

2024-2025



Wonderful college prep academy™

STUDENT & FAMILY HANDBOOK

ESSENTIAL INFORMATION FOR ALL FAMILIES

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General School Information

The Vision

Wonderful College Prep Academy (WCPA) is a rigorous, inspiring and community-based learning environment that ensures all students are cared for and graduate with college-level academic knowledge, critical thinking skills, healthy habits and personal efficacy to thrive – and to be transformational leaders in the Central Valley and beyond.

Core Values

Collective Responsibility

We set ambitious, attainable, measurable goals and are strategically focused on meeting them; we are invested in our teammates meeting their ambitious goals as our own.

Feedback and Growth

We actively seek feedback from teammates, managers, people we manage, and partners -- and we give constructive, evidence-based feedback; we use feedback to improve.

Integrity

Our actions and our words are honorable and aligned to our vision and values.

All Means All

We value, affirm, and build on the assets that exist in our students, families, and community to create the condition for our students to thrive.

Care

We commit to know, build, and grow relationships with all community members in service of the WCPA vision.

Expected Student Learning Outcomes (ESLOs)

- **Collective Responsibility.** Students will be critical consumers of information and form their own opinions.
- **Leaders.** Students will be confident in their ability to affect change and have multiple opportunities to practice the skills to that effect.
- **Light bearers.** Students know their own light shines bright; they love their own unique skills, affinities, and truths, as well as embrace others to spread their light in our community.
- **Community-builders.** Students will know how to work well with others across differences, seek to include others, be a part of a community and enhance it for the greater good.

Our Commitment to Families

- We commit to **creating** an environment where students are safe, loved and accepted.
- We commit to **hosting** a learning environment where all educators believe in the full potential of all children.
- We commit to **planning and executing** an engaging and rigorous learning experience for our scholars.
- We commit to **partnering** with families by engaging intentionally, respectfully and regularly on the academic and social-emotional progress of students

Our History

For over 10 years, The Wonderful Company, founded by Lynda and Stewart Resnick, has been working side-by-side with the residents of the Central Valley to impact positive, lasting change in the community, with education at the center of multi-generational change. In 2009, after working collaboratively with community members, the Resnicks founded Wonderful College Prep Academy (“WCPA” or the “Academy”) in Delano with the mission of graduating students who are prepared to earn a college degree and a lifetime of promising career opportunities.

WCPA currently serves approximately 2,500 students in grades TK-12 across both Wonderful College Prep Academy in Delano and Wonderful College Prep Academy – Lost Hills. The Delano campus boasts one of the highest four-year college going rates in the community – with just over 75% of the students in the class of 2021 being accepted to a four-year college or university. Within the Central Valley, college degree attainment is less than half of the state and national averages with indication of a significant skills gap emerging. Wonderful College Prep Academy has executed an educational model to ensure the young people of the region graduate from high school prepared to earn a Bachelor’s Degree with additional options to pursue technical and specialized jobs of the future.

We believe that with intensive support, exposure and opportunity, all children can maximize their potential to learn and realize their dreams. We create a nurturing and welcoming learning environment for our students and their families, with a deep commitment to the community. At WCPA, we foster authentic, caring relationships between students, adults, and our community. Our students will learn to care about themselves, their environment, their knowledge, their family, their friends, and beyond.

Students at the elementary and middle school are able to access a well-rounded curriculum that is grounded in a heavy dose of academic intervention. Each day students receive reading, writing, math, science, social studies and designated ELD instruction from teachers in a departmentalized model. Weekly, our students also have access to physical education and arts courses. In the years to come, we look forward to continuing to build out our elementary STEM program and expanding our work on nutrition and healthy lifestyle choices.

Once students reach high school, Wonderful College Prep Academy immerses students in a rigorous, early college academic program with year-round programming. This ensures Academy students graduate with a high school diploma, college credits, and the academic and technical skills necessary for success in post-secondary and professional pursuits.

School Holidays

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 | September 2, 2024
- Veteran's Day | November 11, 2024
- Thanksgiving Break | November 25-29, 2024
- Christmas Day | December 25, 2024
- New Year's Day | January 1, 2025
- Martin Luther King Jr. Day | Observed on January 20, 2025
- Lincoln's Birthday | Observed on February 10, 2025
- President's Day | Observed February 17, 2025
- Cesar Chavez Day | March 31, 2025
- Memorial Day | May 26, 2025
- Juneteenth Day | Observed on June 16, 2025
- Independence Day | July 4, 2025

Books and Supplies

WCPA will provide as many of the tools required for learning as possible. Students will have access to (Chromebooks or iPads), 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 or community service is completed, unless prohibited by applicable law. Students are expected to come to class each day with all necessary supplies, laptops are expected to be charged and may be inspected daily for damages.

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 90 minutes every day, and switch classes on alternating days: Monday and Wednesday are Odd Days and Tuesday and Thursday are Even Day classes. Fridays alternate between their Odd Day periods and Even Day periods.

WCPA grades 7-8 use the period schedule where students see all their teachers and attend all their classes each day of the week. Friday classes are shortened to see the majority of classes each day. This provides more diversity and exploration of content topics for middle school students.

