered discipline policy is necessary to create a school in which learning is the primary focus. This is the primary goal of WCPA's disciplinary policy – to outline expectations, incentives, and consequences that promote responsible citizenship and a respect for all members of the WCPA community.

Philosophy

WCPA utilizes preventative practices and a continuum of restorative strategies to avoid counterproductive practices that limit a student's time in the classroom. Therefore, WCPA uses a three-tiered approach to support students in meeting behavior expectations. ALL students benefit from Level 1 interventions which focus on building a safe, engaging classroom environment. SOME students who are not responsive to Level 1 interventions will be supported through Level 2 interventions. Level 3 interventions are reserved for the few students who do not respond to Level 1 and Level 2 supports.



When school staff and administrators respond to student misbehavior, they will take into account age, health, decision-making ability, the student’s academic placement, the student’s responsiveness to previous interventions, the student’s desire to restore and be restored, and the impact of the incident on the school community.

Breaches of the Code of Conduct

Level 1 Behaviors are behaviors that disrupt the learning process.

Level 1 Behaviors

- Unauthorized/excessive talking
- Failure to meet classroom, hallway, or campus expectations
- Horse-playing
- Violating Dress Code
- Violating Health/Wellness Policy
- Violating Honor Code
- Failure to follow directions
- Disrespectful behavior or words
- Sleeping in class
- Unpermitted use of technology (computers or cellphones)

Level 1 Interventions Continuum

1. Clearly stated expectations
2. Change in seating
3. Least Invasive Redirection
4. Individualized Redirection
5. Conference
6. Reflection/Student Behavior Contract/ Cool-off opportunities
7. Parent/Guardian Notification
8. Loss of Incentives
9. Parent Conference
10. Counseling/ Referral to child guidance
11. Office Referral (only after other interventions have been used)

Level 2 Behaviors are behaviors that not only disrupt the learning process but also threaten the safety, comfort, and/or functioning of the school.

Level 2 Behaviors

- Documented repeat Level 1 Behaviors (Student Behavior Contract)
- Cheating/Academic Dishonesty
- Harassment of peers
- Truancy
- Vandalism
- Chronic defiance
- Gang-related activities
- Fighting(escalation of horseplay)

Level 2 Interventions

1. Office Referral
2. Detention
3. Loss of Incentives/Privileges
4. In-school suspension
5. Out-of-school suspension

Level 3 Behaviors are behaviors that seriously undermine the safety of other students or members of the WCPA community.

Level 3 Behaviors

- Repeated Level 2 Behaviors
- Fighting (premeditated or with intent to harm)
- Threats of violence
- Bullying
- Any grounds authorized under the Education Code for suspension or expulsion from a public district school not already identified as a Level 1 or Level 2 Behavior. (*Grades 6-12 only*)

Level 3 Interventions

1. Out-of-school suspension (OSS)
2. Referral to disciplinary board hearing for possible expulsion, provided that expulsions shall only be for grounds authorized under the Education Code for expulsion from a public district school.

Illegal Actions

Some behavior is prohibited by law, and is therefore serious enough to merit highest disciplinary action, even on the first offense. These behaviors may require intervention from local law enforcement. This includes, but is not limited to:

- Acts of violence
- Assault/battery
- Threatening bodily or material harm to another individual
- Threats or acts of terrorism
- Possession of weapons of any kind
- Possession of drugs or alcohol
- Possession of vape pens and paraphernalia
- Possession of explosives
- Intentionally activating emergency response systems

- Lewd or obscene behaviors/conduct
- Sexual assault/harassment

Elementary Grades Behavior Management System

Teachers will use the following management strategies when a student misbehaves. These strategies are designed to minimize interference during execution of instruction and to support the student to make positive choices. The goal is to keep all students in the classroom –growing and learning – so they can reach our ambitious academic goals.

Color Charts

Elementary grades TK through 2nd grade use a color system for behavior management. Students are given a developmentally appropriate amount of time to internalize this new system before they receive “color changes”. Once students have internalized the routines and procedures, teachers use a least invasive intervention (i.e., redirection) prior to changing a student’s color.

- **Brilliant Blue** – student moves up to Brilliant Blue when he/she has an exceptional day. The student is working noticeably hard, exerting a great deal of effort and is constantly making good behavior choices.
- **Good Job Green** – daily starting point for all students. Green behavior is average – student is on-task, not misbehaving, following procedures.
- **Your Choice Yellow** – student may have gotten off-track (calling out, not sharing, etc.). Yellow means the student needs to reflect on his/her choices for the day.
- **Reset Red** – alert! Student has gotten off-track several times or he/she has displayed physical violence. The student’s behavior choices are getting in the way of his/her learning and other students’ learning. Parents will receive a detailed note and/or phone call from the teacher describing their student’s behavior choices.
- *When a student continues disrupting the learning environment while on “Reset Red,” the student will go to the “Reset Chair” to reflect on his/her behavior and rejoin the class community. Our goal is to keep students in the classroom, learning and growing.*
- *If a student is unable to reset his/her behavior and rejoin the class community after going to the “Reset Chair,” the student will be removed from the classroom to make a phone call home in the office.*

Students will start each day on “**Good Job Green.**” When students are demonstrating consistently exceptional behavior, they may move up to “**Brilliant Blue.**” Students will be moved down to “**Your Choice Yellow**” or “**Reset Red**” for making choices that negatively impact the learning community. At lunch, all students will reset to “**Good Job Green.**” We believe in our students’ ability to have a successful afternoon, even if their morning needed improvement.

3rd – 5th Grade

Teachers use an age-appropriate private checkmark system. Students not meeting behavior

expectations earn one (1) checkmark. If students earn three (3) checkmarks in one (1) class period for off-task behavior, parents will be contacted by the teacher. Students choosing to engage in Level 3 behaviors earn an office referral. Parents of students referred to the office need to schedule a meeting with the teacher and an administrator.

Examples of Leveled Behaviors

When students engage in a Level 1 behavior, the teacher may use a least invasive intervention before moving a student's color down.

Examples of Level 1 behaviors include:

- Frequent talking out of turn
- Out of seat without permission

When students engage in a Level 2 behavior, their color will be moved immediately without a least invasive intervention.

Examples of Level 2 behaviors include:

- Laughing at a peer/teasing
- Talking back to an adult, arguing
- Being asked to leave the class or small group because of disruptive behaviors
- Dishonesty, lying

Students have the opportunity to improve their color immediately by making more productive choices. However, when students engage in a Level 3 behavior, they will remain on "Reset Red" for the remainder of that part of the day.

Examples of Level 3 behaviors include:

- Physical confrontation (hitting, kicking)
- Leaving the classroom or school building without permission
- Cursing
- Destruction of school property (writing on desks, breaking materials)

Middle Grades Behavior Expectations

Students are expected to display the following behaviors on the WCPA campus as outlined in the chart below.

	<i>Show Respect</i>	<i>Make Good Choices</i>	<i>Be a Problem Solver</i>
<i>Classroom</i>	<ul style="list-style-type: none"> ● Raise your hand before speaking ● Use kind language ● Track the speaker ● Enter/exit space quietly 	<ul style="list-style-type: none"> ● Use materials and space appropriately ● Do your own work ● Be on time to class ● Use technology responsibly 	<ul style="list-style-type: none"> ● Raise your hand to ask for help ● Try to solve the problem, then ask for help
<i>Harvest Hall</i>	<ul style="list-style-type: none"> ● Do not run ● Throw away your trash ● Push in your chair ● Say thank you 	<ul style="list-style-type: none"> ● Wait in line quietly ● If you spill, clean it up ● Use trash cans 	<ul style="list-style-type: none"> ● Throw away trash and put trays away ● Report any spills or incidences to an adult
<i>Turf and Basketball Courts</i>	<ul style="list-style-type: none"> ● No rough-playing ● Use kind language ● Use pathways- do not trample plants 	<ul style="list-style-type: none"> ● Do not touch rocks ● No chromebooks ● Follow adult directions 	<ul style="list-style-type: none"> ● Ask an adult for help ● Pick up trash
<i>Hallways</i>	<ul style="list-style-type: none"> ● Use kind language ● Be careful of others ● Follow adult directions 	<ul style="list-style-type: none"> ● Arrive to class promptly ● Think before you act ● Transition safely to class 	<ul style="list-style-type: none"> ● Help peers when appropriate ● See something, say something- report any incidences to an adult
<i>Bathrooms</i>	<ul style="list-style-type: none"> ● Throw away trash ● Respect the property of the school ● Use appropriate voice level and language 	<ul style="list-style-type: none"> ● Go directly to and from the bathroom ● Use a hall pass ● 20/10 rule- do not use bathroom in first 20 minutes of class or last 10 	<ul style="list-style-type: none"> ● Report any problems or needs ● Schedule bathroom breaks wisely
<i>Bus</i>	<ul style="list-style-type: none"> ● Follow directions of the driver ● Speak quietly to neighbors 	<ul style="list-style-type: none"> ● Do not eat food on bus ● Do not move seats 	<ul style="list-style-type: none"> ● Sit in your seat ● Report problems to bus driver

Suspension and Expulsion Procedures

Pursuant to Education Code Section 47605(b)(5)(J), the charter, and the school Memorandum of Understanding with the Kern County Superintendent of Schools, the following procedure shall be adhered with regards to suspensions and expulsions.