Inclement Weather/Fog Delays

In the event of inclement weather or fog delays, WCPA wants to ensure the safety of students to and from our schools. WCPA, in partnership with our Transportation Department, will be determining our own fog delays for the 2024-2025 school year. All fog delays will be announced by **6:00 AM** on any given school day for either our Delano or Lost Hills campuses and will be indicated via ParentSquare by location as follows:

- Wonderful College Prep Academy
- Wonderful College Prep Academy – Lost Hills

Fog Delays will be categorized into three different levels:

1. **PLAN "A" – No Delay in School Start Time** – When this announcement is made, it will indicate:
 - a. Ground fog exists in certain isolated areas throughout the Lost Hills and or Delano areas.
 - b. Bus transportation and classes will start on regular schedules.
2. **PLAN "B" – Two (2) Hour Delay in School Start Time** - When this announcement is made, it will indicate:
 - a. Bus transportation will be delayed by two (2) hours.
 - b. Classes will start two (2) hours later than a regular school day
 - c. Changes, if necessary, will be announced at approximately 8:30 A.M.
3. **PLAN "C" – All Morning Busses Are CANCELLED** – When this announcement is made, it will indicate:
 - a. **All morning bus routes will be canceled.**
 - b. Classes will start on regular schedule.
 - c. Buses will be dispatched on all "school-to-home" routes on the regular day schedule.

On foggy days, please check <https://alertline.kern.org> or tune in to the local television stations channel 23 (KERO) or channel 17 (KGET) for school fog delay announcements. Additional information will be communicated via Parent Square.

Bell Schedules

WCPA board approved bell schedules for both school sites can be accessed at the following weblink: <http://www.wonderfulcollegeprepacademy.org/bellschedules>

School Calendar

Wonderful college prep academy™

2024-2025 Academic Calendar | 180 Instructional Days

JULY 2024						
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	19	20
21	22	23	24	25	26	27
28	29	30	31			
						0

AUGUST 2024						
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	19	20	21	22	23	24
25	26	27	28	29	30	31
						21

SEPTEMBER 2024						
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	19	20	21
22	23	24	25	26	27	28
29	30					
						19

OCTOBER 2024						
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	19
20	21	22	23	24	25	26
27	28	29	30	31		
						17

NOVEMBER 2024						
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	19	20	21	22	23
24	25	26	27	28	29	30
						15

DECEMBER 2024						
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	19	20	21
22	23	24	25	26	27	28
29	30	31				
						15

JANUARY 2025						
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
19	20	21	22	23	24	25
26	27	28	29	30	31	
						14



FEBRUARY 2025						
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	19	20	21	
23	24	25	26	27	28	
						18



MARCH 2025						
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	19	20	21	22
23	24	25	26	27	28	29
30	31					19



APRIL 2025						
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	19
20	21	22	23	24	25	26
27	28	29	30			
						16


MAY 2025						
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	19	20	21	22	23	24
25	26	27	28	29	30	31
						21

JUNE 2025						
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	19	20	21
22	23	24	25	26	27	28
29	30					
						5

 First/Last Day of Grading Period
 Legal Holidays (13)

 No Students, Teacher Work Day (12)
 Instructional Days (180)

 New Staff Orientation (2)
 Early Release Day

 Non-School Days

Board Approved 2/25/2024

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Attendance Policies

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, an email, or phone call from parent or legal guardian. A medical note will be required for any absences of three days or more.

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, including an absence for the benefit of the student's mental or behavioral health (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, must state a reason for the emergency● Observation of a religious holiday or ceremony● Attendance at a religious retreat (up to one day per semester)● Appearance in court● Participation or engagement in a civic or political event (Grades 6-12 only; up to one day per year)● Naturalization ceremony● Employment conference	<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, must state a reason for the emergency.● Observation of a religious holiday or ceremony● Appearance in court● Naturalization ceremony● Funeral service

- College visitation
- Funeral services or grieving the death of an immediate family member or a person considered to be “immediate family” by the parent/guardian (up to five days per incident)
- Victim services, grief support, or safety planning or actions to increase the safety of the student, an immediate family member, or a person considered to be “immediate family” by the parent/guardian (up to three days per incident)
- Jury duty
- Cultural ceremony or event
- Up to five days in order to obtain proper immunization

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 those 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.

Unexcused absences may impact a student from meeting or exceeding student expectations required for events. This includes, but is not limited to, events such as dances, rallies, and field trips as well as senior events such as Senior Picnic and Senior Field Day.

Tardies

School begins at 8:00 AM on regular schedule days. It is expected that every student arrives to school 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 for more than a 30-minute period, 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.

Attendance Policy for Athletics

Student-athletes must attend 100% of period classes on game days to participate/travel with the team. Additionally, students with two or more unexcused absences during the week of an athletic event or game may not participate during that week.

Short-term Independent Study Program

The Independent Study Policy applies to all students participating in this short-term program at Wonderful College Prep Academy (“WCPA”) The Board of Directors of WCPA authorizes independent study as an optional alternative instructional strategy for WCPA students in the following limited circumstances: (1) as an educational benefit for students who will be absent from the in-person instructional program for a short period of time due to unique circumstances (e.g. an accommodation for necessary student travel, or student health related reasons); or (2) in the event there is a disruption of in-person instruction (full or partial school closure) due to any of the emergency conditions set forth in Education Code sections 41422, 49692, 49693.

A student’s participation in independent study shall be voluntary. Each student’s independent study shall be coordinated, evaluated and carried out under the general supervision of an assigned certificated employee(s). The minimum period of time for any independent study option shall be three consecutive school days. The maximum period of time for any independent study option shall be 15 consecutive school days unless (1) with the approval of the Superintendent or designee, the unique circumstances exceed 15 consecutive school days or (2) the period of disruption of in-person instruction due to emergency conditions exceeds 15 consecutive school days.

To enroll your child in independent study, please contact your School Principal. All requests should be made in advance of student absences whenever possible.

Students Experiencing Short-term Disabilities

Should your student experience a temporary disability which makes it impossible or inadvisable to attend regular classes please contact the Director of Student Supports at (661) 721-2887 to discuss options during your child’s temporary disability.

Academic Policies

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, and
- 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/emailing/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.

Academic Eligibility for Athletics

The athletics program at WCPA encourages student-athletes of character. Students must prioritize excellence in the classroom. 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 that can be provided to families by contacting the Athletic Director.

TK Grading Policy

In our Transitional Kindergarten program, we focus on preparing our young learners for a successful transition to Kindergarten. Instead of traditional grades, students will receive quarterly progress updates based on student observations and assessments. These updates will provide insights into your child's growth and development across key areas essential for Kindergarten readiness.

The progress updates may include focus areas in:

- Literacy skills
- Math skills
- Motor skills (Fine or Gross)
- Social-emotional development
- Language skills

These comprehensive updates allow us to tailor our teaching to support each child's unique learning journey, ensuring they are well-prepared for the next step in their educational adventure.

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. The goal of the Elementary Report card will be to address **"How will our scholars demonstrate their learning and progression towards standards mastery?"**

Grade Categories (TK-4th Grade):

- Reading
- Math

Grade Categories (5-6th Grade)

- Reading
- Math
- Science

Grade Weights

- Summative/Formative Assessments: **20%**
- Exit Ticket: **20%**
- Student Work: **50%**
- Demonstration of Learning: **10%**

Grade Expectations:

- WCPA will continue to use Aeries for inputting grades.
- A **minimum** of 2 grades per week per subject will be entered into the grade book.
- Grade levels will norm on what those activities and/or assignments will be that will be entered.
- Project expectations will be 1-2 per semester and should be cross-curricular: English/Language Arts (ELA)/Social Studies & Math/Science.

Homework

At our school, we believe in fostering a balanced and enriching educational experience for our students. Based on extensive research, we have determined that traditional homework is not the best practice for young children in grades K-6. Studies have shown that for younger students, homework does not significantly improve academic performance and can instead lead to unnecessary stress and reduced enthusiasm for learning.

We encourage families to focus on activities that promote learning in a more holistic and engaging manner. Family-based activities such as reading together, playing educational games, exploring nature,

and discussing daily lessons can provide meaningful opportunities for children to apply their knowledge and share what they have learned.

However, we understand that some parents may feel their child could benefit from additional practice. If you believe your child needs extra homework, please feel free to request it from their teacher. Our priority is to support each student's individual needs while promoting a love for learning and family engagement.

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.

Secondary School Grading Policies

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.

Students in secondary school earn two semesters of credits. Year-round courses generally are worth 10 total credits (unless otherwise stated). Students who successfully complete a semester will earn half of the allotted credits for that course.

Grades will be earned by quarter to earn a full semester credit.

Quarter 1	Quarter 2	Mid-Term/Demonstrations	Semester 1
45% of semester grade	45% of semester grade	10% of semester grade	100% of Credit A
Quarter 3	Quarter 4	Finals/Demonstrations	Semester 2
45% of semester grade	45% of semester grade	10% of semester grade	100% of Credit B

Additional Notes

- Students may make up missed assignments, papers, assessments or complete an alternate task in place of a missed assignment up to the final 5 days of each quarter. Students who miss an in-class assignment may receive an alternative assignment.

- Individual assignments for completion after the quarter ends will be up to teacher discretion and used on an as-needed basis for special circumstances, such as a student's attendance at a funeral or illness.
- Grade changes occurring after the quarter mark ends will require the teacher to complete an official grade change form to be signed by the principals and given to the registrar.
- Parents may request an official appeal to a grade and a review of the timely completion of assignments by calling the front office for their student's respective school.

WCPA has guidance counselors available for grades TK-12. Families will receive timely communication about academic and behavioral impacts on a student's progress in secondary classes. Our counselors will reach out via email or phone and schedule Zoom meetings or in-person meetings, starting at the end of August. Guidance counselors will hold 1:1 meetings with students several times per month for academic check-ins. Families will also receive progress updates via ParentSquare, mailed letters, phone calls, and in-person meetings, depending on a student's individual academic progress. Open house 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 if WCPA is in a virtual learning environment, either via phone or video conference

Parents are also encouraged to schedule additional conferences with teachers or guidance counselors 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 student progress and achievement.

Classroom grades reflect a student's progress with standards or objectives as the target of the lesson.

All students receive between two to three graded assignments per week. These assignments are closely tied to showing mastery on the standards being taught.

7-12 Assignment Points

Category	Total Points Per Assignment
Entry/Exit Tickets	5 points a week
Classwork	10 points per assignment
Common Formative Assessment/Formative Assessments	25 points per assignment
Summative Assessments	50 points per assignment

The school uses the following scale for letter grades:

- A = 100% - 90%** Work fulfills all aspects of the standard or objective for the lesson
- B = 89% - 80%** The majority of the standard or objective is exhibited in the work presented by the student
- C = 79% - 70%** While some of the work provided fulfills the standard or objective, some minor gaps in standard mastery are evident. Student is on level with the majority of peers in the same grade level.
- D = 69% - 60%** Observed work shows gaps in standard mastery. Student is slightly below grade level and may need intervention or additional time on the standard.
- F = 59% - 0%** Observed work is significantly below grade level standard and intensive intervention is required.

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 to indicate a student's progress in demonstrating mastery. Meetings and other action steps may be taken to help the student stay on track.
- **Aeries.** Grades are updated weekly and parents/guardians may log-in weekly to view updated grades.
- **Assessment Reports.** Following schoolwide assessments, we will mail home results and provide printouts to parents/guardians of student outcomes and next steps.