Out-of-School Suspension (OSS) Schedule

After the first out-of-school suspension for a specific behavior infraction, students will be placed on a suspension schedule as follows: 1 day, 2 day, 3 day, 5 day, and 5+ day OSS pending recommendation for expulsion. Level 3 infractions will result in no less than a 5 day suspension and no more than a 10 day suspension pending an expulsion hearing. 5+ day OSS will always be accompanied with an expulsion hearing.

Suspension and Expulsion Procedures

This suspension and expulsion policy has been established in order to promote learning and protect the safety and wellbeing of all students at the Academy. When the policy is violated, it may be necessary to remove, suspend or recommend for expulsion a student from regular classroom instruction. This policy shall serve as the Academy's policy and procedures for student suspension and expulsion. In creating this policy, the Academy has reviewed Education Code Sections 48900 *et seq.*, which describe the list of offenses and procedures for suspensions and expulsions for students attending non-charter public schools. The Academy's proposed list of offenses are those for non-charter public schools included in Education Code Sections 48900 *et seq.*, and the Academy believes such list provides adequate safety for students, staff and visitors at the school and serves the best interests of the Academy's students and their parents/guardians.

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

Discipline includes, but is not limited to, advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction, 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.

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

A student identified as an individual with disabilities or for whom the Academy has a basis of knowledge of a suspected disability pursuant to the IDEA or who is qualified for services under Section 504 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Academy will follow all applicable federal and state laws when imposing any

form of discipline on a student identified as an individual with disabilities or for whom the Academy 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 Academy for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five 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 or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the right to initiate the expulsion procedures described below before the effective date of the action. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the suspension and expulsion procedures described below.

Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is 1) related to school activity, 2) school attendance occurring at the Academy or at any other school, or 3) an Academy-sponsored event. A student may be suspended or expelled for offenses identified in subsection B below and related to school activity or attendance that occur at any time, including, but not limited to, the following:

- While on school grounds;
- While going to or coming from school;
- During the lunch period, whether on or off the school campus; or
- During, going to, or coming from a school-sponsored activity.

This list is preliminary and subject to later revision by action to the Academy board to amend it from time to time in order to ensure the list of offenses and procedures provide adequate safety for students, staff, and visitors to the school and serve the best interests of the schools pupils and their parents/guardians. Such revision may be made by action of the charter school board and without requiring a material revision to the charter.

Enumerated Offenses

The Academy's list of offenses for suspension and expulsion shall be those that apply to non-charter public schools, which are included in Education Code Sections 48900 et seq.

Suspension Procedures

Suspensions shall be initiated according to the following procedures:

1. Conference

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

The conference may be omitted if the Superintendent or designee determines that an emergency situation exists. An "emergency situation" is one that involves a situation determined by the Superintendent or designee to constitute a clear and present danger to the life, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference, and the conference shall be held within two 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. The conference shall then be held as soon as the student is physically able to return to school for the conference.

At the conference, the student shall be informed of the reason for the disciplinary action, including the other means of correction that were attempted before the suspension, and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

No penalties may be imposed on a student for failure of the student's parent or guardian to attend a conference with school officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian at the conference.

2. Notice to Parents/Guardians

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

3. Suspension Time Limits/Recommendation for Placement/Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of expulsion by the Superintendent 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 Academy 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 or parent/guardian fail to attend the conference. This determination will be made by the Superintendent 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. Following the conference, the Academy shall provide written notice to the student and the student's parent/guardian of the extension of the suspension.

Authority to Expel

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

Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. The hearing shall be held within thirty (30) school days after the Superintendent or designee determines that the student has committed an expellable offense and recommends the student for expulsion. The student may request one postponement of the expulsion hearing for no more than 30

calendar days.

In the event an Administrative Panel hears the case, it will make a recommendation to the Academy Board of Directors for a final decision whether to expel. The hearing shall be held in closed session unless the student makes a written request for a public hearing 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 specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Academy'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 Academy to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Academy 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 person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The person 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 person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Academy must present evidence that the witness' presence is both desired by the witness and will be helpful to the Academy. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the hearing room 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 his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Hearing

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

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

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

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

If the hearing is before an Administrative Panel, the Panel has three (3) days to decide whether to recommend expulsion. If the Panel decides to recommend expulsion, it must prepare findings of fact in support of the recommendation and submit the findings to the Board. The findings of fact and recommendation can only be based on the evidence presented at the hearing. If the Panel decides not to recommend expulsion, the student shall immediately be returned to his/her educational program.

If the Administrative Panel recommends expulsion, the Academy Board of Directors must make its final decision to expel the student within ten (10) school days following the conclusion of the hearing. If the Board does not meet on a weekly basis, its decision whether to expel a student shall be made within 40 school days after the student is removed from his/her school of attendance, unless the student requests in writing that the decision be postponed.

The decision of the Academy Board of Directors is final.

Written Notice to Expel

The Superintendent or designee following a decision of the Academy Board of Directors to expel shall send written notice of the decision to expel, including the adopted findings of fact, to the student or 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 or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Academy.
3. Notice of the student's right to appeal the expulsion to the county board of education.

The Superintendent or designee shall send a copy of the written notice of the decision to expel to the student's district of residence. This notice shall include the following:

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

Disciplinary Records

The Academy shall maintain records of all student suspensions and expulsions at the Academy. Such records shall be made available to the County upon request, consistent with applicable law and subject to any necessary assurances of confidentiality for purposes of the Public Records Act.

Right to Appeal

The student shall have a right to appeal the Academy Board of Directors' decision to expel to the Kern County Board of Education in accordance with Education Code Sections 48919-48924.

Expelled Students/Alternative Education

Parents/guardians of students who are expelled shall be provided with information regarding alternative education programs that may be available including, but not limited to, programs within the County or their school district of residence, if applicable, or Wasco Union Elementary School District, pursuant to an inter-district transfer arrangement.

Rehabilitation Plans

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

Suspended Enforcement of Expulsion Orders

The Academy Board of Directors may suspend the enforcement of an expulsion order for a period of not more than one calendar year. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status and must complete the terms of a Rehabilitation Plan in order to be eligible for readmission following expulsion. In order to ensure consideration of a student's readmission to the Academy, the student must submit an application for readmission, with information showing he or she has completed all conditions of the Rehabilitation Plan, on or before the date provided in the student's Rehabilitation Plan.

The Board or the Superintendent may revoke the suspension of an expulsion order if either determines that a student has committed any act specified as a ground for suspension or expulsion in Education Code sections 48900 et seq, violated any Academy rules or policies, violated any state or federal laws, or has otherwise violated the terms of a suspended enforcement agreement entered into between the student and the Academy. If the Board or Superintendent revokes the suspension of an expulsion order, the student's expulsion will be reinstated immediately, without the right of an expulsion hearing or appeal. If the Superintendent revokes the suspension of an expulsion order, the revocation will take effect immediately, but must be later ratified by the Board. If the Board or Superintendent revokes the suspension of an expulsion order, the student may be expelled for the same duration as provided in the terms of the original expulsion order.

Readmission

The decision to readmit a student or to admit a previously expelled student from another school, school

district or charter school shall be in the sole discretion of the Academy Board of Directors following a meeting with the Superintendent and the student and 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 Superintendent shall make a recommendation to the Academy Board of Directors following the meeting regarding his or her determination. The readmission process shall reasonably align with that used by local school districts and no student shall be denied readmission because the Academy does not have space available.

Translation

The Academy shall translate all written notices regarding a student's suspension and/or expulsion into the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder. Upon request, the Academy shall also secure an interpreter during all meetings or hearings relating to the student's suspension or expulsion.

Discipline of Students with Disabilities

Students with disabilities will be disciplined according to the high standards set by the WCPA Code of Conduct except as mandated in applicable federal and state special education laws and regulations, including the Individuals with Disabilities Education Improvement Act of 2004 (IDEA).

On the rare occasions that severe infractions occur, the Principal can seek the removal of a student with a disability, as allowed by federal and state law, to an interim alternative educational setting in accordance with applicable federal and state special education laws and regulations. School administration will determine on a case-by-case basis, consistent with the IDEA and corresponding state special education law, whether a change in placement has occurred when a student is suspended due to a violation of the Code of Conduct.

For any disciplinary action that will result in a change of placement for a student with a Section 504 Plan or IEP, the student's 504 team or IEP team, as applicable, will determine whether the student's behavior is a manifestation of his or her disability within ten (10) school days of a recommendation for expulsion or decision to change the student's placement. The team will determine if the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or if the conduct in question was the direct result of WCPA's failure to properly implement the IEP/Section 504 Plan.

Notification of County

The Academy shall immediately notify the County regarding any student with a disability or student who the Academy would be deemed to have knowledge that the student had a disability who is suspended for more than ten (10) school days during a school year.