Parent-Teacher Conferences. We believe that for a student to succeed academically, the school and the family must be in partnership.

Grade Promotion Requirements

WCPA commits to providing an opportunity for all students to obtain a high school diploma and to be able to take advantage of postsecondary education and/or employment opportunities.

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, Four (4) factors are considered:

1. Attendance
2. Overall reading level
3. Grade-level standards master and growth over time, in mathematics and reading, as measured by formative assessments.
4. Social-emotional and age level maturity.

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.

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.

Lower Secondary School (7-8) Promotion Requirements

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

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

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

Grade level assignment may be recommended by the Principal or designee and approved by the Chief Academic Officer or Superintendent.

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.

Upper Secondary School (9-12) Promotion Requirements

Our intention is to give all secondary school students a rigorous educational experience and prepare them for college success. Beginning in June following students’ 8th Grade year, students will be assigned a grade level counselor who will follow students up to and through graduation their senior year. As early as August every year, students and families will receive mailers, calls, and meetings to update on student progress and mastery. As a high school, we focus on avoiding retention in all grades except senior year for graduation. Through our summer school, afternoon or evening classes, and other makeup opportunities, we provide multiple opportunities for students to earn all high school credits needed for a diploma and/or to meet all A-G requirements.

If students are Off Track from graduating with their cohort, families will be notified and WCPA will conduct family meetings to discuss final opportunities for graduation requirement fulfillment. WCPA staff will review the student’s current transcript, behavior, and attendance before and provide an Individualized Learning Plan which outlines specific steps for the school, guardian, and student. WCPA will provide a final notice midway through Quarter 4 (or earlier, depending on credit attainment) if a student will be unable to walk at graduation.

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

WCPA 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:

Subject and A-G Requirement	Total Years	Course ¹	Credits	Total Credits
(A) History/Social Science	3 yrs	World History	10	30
		US History	10	
		Government	5	
		Economics	5	
(B) English	4 yrs	English 9	10	40
		English 10	10	
		English 11	10	
		English 12	10	
(C) Science/Laboratory science (1 Physical and 1 Life)	3 yrs	Ag Resource	10	30
		Ag Biology	10	
		Ag Chemistry	10	
(D) Mathematics (including Algebra 1)	3 yrs	Algebra 1	10	30
		Geometry	10	
		Algebra 2	10	
(E) Foreign Language	2 yrs	Spanish 1	10	20
		Spanish 2	10	
(F) Visual/Performing Arts	2 yrs		20	20
(G) Electives	3 yrs	College Prep	10	30
		Ethnic Studies ²	5	
		Other Electives	15	
Physical Education	2 yrs	Physical Ed. 1	10	20
		Physical Ed. 2	10	
Minimum credits required for graduation				220

Alternatives to Diplomas

WCPA commits to providing every student 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

¹ Course requirements may be fulfilled through equivalent Bakersfield College course offerings or through equivalent courses as set forth in the "A-G" sequence requirements.

² The ethnic studies graduation requirement will go into effect for the 2029-30 graduating class.

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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 including parents and/or guardians, educational rights holders and county social workers for foster and homeless youth, 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 “newcomer students” (immigrant children and youth who are aged 3 -21, were not born in any state, and have not been attending one or more schools in any one or more states for more than 3 full academic years) and their parents, guardians, educational rights holders and county social workers, 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 assigned case manager, the Special Education resource teacher and/or related service providers as appropriate, the individual who assessed 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 if they are eligible for special education services and support. Placement in the program is contingent upon parental approval of the IEP.

Our staff believe that all students have the ability and desire to learn. Many of our students learn in different ways. The special education team is here to observe, collect classroom data, and determine what support each child needs to be successful.

WCPA will be responsible for complying with all state and federal requirements regarding notification to a student's school district of residence and the County when a student enrolls in WCPA, becomes eligible for special education, becomes ineligible for special education, and/or leaves WCPA.

All children will have access to WCPA and no student will be denied admission due to disability. WCPA shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004.

WCPA further agrees to protect the rights of students with disabilities and their parents or guardians relative to 1) prior notice and consent, 2) access to records, 3) confidentiality, and 4) due process procedures. WCPA will maintain a written description of the annual notification process used to inform parents/guardians of the policies regarding Nondiscrimination (Title 5 CCR 4960 (a)), Sexual Harassment (EC 231.5 (a), (b), and (c)), Title IX Student Grievance Procedure (Title IX 106.8 (a) and (d) and 106.9 (a)) and Uniform Complaint Procedures (Title 5, CCR 4600-4671). These procedures include a description of how WCPA will respond to complaints and how Kern County (the "County") will be notified of complaints and subsequent investigations. WCPA will ensure that no student otherwise eligible to enroll in WCPA will be denied enrollment due to a disability or to WCPA's inability to provide necessary services. Policies and procedures will be in place to ensure the recruitment, enrollment and retention of students with disabilities.

Special Education Services

WCPA participates as an independent local educational agency ("LEA") member of the Kern County Consortium Special Education Local Plan Area ("SELPA") pursuant to Education Code Section 47641(a) for purposes of compliance with federal law and for eligibility for federal and state special education funds. By participating in the SELPA as its own LEA, WCPA is solely responsible for the provision of special education and related services. WCPA shall comply with the policies, procedures, and requirements of the SELPA as they apply to all of its participating LEA members in the administration of the special education program. WCPA shall retain the discretion to participate in a different SELPA as an independent LEA and will provide appropriate advance notice to the County, the SELPA, and the California Department of Education ("CDE") should such change in membership occur. A change in SELPA membership shall not require a material revision of this charter.

WCPA shall receive funding directly from the SELPA in accordance with the allocation plan approved by the SELPA. WCPA understands and agrees that special education funding shall only be used to support special education services and that any costs beyond SELPA funding are the sole responsibility of WCPA.

WCPA will be responsible for complying with all state and federal requirements regarding notification to a student's school district of residence and the County when a student enrolls in WCPA, becomes eligible for special education, becomes ineligible for special education, and/or leaves WCPA.

Child Find Obligations and Referral for Assessment

WCPA shall have the obligation to identify, work cooperatively to locate, and refer Academy students who have or are suspected of having a disability and require special education and related services. A student shall be referred for special education only after the resources of the regular education program have been considered, and where appropriate, utilized.

As detailed above, WCPA will implement an SST process to monitor and guide educational services prior to application of Section 504 and special education services. If Academy staff finds that an intervention plan, developed and implemented within the SST process, is not sufficient to meet the student's needs, they will recommend that student for a formal special education assessment. WCPA staff may also choose to refer a student for services through the provisions of a Section 504 plan, if appropriate. Parents/guardians will be informed that special education and related services are provided at no cost to them.

Referral for Assessment

The referral process is a formal, ongoing review of information related to students who are suspected of having a disability and require special education and related services.

- 1. Referral Response (15 Days):** WCPA's internal method for referral for assessment will be a Student Study Team. The parent of any student suspected of having a disability and requiring special education services may also make a referral for an evaluation. Any such referrals will be responded to in writing by WCPA within 15 days.
- 2. Prior Written Notice (15 Days):** If WCPA concludes that an assessment is not appropriate, the parent will receive a prior written notice explaining WCPA's decision, how that decision was determined, alternatives that were considered, and information about procedural safeguards.
- 3. Assessment Plan (15 Days):** If WCPA concludes that an assessment is appropriate, the parent will receive a written Assessment Plan within 15 days, excluding school breaks longer than five school days. A Referral for Evaluation Form providing prior written notice that WCPA is performing the assessment and the reason(s) why will accompany the Assessment Plan, unless such information is already included in the Assessment Plan.
- 4. Parent Consent (15 Days):** The parent will be given at least 15 days to provide written consent to the Assessment Plan. Assessments will be done only upon receipt of written parent permission.
- 5. IEP Meeting (60 Days):** The assessment will be completed and an IEP meeting held within 60 days (excluding school breaks longer than five school days) of receipt of the parent's written consent for assessment.

Assessment Process

The Superintendent is responsible for gathering all pertinent information and sharing such information (where applicable according to SELPA policies). Information gathered is used as a tool to determine the student's disability, eligibility for services, and the nature and extent of required services. Assessment procedures will be conducted in the student's primary language, and an

interpreter will be provided, if needed. The process for determining eligibility for special education and related services will include, but is not limited to:

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

Unless conflicting with the SELPA policies and procedures, WCPA will assess students according to the following guidelines. If such a conflict with SELPA policies and procedures exists, then SELPA policies and procedures will govern.

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

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

Interim and Initial Placements of New Academy Students

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

2. Within SELPA: In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into WCPA from a district-operated program under the same special education local plan area of WCPA within the same academic year, WCPA shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and WCPA agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

3. Outside California: For students transferring to WCPA with an IEP from outside of California during the same academic year, WCPA shall provide the pupil with a FAPE, including services comparable to those described in the previously approved IEP in consultation with the parents, until WCPA conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by WCPA, and develops a new IEP, if appropriate that is consistent with federal and state law.

Development and Implementation of IEP

WCPA understands that decisions regarding eligibility, goals and objectives, program, placement, services and exit from special education shall be the decision of the IEP team. Special education programs, placements and services shall be in accordance with applicable state and federal special education law, and the policies and procedures of the SELPA.

WCPA will convene an IEP team meeting for every student who is assessed by WCPA to review the assessment results and make an eligibility determination for special education services, such as for autism, deaf-blindness, deafness, emotional disturbance, hearing impairment, intellectual disability, multiple disabilities, other health impairment, orthopedic impairment, specific learning disability, speech or language impairment, traumatic brain injury, visual impairment, established medical disability, and other disabilities which may be mandated.

Students at WCPA who have IEPs will be served in the least restrictive environment (“LRE”). This means that a student who has a disability must have the opportunity to be educated with non-disabled peers, to the maximum extent appropriate. The student should have access to the general education curriculum, or any other program that non-disabled peers would be able to access. The student will be provided with supplementary aids and services necessary to achieve educational goals if placed in a setting with non-disabled peers. Should a child with a disability require a more restrictive setting, the full continuum of placement options shall be considered by the IEP team.

Each student who has an IEP will have an IEP team that oversees the IEP development, implementation, and progress of the student. All decisions concerning the special education

programs and services to be provided to a student with a disability are to be made by the IEP team. The IEP team must include all of the following members:

- The parent or guardian of the student for whom the IEP was developed, or another individual with educational decision-making authority on behalf of the student;
- The student, if appropriate;
- The Superintendent, or a designated representative of WCPA;
- At least one special education teacher of the student or, for students who are only receiving speech services, a credentialed related service provider;
- A general education teacher who is familiar with the curriculum appropriate to that student, if the student is, or may be, participating in the general education environment;
- Related service providers, if appropriate; and
- If the child was recently assessed, the individual who conducted the assessment or who is qualified to interpret the instructional implications of the assessment results.