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 in placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the student's IEP/Section 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 where the student has committed an offense

involving a weapon, drugs or serious bodily harm as defined in 20 U.S.C. §§ 1415(k)(1)(G), 1415(k)(2), and 34 C.F.R. § 300.530(g).

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 Academy, the parent/guardian, and relevant members of the IEP team/Section 504 team shall review all relevant information in the student's file, including the student's IEP/Section 504 Plan, any teacher observations, and any relevant information provided by the parents/guardians to determine:

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

If the Academy, the parent/guardian, and relevant members of the IEP team/Section 504 team determine that either of the above is applicable for the student, the conduct shall be determined to be a manifestation of the student's disability.

If the Academy, the parent/guardian, and relevant members of the IEP team/Section 504 team make the determination that the conduct was a manifestation of the student's disability, the IEP team/Section 504 team shall:

- (a) Conduct a functional behavioral assessment and implement a behavioral intervention plan for such student, provided that the Academy 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 and modify it, as necessary, to address the behavior; and
- (c) Return the student to the placement from which the student was removed, unless the parent/guardian and the Academy agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Academy, the parent/guardian and relevant members of the IEP team/Section 504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/Section 504 Plan, then the Academy may apply the relevant disciplinary procedures to students with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

Due Process Appeals

The parent/guardian of a student with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Academy believes that maintaining the current placement of the student is substantially likely to result in injury to the student 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 Academy, 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), or 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 Academy agree otherwise.

Special Circumstances

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

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

- (d) 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;
- (e) 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
- (f) 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.

Interim Alternative Educational Setting

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

Procedures for Students Not Yet Eligible for Special Education Services

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

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

- (g) 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 Academy supervisory or administrative personnel, or to one of the student's teachers, that the student is in need of special education or related services.
- (h) The parent has requested an evaluation of the student.
- (i) The student's teacher, or other Academy personnel, has expressed specific concerns about a pattern of behavior demonstrated by the student, directly to the director of special education or to other Academy supervisory personnel.

If the Academy knew or should have known the student had a suspected 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 Academy had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Academy shall conduct an expedited evaluation if requested by the parents/guardians; however the student shall remain in the educational placement determined by the Academy pending the results of the evaluation. The Academy 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.

Transportation Discipline

WCPA students are expected to abide by the Code of Conduct on transportation to and from school. Bus transportation is a privilege.

All wonderful college prep academy policies apply while on or near a school bus:

1. Fighting (physical contact), fighting (verbal altercation), threatening behavior and/or harassment, of any kind is prohibited.
2. Possession or use of weapons, smoking, vape pens, laser pens, drugs, or alcohol is forbidden on or near a school bus.
3. Cross the street in front of the bus and only under the supervision of your bus driver.
4. Follow the instructions of your bus driver at all times.
5. Students are to remain seated and facing the front while the bus is in motion.
6. Keep your arms and head inside the bus at all times.
7. Profanity, indecent language, or obscene gestures is prohibited*
8. Any property defaced or destroyed on the school bus will be paid for by the student and/or parent/guardian.
9. Eating, drinking, and chewing gum are prohibited.
10. Spitting or throwing objects on the bus or out the window is prohibited.
11. Loud or boisterous noises, singing or whistling will not be permitted.
12. Glass objects, inflated balloons, cleats, radios, tape recorders, roller blades, skateboards will not be permitted.
13. Animals or insects (dead or alive) are not allowed on the bus.

California law governing school buses and school pupil activity buses (SPAB) "Holds the driver responsible for the orderly conduct of pupils while aboard the bus" (5 CCR 14103). It also states "a school bus or SPAB bus shall not be put into motion until all passengers are seated. All passengers must remain seated while the bus is in motion." (13 CCR 1217). This means that students cannot use the restroom facilities aboard a SPAB bus while the bus is in motion. Failure to abide by one or more of these rules shall result in the loss of bus riding privileges.

Each bus driver will be responsible for the bus and for all passengers at all times, except when students are under the sole jurisdiction of a faculty member at the activity or event that they are attending.

In cases where the School Principal or designee determines that the student behavior causes a danger to person or property, the student shall be immediately suspended from ridership.

Failure to comply with these rules will result in the following:

First Offense/ Bus Discipline Write Up	Parent Conference Student behavior contract Five (5) school days lunch detention
Second Offense/ Bus Discipline Write Up	Up to five (5) school days bus suspension
Third Offense/ Bus Discipline Write Up	Bus suspension for the remainder of the school year

Incident Investigation Process

WCPA administration reserves the right to remove a student from school while any incident is investigated. This investigative removal will not be considered OSS.

WCPA administration will initiate investigations within 72 hours of receipt of a complaint alleging a violation of WCPA policies. In circumstances that may involve criminal violations, WCPA will report the incident to law enforcement in accordance with applicable law and WCPA policy, and will cooperate with law enforcement's investigation of the same.

The WCPA Statement of Incident Form will be used to take statements from involved parties. Statements should not be fabricated, per the Honor Code, and statements should NEVER be coerced.

The form asks the following questions:

- When did the incident happen?
- Where did the incident happen?
- Who was involved?
- Described what happened in specific, objective terms.
- Who saw it happen?

Students who are not proficient in English or are incapable of a written statement shall provide a spoken testimony of these questions to the Principal or their designee. The Principal or their designee will transcribe the students' responses.

Any accused and witnesses of the incident will be interviewed by administrators. Any additional statements will be documented. A summary of the investigation will be described to the family when the appropriate course of discipline is determined.

WCPA will attempt to complete and resolve investigations within 30 days of the date WCPA initiates the investigation. Following completion of its investigation, WCPA will notify relevant parties of the conclusions and findings of its investigation, as appropriate and to the extent authorized by law.

Detention Policy

Teachers may assign detention for discipline reasons in consultation with administration. The teacher may also elect to assign a detention to a student to make up a loss of attendance points or for being tardy

to class. If the student fails to serve detention, the teacher may refer the student to the administration for further remediation.

Sexual Harassment

WCPA is committed to maintaining a safe learning environment that is free of harassment. WCPA prohibits the unlawful sexual harassment of any student by any employee, student, or any other person on WCPA campus or at any school-related activity.

Students who believe that they are the victims of harassment should see a WCPA staff person who will immediately refer the matter to an administrator. Prompt action will be taken to investigate and remedy the situation once the incident has been reported.

Any student who engages in sexual harassment of anyone at school or at a school-related activity shall be subject to disciplinary action, up to, and including, expulsion.

WCPA prohibits retaliatory behavior against the person filing the complaint or any participant in the complaint process. Information related to a complaint of sexual harassment shall be confidential to the extent possible, and individuals in the investigation of complaint shall not discuss related information outside of the investigation process.

Anti-Bullying Policy

WCPA is committed to providing a caring, friendly school environment for all students so they can learn in a safe and secure learning atmosphere. Bullying of any kind is unacceptable. If bullying does occur, all students should speak up and know that their bullying incident report will be dealt with promptly and effectively. WCPA is a TELLING school – this means that anyone who knows that bullying is happening is expected to tell a staff member immediately.

Everyone has an obligation to promote mutual respect, tolerance, and acceptance.

What Is Bullying?

Bullying is 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 directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- Placing a reasonable student or students in fear of harm to that student's or those students' person or property.
- Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
- Causing a reasonable student to experience substantial interference with his or her academic performance.
- Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by WCPA.

"Reasonable student" means a student, including, but not limited to, an exceptional needs student who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

"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:

- A message, text, sound, video, or image.
- A post on a social network Internet Web site including, but not limited to:
- 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 under the definition of "bullying" above.
- Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed under the definition of "bullying" 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.
- Creating a false profile for the purpose of having one or more of the effects listed under the definition of "bullying" 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.
- An act of cyber sexual bullying.
- As used in 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 under the definition of "bullying" above. 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.
- "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.
- Notwithstanding the provisions 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.

Bullying can be:

- **Emotional:** Excluding, tormenting (e.g. hiding books, threatening gestures)
- **Physical:** Pushing, kicking, hitting, punching or any use of violence
- **Racial:** Negative or derogatory language/terms associated with a particular race, personal attacks, graffiti, gestures, or exclusionary groups (also to include ethnicity and immigration status)
- **Sexual:** Unwanted physical contact or sexually abusive comments
- **Homophobic:** Focusing on the issue of sexuality
- **Verbal:** Name-calling, sarcasm, spreading rumors, teasing
- **Cyber:** All areas of internet, such as email, social media, and internet chat room misuse. Mobile threats including text messaging or other associated technology, i.e. camera and video.

WCPA will not tolerate behavior that infringes on the safety of any student either in person or through other means including online. A student shall not intimidate, harass, or bully another student through words or actions.

Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Students who are bullying need to learn different ways of behaving. Bullying behavior is not acceptable or tolerated at school. WCPA takes bullying seriously. Students and parents can be assured that they will be supported when bullying is reported.

WCPA expects students and/or staff to immediately report incidents of bullying to school staff. Staff who witness such acts should take immediate steps to intervene as soon as possible. This policy applies to all students during school hours (whether on or off campus), while on school grounds at all times, and when traveling to and from school or a school-sponsored activity.