Others familiar with the student may be invited as needed. WCPA views the parents and guardians as a key stakeholder in these meetings and will make every effort to accommodate parents' and guardians' schedules and needs so that they will be able to meaningfully participate on the IEP team.

WCPA will provide an interpreter, if necessary, to ensure that all parents and/or guardians understand and can participate in the IEP process. If a parent cannot attend the IEP meeting, WCPA will ensure his/her participation using other methods, such as phone or video conferencing or meeting at the parent's home.

A student's IEP must provide for a FAPE, which is an educational program that is individualized to the specific child, designed to meet that child's unique needs, provides access to the general curriculum, meets the grade-level standards established by the state, and is reasonably calculated to enable a child to make progress appropriate in light of the child's circumstances. A copy of the IEP will be given to the parent/guardian in accordance with state laws and SELPA policies. Upon the parent/guardian's written consent, the IEP will be implemented by WCPA in cooperation with the SELPA in which WCPA is a member.

The IEP will include all required components and will be written on SELPA forms. The Goals and Objectives section of the IEP will be an attachment to the general progress report. This will serve to document the method by which the student's progress toward achieving the annual goal is measured, the student's progress during the relevant period, the extent to which it is anticipated the student will achieve the annual goal prior to the next annual review, and, where needed, the reasons the student did not meet the goal. The student's IEP will include the following:

- A statement of the student's present levels of academic achievement and functional performance;
- Measurable annual goals and short-term objectives (if warranted) focusing on the student's current level of performance;
- A description of how the student's progress toward meeting the annual goals will be measured and monitored and when reports will be provided;

- A statement of the special education and related services and supplementary aids and services to be provided to the student, and a statement of the program modifications or supports for school personnel that will be provided;
- An explanation of the extent, if any, to which the student will not participate with nondisabled students in the regular class and activities;
- Accommodations necessary to measure the academic achievement and functional performance of the student on state and school assessments, as well as a description of when services and modifications will begin, the frequency and duration of the services and modifications, who will provide them, and where they will be delivered; and
- Transition goals and services for students 16 and older.

IEP meetings will be held according to the following schedule:

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

IEP Review

Once a Year and Every 3 Years

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

Request for IEP Meetings

If a parent or faculty member feels the student's educational needs are not being met, they may request a review of the IEP by the IEP team at any time during the year via written notice to WCPA. Once the request is received, WCPA will have 30 days, not including school vacations greater than five days, to hold the IEP meeting.

Quarterly Parent Notice, Goals and Objectives

Unless otherwise specified on the student's IEP, parents will be informed four times a year (which is the same frequency as progress is reported to all students and parents) of the student's progress toward meeting annual goals and whether the student is expected to meet his/her annual goals.

Prior Written Notice

Whenever WCPA proposes to initiate, or refuses to initiate or change, the identification, evaluation, or educational placement of an Academy student, WCPA will provide the parent/guardian with prior written notice of such action in accordance with the requirements of Title 34 of the California Code of Regulations, section 300.503.

Reporting

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

Procedural Safeguards

The Director of Special Education will ensure the following procedural safeguards and procedures are followed:

- 1. Procedural Safeguards:** Parents/guardians of students with IEPs at WCPA must give written consent for the evaluation and placement of their child, be included in the decision-making process when a change in placement is under consideration, and be invited, along with teachers, to conferences and meetings to develop their child's IEP.
- 2. Notice of Procedural Safeguards:** WCPA will provide the parent with a written Notice of Procedural Safeguards at least once per year, which will include information on the procedure to initiate both the formal and informal dispute resolution process. WCPA will utilize the Notice of Procedural Safeguards used by the SELPA in which it is a member. This notice is also provided at the initial referral, upon requests for assessments, when due process is initiated, in accordance with discipline procedures, at each IEP meeting, and upon parental request.

Dispute Resolution, Complaint Procedures, and Due Process

As its own LEA, WCPA shall be responsible for all complaints and due process actions related to students enrolled in WCPA. WCPA reserves the right to make its own arrangements for legal representation in and resolution of legal disputes pertaining to special education.

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

In the event that a due process hearing request is filed against the Kern County Superintendent of Schools ("County Superintendent") or the Kern County Board of Education related to the provision of special education and related services to an Academy student, WCPA shall fully indemnify, hold harmless and pay for all costs associated, including attorney's fees, costs, and fees for legal representation, settlement costs and damages. The County Superintendent and WCPA will work together to select legal representation and decide on case management.

Parents/guardians have the right to file a complaint with WCPA, the Office of Administrative Hearings ("OAH"), or the California Department of Education if they believe that WCPA has violated federal or state laws or regulations governing special education.

In the event WCPA expels a special education student, or a student who is subsequently determined to be eligible for special education, WCPA shall be solely responsible for providing and/or the cost of providing special education services for the former student to the extent required by federal law. WCPA shall also be solely responsible for any litigation resulting from or related to such expulsion.

WCPA agrees to fully comply with any lawful requests for information made by the County with regard to special education services and individual students. WCPA shall be responsible for obtaining the cumulative files, prior and/or current IEP and other special education information on any student enrolling in WCPA, and shall provide copies of any required documentation to any requesting school district if an Academy student leaves WCPA and enrolls in the requesting school district. WCPA will also be responsible for complying with all state and federal requirements regarding notification to a student's district of residence, such as when a student is expelled or leaves WCPA without graduating the school year for any reason.

Special Education Strategies for Instruction and Services

As its own LEA, WCPA will be responsible for providing special education services, and is committed to assuring that every IEP is properly implemented and all students requiring services are appropriately cared for. WCPA will comply with the federal mandate of the LRE, meaning that WCPA will educate special education students along with their typically developing peers, to the maximum extent appropriate. Each student's IEP is individualized; therefore, the educational strategies of the IEP will be built around the student's needs and how these fit within the general education program of WCPA, unless the student requires a more restrictive educational placement following the IEP team's consideration of the full continuum of placement options. Qualified personnel will deliver the specialized academic instruction and related services outlined in each student's IEP. WCPA will provide transportation for a student who requires special education services at a site other than WCPA or as otherwise specified in the student's IEP.

The general education teachers will be assisted by special education teachers and other special education professionals in developing an understanding of the particular and specific needs of their special education students. Specific instructional materials and programs will be developed as appropriate for the special education needs of the specific children in the program.

Staffing

WCPA is committed to ensuring all IEPs are properly implemented and all students receive their required services. All special education and related services shall be provided by qualified personnel who meet state certification, licensing, registration, or other applicable requirements.

WCPA's special education team consists of: the Director of Special Education, the Special Education Coordinator, the Special Education Compliance Coordinator, school psychologists, speech language pathologists, special education teachers, instructional aides, and other contracted providers, as required. These team members serve as the primary Academy representatives tasked with ensuring that all aspects of a student's IEP or 504 plan are properly implemented. All teaching staff at WCPA also support proper implementation of all IEPs and 504 plans.

The Director of Special Education and the special education staff will have joint responsibility for the following (with the Superintendent having ultimate responsibility):

- Ensure that all aspects of the IEP are followed;
- Arrange for the teachers of students with IEPs to attend the team meetings;
- Communicate with parents/guardians about progress made toward attaining the goals stated on the student's IEP, and inform them of due process procedures and rights;
- Perform a quarterly review to ensure that the objectives and goals of students with IEPs are being met;
- Complete the requisite paperwork, updating and filing of necessary information for initial referrals, triennial evaluations, ongoing monitoring of student progress, and appropriate provision of any/all test modifications and Smarter Balanced Consortium ("SBAC") accommodations as stipulated in the IEP and allowed by current California law;
- Maintain a central file with all special education evaluation material and IEPs in accordance with FERPA and IDEA guidelines; and
- Provide a report of student progress to WCPA's Board of Directors ("Board" or "Board of Directors") on the same schedule as students in general education.

In addition to WCPA's special education staff, WCPA will also seek access to related services from the SELPA for special education students enrolled in WCPA in the same manner as they are provided to students in other public schools within the SELPA. WCPA will also contract with service providers outside of the SELPA when appropriate and shall be responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve students with disabilities enrolled in WCPA.

Professional Development for Academy Staff

The Director of Special Education, regular and special education teaching staff, as well as other appropriate faculty and staff members, will attend professional development and/or training

meetings necessary to comply with state and federal special education laws, including those sponsored by the SELPA.

WCPA also accesses professional development opportunities for its staff through trainings facilitated by the County Office of Education, colleges and universities, and private companies or agencies.

Section 504 of the Rehabilitation Act

WCPA shall be solely responsible for its compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act of 1990, as amended (“ADA”). All school facilities shall be accessible for all students with disabilities in accordance with the ADA.

WCPA recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of a disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of WCPA. Any student, who has a physical or mental impairment which substantially limits one or more major life activities, including, but not limited to, learning; has a record of such impairment, or is regarded as having such an impairment, is eligible for accommodations by WCPA.

A 504 team will be assembled by the Superintendent and shall include:

- the parent/guardian;
- the student (where appropriate);
- the student’s general education teacher; and
- other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options and accommodations.

The 504 team will review the student’s existing records, including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team who will evaluate the nature of the student’s disability and the impact upon the student’s education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities.

The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel;
- Tests and other evaluation materials include those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligent quotient; and
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the

student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

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

If the student is found by the 504 team to be eligible under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a FAPE. In developing the 504 plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by WCPA's professional staff and any assessment submitted for consideration by the parent/guardian.

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

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

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 receive a rigorous course of study in which all students receive a WCPA High School Diploma. However, a student may be awarded a certificate of completion if they meet the following qualifications.

1. Completion of a prescribed alternative course of graduation requirements approved by the Superintendent or designee and outlined in the IEP.
2. Completed or met his/her IEP goals as determined by the IEP Team.
3. Attended four years of high school, participated in instruction as outlined in the IEP, and met all objectives related to transition services.
4. Satisfactory met items #1-3 and reached the maximum age of attendance as outlined in the IEP.

Please note, a student with disabilities who meets any of the graduation requirements shall be eligible to participate in any graduation ceremony and/or school events related to graduation in which a graduating student of similar age without a disability would reasonably participate in.

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 activities 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 encourages partnership with families to support strong student academic outcomes. 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 (Parent Advisory Committee, ELAC/DELAC Meetings)
- Serving on parent committees
- Volunteering 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 their 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.

Counseling and Academic Student Services

Counseling

The counseling office is available to Elementary and Secondary School students and families. The goal of the Counseling Department is to assist students in attaining academic success and in high school and into college and providing social emotional support. Through specialized services, the Counseling Department will provide Academic Counseling, College Planning, Personal/Social Counseling and Career Preparation assistance to all students. Families will also have access to therapists through the on-campus student wellness center.

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 needs.

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, progress in grade level work, attendance, and social emotional and age level considerations. Grade level assignment may be re-evaluated and recommended by the Principal and approved by the Superintendent or designee.