To ensure bullying does not occur on school campuses, WCPA will provide staff development training in bullying prevention and cultivate acceptance and understanding in all students and staff to build each school's capacity to maintain a safe and healthy learning environment.

The procedures for intervening in **bullying behavior** include, but are not limited, to the following:

School wide interventions

Strategies include implementing a school-wide anti bullying policy, a survey of bullying problems, increased supervision, school wide assemblies, and teacher training to raise awareness of children and school staff regarding bullying.

Classroom interventions

Strategies include establishing classroom rules against bullying, holding regular class meetings, and scheduling meeting with parents.

Individual interventions

This strategy consists of having individual conversations with students identified as either a bully or a target. Other practices are as follows:

- Take immediate action when bullying is observed.
- Respond in a timely manner to all reports of bullying.
- Provide protection for students who are being bullied.
- Establish support groups for both the targeted student(s) and the bully.
- Apply school rules, policies, and appropriate consequences.
- Teach parents/guardians to understand bullying and the consequences.
- Partner with law enforcement and mental health agencies.
- Promote a caring and supportive school culture.
- The WCPA charter allows for the suspension or recommended expulsion of a student engaged in an act of bullying.

WCPA has adopted a Student Code of Conduct to be followed by every student during school hours (whether on or off campus), while on school grounds at all times, and when traveling to and from school or a school-sponsored activity.

If you or a peer experience bullying, please report it to any adult on our school campus, a teacher or an administrator.

Anti-Discrimination Policy

WCPA desires to provide a safe school environment that allows all students equal access and opportunities in WCPA's academic, extracurricular, and other educational support programs, services, and activities. WCPA prohibits, at any WCPA school or school activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying, targeted at any student by anyone, based on the student's actual or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or association with a person or group with one or more of these actual or perceived characteristics.

This policy shall apply to all acts related to a school activity or to school attendance occurring within a WCPA school, and to acts which occur off campus or outside of school-related or school-sponsored activities but which may have an impact or create a hostile environment at school.

Unlawful discrimination, including discriminatory harassment, intimidation, or bullying, may result from physical, verbal, nonverbal, or written conduct based on any of the categories listed above. Unlawful discrimination also includes the creation of a hostile environment through prohibited conduct that is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

Unlawful discrimination also includes disparate treatment of students based on one of the categories above with respect to the provision of opportunities to participate in school programs or activities or the provision or receipt of educational benefits or services.

WCPA also prohibits any form of retaliation against any individual who reports or participates in the reporting of unlawful discrimination, files or participates in the filing of a complaint, or investigates or participates in the investigation of a complaint or report alleging unlawful discrimination. Retaliation complaints shall be investigated and resolved in the same manner as a discrimination complaint.

Any school employee who witnesses an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall immediately intervene to stop the incident when it is safe to do so.

Process for Initiating and Responding to Complaints

Any student who feels that he/she has been subjected to unlawful discrimination described above or in WCPA policy is strongly encouraged to immediately contact the WCPA Superintendent or School Principal. In addition, any student who observes any such incident is strongly encouraged to report the incident to the compliance officer or principal, whether or not the alleged victim files a complaint.

Upon receipt of any complaint alleging unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, the WCPA Superintendent or designee shall investigate and respond to such complaint in accordance with WCPA's Uniform Complaint Procedure, a copy of which is available on the school website or in the administration office.

Suicide Prevention Policy

WCPA has established a suicide prevention policy which addresses procedures relating to suicide prevention, intervention, and postvention. A copy of this policy is available in the administration office.

English Language Learners (ELLs)

A core part of Wonderful College Prep Academy's philosophy is to meet the educational needs of all student in an environment that fosters an appreciation and understanding of other languages and cultures. The Academy will comply with federal, state, and county mandates and regulations regarding ELL education, re-designation and identification of EL students and equal access to the curriculum for English Language Learners.

Within thirty (30) days of the beginning of the school year (or when a new student enters mid-year), Academy staff will administer the state-required home language survey to identify students' level of English fluency. Academy staff will then use this information along with appropriate assessments to determine the level of support necessary for the student' language development.

Notification

Initial Notification

Parents will be notified within thirty (30) days upon receipt of initial assessment results if their child qualifies as an English Learner. Within this thirty (30) day window, they will receive a physical copy of the initial notification letter which will detail:

- English language proficiency results per domain (reading, writing, speaking, listening) and overall.
- Reclassification or exit criteria.
- Type of ELD supports provided by the school and/or district.

Annual Notification

Parents will be notified of their student's progress in English Language Development on an annual basis. Within thirty (30) days upon receipt of assessment results, parents will receive a physical copy of the annual parent notification letter which will detail:

- English Language Proficiency Results per domain and overall.
- Long Term English Learner status.
- Reclassification or exit criteria from the English Learner program.
- Type of ELD Supports provided by the school and/or district.

WCPA Student Behavior Honor Code

At WCPA, we want our students to know that they are part of a campus family and that each member has an important role to play in ensuring that everyone is safe and protected. As such, we expect that all students, as part of our community, adhere to the highest standards of academic, moral, and personal integrity. It is important that if our students see any act that violates our discipline or honor code, report these immediately to an adult on campus. Below are some guidelines of how we expect our students to conduct themselves:

- Students are to immediately report incidents of Academic Integrity Policy Violations to teachers, counselors, or administrators.
- Students are to immediately report incidents of Code of Conduct Violations to School Security, the School Counselor, or administrators.
- Students should never resort to violence and should work to resolve conflicts with their peers in a productive manner.
- Students help fellow students resolve problems peaceably.
- Students needing help resolving a disagreement, or students observing conflict will consult an adult either in the Principal's office or the School Counselor's office.
- Students involved in a dispute will be referred to a conflict resolution or peer mediation session with trained adult or peer mediators. Students, staff, and mediators will keep the discussions confidential.
- Conflict resolution procedures shall not supplant the authority of staff to act to prevent violence, ensure campus safety, maintain order, and discipline students. Based on the level of the infraction, it may become necessary to level the appropriate disciplinary consequence. The goal in assigning a consequence is to get students to reflect on their actions and how these actions affect other members of the school community.

Conflict Resolution

WCPA believes that all students have a right to a safe and healthy school environment. Part of a healthy environment is the freedom to openly disagree. With this freedom comes the responsibility to discuss and resolve disagreements with respect for the rights and opinions of others.

To prevent conflict, WCPA will incorporate conflict resolution education and problem-solving techniques into the curriculum and campus programs. WCPA will provide training to develop the knowledge, attitudes, and skills students need to choose alternatives to self-destructive, violent behavior and dissolve interpersonal and intergroup conflict. The WCPA Student Code of Conduct is to be followed by every student during school hours (whether on or off campus), while on school grounds at all times, and when traveling to and from school or a school-sponsored activity.

Final Determination

No attempt has been made to include every detail of discipline as that would go beyond the scope of this handbook. All final determinations in matters of discipline will be decided by the Principal.

Parents/guardians seeking any additional recourse must follow the Uniform Complaint Procedure referenced in this handbook. A copy of the Uniform Complaint Procedure may be obtained from the school website or administration office.

COVID-19 Addendum

The global health crisis caused by COVID-19 has had unprecedented impacts on all schools. WCPA continues to monitor all emerging federal, state and local laws, regulations, rules, and guidance ("Authorities"). WCPA will continue to modify its policies and procedures to be in compliance with all applicable Authorities. Any new policies WCPA adopts will have the same effect as if fully set forth in this handbook and will supersede any contradictory policy or information within this handbook.

Virtual Learning

Virtual Learning Vision of Excellence

At Wonderful College Prep Academy, all students will possess a personal vision of excellence, connecting their goals to college and their future dreams.

To persevere in College and Beyond, students at WCPA internalize five (5) character traits that contribute to their Personal Vision of Excellence.

PERSIST

- Attempt all tasks focusing on showing what you know
- Avoid focusing on needing to do 100% of everything 100% right
- Apply strategies and skills to overcome obstacles
- Ask for help from peers, siblings, parents, and teachers
- Appreciate that all learning is a transition from unknowing to knowing

BE RESPONSIBLE

- Set and follow a schedule to complete your work
- Complete all tasks with integrity and your best effort
- If you encounter a problem or set back, communicate

INNOVATE

- Identify and use technology to be more efficient
- Look for learning experiences in everyday moments

VOICE

- Use discussions, written or spoken, to present your ideas and opinions
- Find ways to express your ideas, emotions, and beliefs that are appropriate and healthy
- Share your learning and experiences to help others around you

CONNECT

- Use technology appropriately to connect with others when you need support or guidance
- Actively seek out connections between your learning and your daily life
- Attend daily, weekly, and one-time remote social events as an active participant



2020-2021 Virtual Learning Bell Schedules

Delano Elementary School Schedule

Delano Elementary School G1-G5						
Grade Band	Monday	Tuesday	Wednesday	Thursday	Friday	Weekend
Time	245-260 mins	245-260 mins	245-260 mins	245-260 mins	245-260 mins	N/A
G1-G5 LIVE	Morning Motivation 8:00-8:15 AM 15 minutes <i>*Teacher-led</i>	Morning Motivation 8:00-8:15 AM 15 minutes <i>*Teacher-led</i>	Morning Motivation 8:00-8:15 AM 15 minutes <i>*Teacher-led</i>	Morning Motivation 8:00-8:15 AM 15 minutes <i>*Teacher-led</i>	Morning Motivation & Victory Lap 8:00-8:15 AM 15 minutes <i>*School-Wide Morning Motivation & Victory Lap</i> 8:00-8:15 AM 15 minutes <i>*School-Wide</i>	

Asynchronous	ELA Lesson (W&W Lesson) 8:15-9:15 AM 45-60 minutes	ELA Lesson (W&W Lesson) 8:15-9:15 AM 45-60 minutes	ELA Lesson (W&W Lesson) 8:15-9:15 AM 45-60 minutes	ELA Lesson (W&W Lesson) 8:15-9:15 AM 45-60 minutes	ELA Lesson (W&W Lesson) 8:15-9:15 AM 45-60 minutes	
Asynchronous	Social Studies 9:15-9:35 20 minutes	Social Studies 9:15-9:35 20 minutes	Social Studies 9:15-9:35 20 minutes	Social Studies 9:15-9:35 20 minutes	Social Studies 9:15-9:35 20 minutes	
	Break 15 minutes <i>Mindfulness Activity of Week, Fitness</i>	Break 15 minutes <i>Mindfulness Activity of Week, Fitness</i>	Break 15 minutes <i>Mindfulness Activity of Week, Fitness</i>	Break 15 minutes <i>Mindfulness Activity of Week, Fitness</i>	Break 15 minutes <i>Mindfulness Activity of Week, Fitness</i>	
Asynchronous	Math Lesson (Eureka Lesson) 9:50-10:50 AM 45-60 minutes	Math Lesson (Eureka Lesson) 9:50-10:50 AM 45-60 minutes	Math Lesson (Eureka Lesson) 9:50-10:50 AM 45-60 minutes	Math Lesson (Eureka Lesson) 9:50-10:50 AM 45-60 minutes	Math Lesson (Eureka Lesson) 9:50-10:50 AM 45-60 minutes	
Aligned Lunch Times for Families	Lunch 10:50-11:20 AM 30 minutes	Lunch 10:50-11:20 AM 30 minutes	Lunch 10:50-11:20 AM 30 minutes	Lunch 10:50-11:20 AM 30 minutes	Lunch 10:50-11:20 AM 30 minutes	
	Fitness & Physical Activity 11:20-11:45 AM 25 minutes	Fitness & Physical Activity 11:20-11:45 AM 25 minutes	Fitness & Physical Activity 11:20-11:45 AM 25 minutes	Fitness & Physical Activity 11:20-11:45 AM 25 minutes	Fitness & Physical Activity 11:20-11:45 AM 25 minutes	
Synchronous Lessons 25-minute blocks 5-minute rotation time	Synchronous Small Groups M-F 11:45 – 1:10 PM 75 minutes	Synchronous Small Groups M-F 11:45 – 1:10 PM 75 minutes	Synchronous Small Groups M-F 11:45 – 1:10 PM 75 minutes	Synchronous Small Groups M-F 11:45 – 1:10 PM 75 minutes	Synchronous Small Groups M-F 11:45 – 1:10 PM 75 minutes	
	Synchronous Lesson Blocks <ol style="list-style-type: none"> 1. ELA – Wit & Wisdom lesson discussion from morning asynchronous lesson 2. Math – Eureka Math lesson discussion from morning asynchronous lesson 3. Direct Instruction Phonics (1st – 2nd grade) 4. Tier II & Tier III Interventions in math, reading (3rd-5th grade) 					

Asynchronous <i>Arts/Music Lesson will be live 1 day per week for students.</i>	Independent Learning Tasks 1:30-2:15 PM 45 minutes	Independent Learning Tasks 1:30-2:15 PM 45 minutes	Independent Learning Tasks 1:30-2:15 PM 45 minutes	Independent Learning Tasks 1:30-2:15 PM 45 minutes	Arts/Music Lesson* 1:30-2:15 PM 45 minutes	
	Independent Learning Tasks 1. Lexia Core5 – 2 units per day 2. Zearn (math) – 1 lesson per day					
Synchronous	Designated ELD 3:10-3:40 PM	Designated ELD 3:10-3:40 PM	Designated ELD 3:10-3:40 PM	Designated ELD 3:10-3:40 PM	Designated ELD 3:10-3:40 PM	

Delano Elementary School TK-K						
Grade Band	Monday	Tuesday	Wednesday	Thursday	Friday	Weekend
Time	245-260 mins	245-260 mins	245-260 mins	245-260 mins	245-260 mins	N/A
TK-Kindergarten LIVE	Morning Motivation 8:00-8:15 AM 15 minutes <i>*Teacher-led</i>	Morning Motivation 8:00-8:15 AM 15 minutes <i>*Teacher-led</i>	Morning Motivation 8:00-8:15 AM 15 minutes <i>*Teacher-led</i>	Morning Motivation 8:00-8:15 AM 15 minutes <i>*Teacher-led</i>	Morning Motivation & Victory Lap 8:00-8:15 AM 15 minutes <i>*School-Wide</i>	
Asynchronous	ELA Lesson (W&W Lesson) 8:15-8:45 AM 30 minutes	ELA Lesson (W&W Lesson) 8:15-8:45 AM 30 minutes	ELA Lesson (W&W Lesson) 8:15-8:45 AM 30 minutes	ELA Lesson (W&W Lesson) 8:15-8:45 AM 30 minutes	ELA Lesson (W&W Lesson) 8:15-8:45 AM 30 minutes	
Asynchronous	Social Studies 8:45-9:05 AM 20 minutes	Social Studies 8:45-9:05 AM 20 minutes	Social Studies 8:45-9:05 AM 20 minutes	Social Studies 8:45-9:05 AM 20 minutes	Social Studies 8:45-9:05 AM 20 minutes	
	Break 30 minutes <i>Mindfulness Activity of</i>	Break 30 minutes <i>Mindfulness Activity of</i>	Break 30 minutes <i>Mindfulness Activity of</i>	Break 30 minutes <i>Mindfulness Activity of</i>	Break 30 minutes <i>Mindfulness Activity of</i>	

	<i>Week, Fitness</i>	<i>Week, Fitness</i>	<i>Week, Fitness</i>	<i>Week, Fitness</i>	<i>Week, Fitness</i>	
Asynchronous	Math Lesson (Eureka Lesson) 9:35-10:15 AM 40 minutes	Math Lesson (Eureka Lesson) 9:35-10:15 AM 40 minutes	Math Lesson (Eureka Lesson) 9:35-10:15 AM 40 minutes	Math Lesson (Eureka Lesson) 9:35-10:15 AM 40 minutes	Math Lesson (Eureka Lesson) 9:35-10:15 AM 40 minutes	
	Fitness & Physical Activity 10:15-10:45 AM 30 minutes	Fitness & Physical Activity 10:15-10:45 AM 30 minutes	Fitness & Physical Activity 10:15-10:45 AM 30 minutes	Fitness & Physical Activity 10:15-10:45 AM 30 minutes	Fitness & Physical Activity 10:15-10:45 AM 30 minutes	
	Lunch 10:45-11:15 AM 30 minutes	Lunch 10:45-11:15 AM 30 minutes	Lunch 10:45-11:15 AM 30 minutes	Lunch 10:45-11:15 AM 30 minutes	Lunch 10:45-11:15 AM 30 minutes	
Synchronous Lessons 20-minute blocks 5-minute transitions	Synchronous Small Groups M-F 11:45 – 1:00 PM 60 minutes	Synchronous Small Groups M-F 11:45 – 1:00 PM 60 minutes	Synchronous Small Groups M-F 11:45 – 1:00 PM 60 minutes	Synchronous Small Groups M-F 11:45 – 1:00 PM 60 minutes	Synchronous Small Groups M-F 11:45 – 1:00 PM 60 minutes	
	Synchronous Lesson Blocks 1. ELA – Wit & Wisdom lesson discussion from morning asynchronous lesson 2. Math – Eureka Math lesson discussion from morning asynchronous lesson 3. Foundational Literacy (phonics, phonemic awareness, fluency)					
Asynchronous Arts/Music Lesson will be live 1 day per week for students.	Independent Learning Tasks 1:30-2:00 PM 30 minutes	Independent Learning Tasks 1:30-2:00 PM 30 minutes	Independent Learning Tasks 1:30-2:00 PM 30 minutes	Independent Learning Tasks 1:30-2:00 PM 30 minutes	Arts/Music Lesson* 1:30-2:00 PM 30 minutes	
	Independent Learning Tasks 1. Lexia Core5 – 2 units per day 2. Zearn (math) – 1 lesson per day					
Synchronous	Designated ELD 3:00-3:30 PM	Designated ELD 3:00-3:30 PM	Designated ELD 3:00-3:30 PM	Designated ELD 3:00-3:30 PM	Designated ELD 3:00-3:30 PM	

Delano Middle School Schedule

Delano Middle School G6-G8						
Grade Band	Monday	Tuesday	Wednesday	Thursday	Friday	Weekend
6-8 Suggested Approximate Schedule Students will follow the Middle School Bell Schedule and their Individual Course Schedule	9:00 AM Period 1 45 minutes -----	9:00 AM Period 1 45 minutes -----	9:00 AM Period 1 45 minutes -----	9:00 AM Period 1 45 minutes -----	9:00 AM Period 1 45 minutes -----	
	9:50 AM Period 2 45 minutes -----	9:50 AM Period 2 45 minutes -----	9:50 AM Period 2 45 minutes -----	9:50 AM Period 2 45 minutes -----	9:50 AM Period 2 45 minutes -----	
	10:40 AM Period 3 45 minutes -----	10:40 AM Period 3 45 minutes -----	10:40 AM Period 3 45 minutes -----	10:40 AM Period 3 45 minutes -----	10:40 AM Period 3 45 minutes -----	
	11:30 AM Period 4 45 minutes -----	11:30 AM Period 4 45 minutes -----	11:30 AM Period 4 45 minutes -----	11:30 AM Period 4 45 minutes -----	11:30 AM Period 4 45 minutes -----	
	12:15 PM LUNCH 30 minutes -----	12:15 PM LUNCH 30 minutes -----	12:15 PM LUNCH 30 minutes -----	12:15 PM LUNCH 30 minutes -----	12:15 PM LUNCH 30 minutes -----	
	12:50 PM Period 5 45 minutes -----	12:50 PM Period 5 45 minutes -----	12:50 PM Period 5 45 minutes -----	12:50 PM Period 5 45 minutes -----	12:50 PM Period 5 45 minutes -----	
	1:35 PM BREAK 15 minutes -----	1:35 PM BREAK 15 minutes -----	1:35 PM BREAK 15 minutes -----	1:35 PM BREAK 15 minutes -----	1:35 PM BREAK 15 minutes -----	
	1:55 PM Period 6 45 minutes -----	1:55 PM Period 6 45 minutes -----	1:55 PM Period 6 45 minutes -----	1:55 PM Period 6 45 minutes -----	1:55 PM Period 6 45 minutes -----	
	2:45 PM Period 7 45 minutes	2:45 PM Period 7 45 minutes	2:45 PM Period 7 45 minutes	2:45 PM Period 7 45 minutes	2:45 PM Period 7 45 minutes	

Delano High School Schedule

Delano High School G9-G12						
Grade Band	Monday	Tuesday	Wednesday	Thursday	Friday	Weekend
Time	360 Minutes	360 Minutes	360 Minutes	360 Minutes	360 Minutes	N/A
9-12	9:30 AM Period 1 - 85 minutes ----- 11:05 AM Period 3 - 85 minutes ----- 12:35 PM Advisory - 20 minutes ----- 1:30 PM Period 5 - 85 minutes ----- 3:05 PM Period 7 - 85 minutes	9:30 AM Period 2 - 85 minutes ----- 11:05 AM Period 4 - 85 minutes ----- 12:35 PM Advisory - 20 minutes ----- 1:30 PM Period 6 - 85 minutes ----- 3:05 PM Period 8 - 85 minutes	9:30 AM Period 1 - 85 minutes ----- 11:05 AM Period 3 - 85 minutes ----- 12:35 PM Advisory - 20 minutes ----- 1:30 PM Period 5 - 85 minutes ----- 3:05 PM Period 7 - 85 minutes	9:30 AM Period 2 - 85 minutes ----- 11:05 AM Period 4 - 85 minutes ----- 12:35 PM Advisory - 20 minutes ----- 1:30 PM Period 6 - 85 minutes ----- 3:05 PM Period 8 - 85 minutes	9:30 AM Tutoring Block 1* - 85 minutes ----- 11:05 AM Tutoring Block 2* - 85 minutes ----- 12:35 PM Advisory - 20 minutes ----- 1:30 PM Tutoring Block 3* - 85 minutes ----- 3:05 PM Tutoring Block 4* 85 minutes	Submit all missing assignments prior to 1:00PM on Sunday

Suggested
Approximate
Schedule

Students will
follow the High
School Bell
Schedule and
their Individual
Course Schedule

*Tutoring Block
will be for specific
departments.

Finalized
schedule TBD

Lost Hills School Schedule

TK- Kinder Schedule					
TK- Kinder	Monday	Tuesday	Wednesday	Thursday	Friday
Time	240 mins	240 mins	240 mins	240 mins	200 mins
LIVE	Morning Motivation 8:00-8:15AM 15 minutes *Teacher-led	Morning Motivation 8:00-8:15AM 15 minutes *Teacher-led	Morning Motivation 8:00-8:15AM 15 minutes *Teacher-led	Morning Motivation 8:00-8:15AM 15 minutes *Teacher-led	Morning Motivation 8:00-8:15AM 15 minutes *Teacher-led
Asynchronous	Reading & Social Studies 8:15A-8:55A 40 minutes	Reading 8:15A-8:35A 20 minutes	Reading & Social Studies 8:15A-8:55A 40 minutes	Reading 8:15A-8:35A 20 minutes	Reading 8:15A-8:35A 20 minutes
	Mindfulness Activity 9:05a- 9:30a 25 minutes	Mindfulness Activity 9:05a- 9:30a 25 minutes	Mindfulness Activity 9:05a- 9:30a 25 minutes	Mindfulness Activity 9:05a- 9:30a 25 minutes	Mindfulness Activity 9:05a- 9:30a 25 minutes

Asynchronous	Math 9:35a- 9:45a 20 minutes	Math & Science 9:35a- 10:15a 40 minutes	Math 9:35a- 9:45a 20 minutes	Math & Science 9:35a- 10:15a 40 minutes	Math 9:35a- 9:45a 20 minutes
	Fitness 10:15a – 10:35a 20 minutes	Music 10:15a – 10:35a 20 minutes	Fitness 10:15a – 10:35a 20 minutes	Music 10:15a – 10:35a 20 minutes	Break
	Lunch 10:45a -11:15a 30 minutes	Lunch 10:45a -11:15a 30 minutes	Lunch 10:45a -11:15a 30 minutes	Lunch 10:45a -11:15a 30 minutes	Lunch 10:45a -11:15a 30 minutes
Synchronous Lessons	Small Group Rotations (Math/ELA/ Phonics) 11:45a – 12:45p 60 Minutes	Small Group Rotations (Math/ELA/ Phonics) 11:45a – 12:45p 60 Minutes	Small Group Rotations (Math/ELA/ Phonics) 11:45a – 12:45p 60 Minutes	Small Group Rotations (Math/ELA/ Phonics) 11:45a – 12:45p 60 Minutes	Small Group Rotations (Math/ELA/ Phonics) 11:45a – 12:45p 60 Minutes
Asynchronous	Lexia & Zearn 1:30p – 2:00p 30 minutes	Lexia & Zearn 1:30p – 2:00p 30 minutes	Lexia & Zearn 1:30p – 2:00p 30 minutes	Lexia & Zearn 1:30p – 2:00p 30 minutes	Lexia & Zearn 1:30p – 2:00p 30 minutes
Synchronous Lessons	Designated ELD 3:00p – 3:30P 30 minutes	Designated ELD 3:00p – 3:30P 30 minutes	Designated ELD 3:00p – 3:30P 30 minutes	Designated ELD 3:00p – 3:30P 30 minutes	Designated ELD 3:00p – 3:30P 30 minutes

1st – 2nd Grade Schedule

1 st & 2 nd Grade	Monday	Tuesday	Wednesday	Thursday	Friday
Time	295 mins	295 mins	295 mins	295 mins	275 mins
LIVE	Morning Motivation 8:00A -8:15A 15 minutes *Teacher-led	Morning Motivation 8:00A -8:15A 15 minutes *Teacher-led	Morning Motivation 8:00A -8:15A 15 minutes *Teacher-led	Morning Motivation 8:00A -8:15A 15 minutes *Teacher-led	Morning Motivation 8:00A -8:15A 15 minutes *Teacher-led
Asynchronous	Reading & Social Studies 8:15A-9:00A 45 minutes	Reading & Social Studies 8:15A-9:00A 45 minutes	Reading & Social Studies 8:15A-9:00A 45 minutes	Reading & Social Studies 8:15A-9:00A 45 minutes	Reading & Social Studies 8:15A-9:00A 45 minutes
	Mindfulness Activity 9:35a- 9:55a 25 minutes	Mindfulness Activity 9:35a- 9:55a 25 minutes	Mindfulness Activity 9:35a- 9:55a 25 minutes	Mindfulness Activity 9:35a- 9:55a 25 minutes	Mindfulness Activity 9:35a- 9:55a 25 minutes

Asynchronous	Math & Science 9:55A- 10:40A 45 minutes	Math & Science 9:55A- 10:40A 45 minutes	Math & Science 9:55A- 10:40A 45 minutes	Math & Science 9:55A- 10:40A 45 minutes	Math & Science 9:55A- 10:40A 45 minutes
	Lunch 10:40a -11:10a 30 minutes	Lunch 10:40a -11:10a 30 minutes	Lunch 10:40a -11:10a 30 minutes	Lunch 10:40a -11:10a 30 minutes	Lunch 10:40a -11:10a 30 minutes
	Fitness 11:10a – 11:40a 30 minutes	Music 11:10a – 11:40a 30 minutes	Fitness 11:10a – 11:40a 30 minutes	Music 11:10a – 11:40a 30 minutes	Break
Synchronous Lessons	Small Group Rotations (Math/ELA/Phonics) 11:45a – 1:00p 75 Minutes	Small Group Rotations (Math/ELA/Phonics) 11:45a – 1:00p 75 Minutes	Small Group Rotations (Math/ELA/Phonics) 11:45a – 1:00p 75 Minutes	Small Group Rotations (Math/ELA/Phonics) 11:45a – 1:00p 75 Minutes	Small Group Rotations (Math/ELA/Phonics) 11:45a – 1:00p 75 Minutes
Asynchronous	Lexia & Zearn 1:30p – 2:00p 30 minutes	Lexia & Zearn 1:30p – 2:00p 30 minutes	Lexia & Zearn 1:30p – 2:00p 30 minutes	Lexia & Zearn 1:30p – 2:00p 30 minutes	Lexia & Zearn 1:30p – 2:00p 30 minutes
Synchronous Lessons	Designated ELD 3:00p – 3:30P 30 minutes	Designated ELD 3:00p – 3:30P 30 minutes	Designated ELD 3:00p – 3:30P 30 minutes	Designated ELD 3:00p – 3:30P 30 minutes	Designated ELD 3:00p – 3:30P 30 minutes

3rd – 5th Grade Schedule

3 rd – 5 th Grade	Monday	Tuesday	Wednesday	Thursday	Friday
Time	325 mins	325 mins	325 mins	325 mins	295 mins
LIVE	Morning Motivation 8:00A -8:15A 15 minutes *Teacher-led	Morning Motivation 8:00A -8:15A 15 minutes *Teacher-led	Morning Motivation 8:00A -8:15A 15 minutes *Teacher-led	Morning Motivation 8:00A -8:15A 15 minutes *Teacher-led	Morning Motivation 8:00A -8:15A 15 minutes *Teacher-led
Asynchronous	Reading & Social Studies 8:15A-9:15A 60 minutes	Reading & Social Studies 8:15A-9:15A 60 minutes	Reading & Social Studies 8:15A-9:15A 60 minutes	Reading & Social Studies 8:15A-9:15A 60 minutes	Reading & Social Studies 8:15A-9:15A 60 minutes
	Mindfulness Activity 9:20a- 9:45a 25 minutes	Mindfulness Activity 9:20a- 9:45a 25 minutes	Mindfulness Activity 9:20a- 9:45a 25 minutes	Mindfulness Activity 9:20a- 9:45a 25 minutes	Mindfulness Activity 9:20a- 9:45a 25 minutes

Asynchronous	Math & Science 9:45A- 10:45A 60 minutes	Math & Science 9:45A- 10:45A 60 minutes	Math & Science 9:45A- 10:45A 60 minutes	Math & Science 9:45A- 10:45A 60 minutes	Math & Science 9:45A- 10:45A 60 minutes
	Lunch 10:45a -11:15a 30 minutes	Lunch 10:45a -11:15a 30 minutes	Lunch 10:45a -11:15a 30 minutes	Lunch 10:45a -11:15a 30 minutes	Lunch 10:45a -11:15a 30 minutes
	Fitness 11:20a – 11:45a 25 minutes	Music 11:20a – 11:45a 25 minutes	Fitness 11:20a – 11:45a 25 minutes	Music 11:20a – 11:45a 25 minutes	Break
Synchronous Lessons	Small Group Rotations (Math/ELA/Phonics) 11:45a – 1:05p 80 Minutes	Small Group Rotations (Math/ELA/Phonics) 11:45a – 1:05p 80 Minutes	Small Group Rotations (Math/ELA/Phonics) 11:45a – 1:05p 80 Minutes	Small Group Rotations (Math/ELA/Phonics) 11:45a – 1:05p 80 Minutes	Small Group Rotations (Math/ELA/Phonics) 11:45a – 1:05p 80 Minutes
Asynchronous	Lexia & Zearn 1:30p – 2:00p 30 minutes	Lexia & Zearn 1:30p – 2:00p 30 minutes	Lexia & Zearn 1:30p – 2:00p 30 minutes	Lexia & Zearn 1:30p – 2:00p 30 minutes	Lexia & Zearn 1:30p – 2:00p 30 minutes
Synchronous Lessons	Designated ELD 3:00p – 3:30P 30 minutes	Designated ELD 3:00p – 3:30P 30 minutes	Designated ELD 3:00p – 3:30P 30 minutes	Designated ELD 3:00p – 3:30P 30 minutes	Designated ELD 3:00p – 3:30P 30 minutes

6 th - 8 th Grade Schedule			
6 th & 8 th Grade	6 th Grade	7 th Grade	8 th Grade
Time	345 mins	345 mins	345 mins
LIVE	Morning Motivation 8:00A -8:15A 15 minutes *Teacher-led	Morning Motivation 8:00A - 8:15A 15 minutes *Teacher-led	Morning Motivation 8:00A -8:15A 15 minutes *Teacher-led
Asynchronous Black Synchronous Blue	Music (M&W), PE (T&TH) Stemsscopes (M& W), DBQ online (T&TH) 8:30A-9:30A 60 minutes	Intro to Comp (M&W), PE (T&TH) Stemsscopes (M& W), DBQ online (T&TH) 8:30A-9:30A 60 minutes	Intro to Comp (M&W), PE (T&TH) Stemsscopes (M& W), DBQ online (T&TH) 8:30A-9:30A 60 minutes
	Mathia & Lexia 10:00a- 11:00a 60 minutes	Mathia & Lexia 10:00a- 11:00a 60 minutes	Language Arts 8 10:15a- 11:15a 60 minutes

	Lunch 11:00a -12:00p 60 minutes	Lunch 11:00a -12:00p 60 minutes	Lunch 11:15a -12:15p 60 minutes
	Language Arts 6 12:00p -1:00p 60 minutes	Math 7 12:00p -1:00p 60 minutes	Social Studies(M&W), Science(T&TH) Intervention (F) 12:15p – 12:45p 30 Minutes
	Math 6 1:15p – 2:15p 60 minutes	Social Studies(M&W), Science(T&TH) Intervention (F) 1:15p – 1:45p 30 Minutes	Mathia & Lexia 1:00p- 2:00p 60 minutes
	Social Studies(M&W), Science(T&TH) Intervention (F) 2:30p – 3:00p 30 Minutes	Language Arts 6 2:00p -3:00p 60 minutes	Math 8 2:00p – 3:00p 60 minutes
Synchronous Lessons	Designated ELD 3:00p – 3:30P 30 minutes	Designated ELD 3:00p – 3:30P 30 minutes	Designated ELD 3:00p – 3:30P 30 minutes

9th Grade Schedule

9 th Grade	Monday	Tuesday	Wednesday	Thursday	Friday
Time	295 mins	315 mins	295 mins	315 mins	295 mins
LIVE	Morning Motivation 8:00A -8:15A 15 minutes *Teacher-led	Morning Motivation 8:00A -8:15A 15 minutes *Teacher-led	Morning Motivation 8:00A -8:15A 15 minutes *Teacher-led	Morning Motivation 8:00A -8:15A 15 minutes *Teacher-led	Morning Motivation 8:00A -8:15A 15 minutes *Teacher-led
Asynchronous Black	Independent Lang Arts/ ELD 8:30A-9:00A 30 minutes	Independent Lang Arts/ ELD 8:30A-9:00A 30 minutes	Independent Lang Arts/ ELD 8:30A-9:00A 30 minutes	Independent Lang Arts/ ELD 8:30A-9:00A 30 minutes	Independent Lang Arts/ ELD 8:30A-9:00A 30 minutes
Synchronous Blue	Language Arts 9 9:00a- 10:00a 60 minutes	Language Arts 9 9:00a- 10:00a 60 minutes	Language Arts 9 9:00a- 10:00a 60 minutes	Language Arts 9 9:00a- 10:00a 60 minutes	Language Arts 9 9:00a- 10:00a 60 minutes

	Algebra 1 10:30A- 11:30A 60 minutes	Algebra 1 10:30A- 11:30A 60 minutes	Algebra 1 10:30A- 11:30A 60 minutes	Algebra 1 10:30A- 11:30A 60 minutes	Algebra 1 10:30A- 11:30A 60 minutes
	Mathia 11:30a -12:00p 30 minutes	Mathia 11:30a -12:00p 30 minutes	Mathia 11:30a -12:00p 30 minutes	Mathia 11:30a -12:00p 30 minutes	Mathia 11:30a -12:00p 30 minutes
	Lunch 12:00p -12:30p 30 minutes	Lunch 12:00p -12:30p 30 minutes	Lunch 12:00p -12:30p 30 minutes	Lunch 12:00p -12:30p 30 minutes	Lunch 12:00p -12:30p 30 minutes
	PE & Nutrition 12:30 – 1:30p 60 Minutes	PE & Nutrition 12:30 – 1:30p 60 Minutes	PE & Nutrition 12:30 – 1:30p 60 Minutes	PE & Nutrition 12:30 – 1:30p 60 Minutes	PE & Nutrition 12:30 – 1:30p 60 Minutes
	Life Science 2:00p – 3:00P 60 minutes	Student Development (BC) 2:00p – 3:20P 80 minutes	Life Science 2:00p – 3:00P 60 minutes	Student Development (BC) 2:00p – 3:20P 80 minutes	Life Science 2:00p – 3:00P 60 minutes

Virtual Learning Code of Conduct

WCPA students participating in virtual learning are subject to all applicable WCPA policies, as well as the guidelines of the “Virtual Learning Code of Conduct.” WCPA holds expectations regarding virtual learning in order to protect WCPA students and staff members. Access to virtual learning must be used in a responsible and safe way. Virtual learning sessions may be recorded by WCPA. WCPA students in virtual learning, including Canvas and Zoom sessions, are expected to adhere to the following rules and best practices in order to ensure the best possible learning environment:

- Students are responsible for proper behavior during virtual learning. The use of obscene, profane, threatening, or disrespectful language is unacceptable behavior. This extends to emails, discussion postings, group projects, and submitted assignments.
- Students are expected to log into class(es) daily and attend all virtual learning sessions in order to keep up with the class assignments.
- Students will arrive on time for virtual learning sessions.
- Students will report to virtual learning sessions properly groomed and dressed for class in WCPA attire or presentable attire for class instruction.
- Student posture before the camera must be conducive to active learning and participation (e.g., no reclining). The student’s full face must be visible in the camera frame.
- Taking screenshots, recording, or posting screenshots or recordings online or on social media without explicit permission from the teacher and WCPA administration is unacceptable. Parents and students are prohibited from recording and posting virtual learning sessions online or on social media.
- Students will not copy content, copy the work of classmates, or plagiarize content.
- During Zoom sessions, the device being used should be identified by the student’s full name, which is the name the teacher will see on the Zoom “waiting room.” Changing your name to something inappropriate is unacceptable behavior and will be addressed immediately.
- Students will not enter, or attempt to enter, a Zoom session using a false name.

Attendance Policy to Address Absences Due to COVID-19

Distance Learning Attendance Policy

Continued success in school depends upon each student attending daily live learning sessions, including presentations, discussions, and explanations, and timely completing all daily distance learning assignments.

Regular attendance is important for the following reasons:

- Teaching students’ responsibility and accountability.
- Encouraging students to stay in school.
- Helping students understand that they can change, grow, and contribute within a

community of learners.

- Assuring students that with regular attendance, good effort, and a positive attitude, they will attain their goals.
- Helping all students understand that a good citizen is involved and engaged in the community.

Excused Absences

For an absence to be excused, all parents or guardians must provide a **written** excuse or an email stating the reason for the absence. All medical absences must be submitted with a doctor's note with a clearly stated return to distance learning data noted.

The following are examples of excused absences:

1. Illness
2. Medically required quarantine (If the quarantine prevents the students from participating in the distance learning program.)
3. Medical, dental, optometric, or chiropractic appointments
4. Family emergency
5. Observation of a religious holiday or ceremony
6. Appearance in court
7. Naturalization Ceremony
8. Employment conference
9. College visitation
10. Funeral service
11. Jury Duty
12. Time spent time with immediate family who is an active military service member
13. Up to five days in order to obtain proper immunization

A student unable to participate in daily live virtual learning or to complete daily distance learning assignments as a result of an excused absence will be allowed to complete missed assignments and tests (within reasonable limits) and will be given full credit upon satisfactory completion. The teacher determines what assignments the student will make up and in what time period. The tests and assignments will be equivalent, but not necessarily identical, to the tests and assignments that the student missed.

The school will determine if an absence qualifies as an excused absence. It is the student and/or parent/guardian's responsibility to request makeup assignments.

If your child must miss school due to a COVID-19 diagnosis or quarantine, please contact the Director of Special Education and Student Support, Laura M. Barba at (661) 721-2887 or via email at Laura.Barba@wonderfulcollegeprep.org to provide learning alternatives. This may include continued virtual learning, independent study, or home hospital services.

Independent Study Program

The Academy may grant temporary, short-term independent study contracts for students unable to participate in daily live distance learning sessions or complete daily distance learning assignments for reasons including COVID-19 illness or quarantine

Eligibility Requirements:

1. The independent study must be temporary and short term.
2. Student must have current grades of C or better.
3. The student must have record of prior positive attendance.
4. High School Students: For students enrolled in a college course: if the professor does not approve the program, the eligibility for independent study is nullified. COVID-19 or Medical Diagnosis: Doctor's note or orders provided by parent/guardian with start and end dates noted

For any COVID-19 related illness or quarantine, the above requirements will not apply.

Process:

- Parent/guardian should contact the front office to arrange a meeting to discuss eligibility for independent study with the program principal or designee. **If the request is due to COVID-19, please contact Laura M. Barba, Director of Special Education and Student Support to make program arrangements.**
- A school site administrator, counselor (if applicable), Supervisor of Attendance and parent/guardian will conduct a virtual meeting. The team will approve an independent study request, if it determines that the experience is necessary and the student meets the minimum eligibility requirements.
- The Parent/guardian will sign an independent study contract and the student will be enrolled in independent study and will be assigned a case manager to oversee work completion.
- Upon return, the student shall submit all assigned work as outlined in their contract. Teachers will have two calendar weeks to grade returned work. Once a student meets all contract requirements, his or her independent study will be complete.

Home Hospital

To qualify for home hospital services, a treating medical professional must request home hospital programming for the student and must include the start and expected end of services. The student will be receive with no less than one hour per week of virtual instruction. The student will receive attendance credit each week by interfacing with his or her teacher, regardless of the amount of academic work the student can complete. WCPA administration and the parent/guardian will agree on the weekly course load.

Special Education Instruction

Special Education students will participate in all general education courses in addition to

accommodations outlined in the IEP. Case managers will continue to work on goal development and support individualized instruction. Special Educators will be included in the planning process or the execution of the educational plan. Principals and Assistant Principals will ensure that all IEP components are implemented with fidelity as the instructional leaders of their program. General Education Teachers are partners in implementing the student's IEP and it is not the sole responsibility of the case manager to provide those supports.

In-Person Instruction During COVID-19

WCPA will reopen its schools for in-person instruction only if it safe to do so. Prior to commencing an in-person instructional program in the 2020-21 school year, WCPA will adopt a school reopening plan, which will include WCPA's health and safety policies for in-person instruction during COVID-19. The plan will be consistent will all federal, state and local health and safety guidance.

All WCPA students and staff will be required to comply with the policies, procedures, and practices set forth in the reopening plan. The plan will be updated frequently to implement the most up-to-date safety requirements and guidance.

School-Family Partnership Agreement

Wonderful College Prep Academy cares deeply about you and your family. We believe parents play a vital role in their child's education and a valuable role in the overall success of our school.

Together, we will create a strong support network for your child by committing to the following:

1. Provide a **safe, nurturing, and supportive** learning environment.
2. Deliver a **rigorous, relevant and individualized** academic program, focused on literacy, science, technology, arts, agriculture, and math, to prepare your child for college and a thriving future.
3. Maintain **high academic** and **behavioral** expectations for your child and for all students.
4. Enforce school and classroom **rules fairly and consistently** to keep all students safe.
5. Provide **healthy meals** daily to fuel the body and mind.
6. Provide you with **clear, consistent, and timely** communication.
7. **Collaborate and partner** with you to make the best decisions for your child.
8. Host **college visits** throughout California to help high school students make the best college choice for our secondary students

The Academy encourages parents to:

1. Be your child's best **advocate**.
2. Ensure your child attends school **on time and prepared** each day, **in proper uniform with all necessary school supplies**.
3. Encourage, empower, and motivate your child to **meet and exceed academic and behavioral expectations**.
4. Communicate the message that your child is college-bound and reinforce a **college-bound culture** at home.
5. Consistently expect excellence from your child and encourage them to meet all **college eligibility requirements** throughout high school.
6. Make sure your child **completes their homework** every day.
7. Make reading a priority at home by reading together and/or making sure your child reads independently at least **20 minutes per night**.
8. Encourage your child to follow all **school rules and behavioral expectations**.
9. **Communicate** regularly with teachers and school counselors and attend **parent conferences**.

10. Ensure your child **attends extra-help or tutoring** sessions outside of regular school hours, when needed.
11. Participate in **parent workshops** and attend Wonderful College Prep Academy-sponsored events, whenever possible, to support your child's college and career journey.
12. Make your **child's health and wellness a priority** at home by promoting healthy eating, healthy physical activity, consistent sleep, and a healthy mindset.

I acknowledge that I have read the School-Family Partnership Agreement and will honor all commitments with Wonderful College Prep Academy.

Student: _____ Signature: _____

Date: _____

Parent/Guardian: _____ Signature: _____

Date: _____

School Leader: _____ Signature: _____

Date: _____

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