When a student is retained or recommended for retention, the student and parent(s)/guardian(s) will be notified of their status. The student will have gone through the student success team process at least four times throughout the year and will have not demonstrated growth over time. An Individualized Learning Plan (ILP) will be developed which identifies specific programs with direct supplemental instruction and allows the student and parent(s)/guardian(s) to understand the criteria used to retain the student. The ILP provides an opportunity for the student and parents/guardians to assist in the creation of: goals and strategies that directly address the student's current needs.

Academic Intervention

WCPA provides a program of intensive academic support to all 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 to intervention:

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 targeted intervention tiers in alignment with the published research:

A student that does not show growth over time on specialized intervention assessments will be recommended for evaluation and assessment with the Special Education Team or for 1 on 1 support.

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 in grades TK-11 and DIBELS assessment as a phonics and early reading screener for students in TK-3. 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.

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.

FREQUENTLY ASKED QUESTIONS

What is ELD?

English Language Development (ELD) refers to an instructional program for students who are developing proficiency in English. English Language Learners (ELLs) refer to the students who are enrolled in ELD classes.

Who is eligible for ELD?

Students whose heritage language is other than English and who are not yet proficient in English are eligible for ELD. Students who were born in the United States and speak a heritage language other than English are enrolled in ELD programs if they need to develop proficiency in English. Americans often speak another first language and many do not learn English until they are in school. The key indicator is the student's home language and English proficiency in all domains: listening, speaking, reading and writing on grade level.

What are the criteria for inclusion to be in ELD?

The Home Language Survey is completed by every student at registration. If the survey indicates a home language influence other than English, the EL Coordinator reviews the student's records for evidence of academic achievement and proficiency in English. If the interview indicates that the student may need ELD support, the school will administer the ELPAC to determine the student's level of language proficiency and appropriate placement.

When can a student exit ELD?

Students must meet the exit criteria of the California's Department of Education (CDE) and Wonderful College Prep Academy to be exited from ELD program in our schools. Reclassification is the process whereby a student is reclassified from English learner status to fluent English proficient (RFEP) status. Local education agencies determine when the student has met the four criteria listed in Education Code (EC) Section 313 (f), in accordance with the California Department of Education (CDE).

Reclassification procedures shall utilize multiple criteria in determining whether to reclassify a pupil as proficient.

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.

For more information on our ELD Programs, including our EL Master Plan please visit our website at <http://www.wonderfulcollegeprepacademy.org/elac>.

Course Failure Policy

Any Student who fails a course will have an opportunity to appeal their grade under the WCPA appeal policy. To appeal a failing grade, a parent must contact their child's principal to obtain a grade appeal form. The appeal process is administered by the principal and will usually take anywhere from three to five weeks.

Parents will receive updates on student academic progress at minimum every 4-5 weeks. Report cards are mailed out every nine (9) weeks. In addition, parents can check their child's academic progress through Aeries Parent Portal throughout the semester. If you need assistance in accessing Aeries Parent Portal, please contact the school office.

WCPA believes that parents/guardians have a responsibility to continuously monitor their child's academic performance. Parents should reach out directly to teachers to set up a conference (phone, virtual, in person) in the event that you have concerns regarding your child's academic performance. Please note that all failing grade appeals to principals will include a review of parent outreach and interactions with teachers. Parents or guardians must be able to show that they made efforts to address poor academic performance prior to the end of the marking period in order to submit a grade appeal.

Classwork and Assignments

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. Late work will be accepted up until the week prior to the end of the quarter. Assignments will be set to a 50% minimum grade

WCPA Dual Enrollment Programs (9-12): Access for All

Access for All Model

WCPA promotes and provides college access for all students in grades 9-12, with multiple opportunities to begin their college coursework. This can vary from earning some college units up to obtaining a full associate degree for transfer with 60 or more college credits. At the end of the 8th grade year, families and students will be provided with more information regarding Dual Enrollment pathway options for each student. Students must maintain a C or higher in order to remain in good standing with our Dual Enrollment partner – Bakersfield College.

Please reference the School Course Handbook for more information.

Dual Enrollment

WCPA offers college courses through dual enrollment with Bakersfield College. This partnership program with Bakersfield College allows WCPA high school students to take college courses on the WCPA campus and earn college credit and high school credit for their work. Although the courses are held on the WCPA campus, the instructors are from Bakersfield College. All students participating in this college courses must abide by the requirements set forth by Bakersfield College. 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 Bakersfield College courses are paid by WCPA.

Prerequisites

Because admission of secondary school students in grades 9-12 to community colleges is governed by state laws and regulations, the type of courses permitted, and the number of students admitted is limited. Students will not be permitted to enroll in college courses when they have failed the same course in upper secondary 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. Please reference the High School Course Handbook for more details.

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 pre-requisite courses as outlined in the Bakersfield College Course Catalogue and abide by the policies related to dual enrollment.

Student Uniform Policy

Daily Dress Expectations

The school uniform policy is an important part of WCPA life. The uniform policy seeks to create a collaborative and engaging learning environment that represents the school's mission and values, by keeping students focused on their educational pursuits and not their clothing choices, while also enhancing school pride, unity, and community spirit.

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, students must comply with the following:

- 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 to cover 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 is 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©.)
- Administration reserves the right to ban any apparel that can be interpreted as gang related.
- Exceptions to the dress code may be made for special days or special events with administrative approval (in writing) prior to the activity.
- Administration will have final decisions on all matters of dress.

2024-2025

Student Uniform Guidelines

Guía de uniformes para estudiantes

Grades TK-8th
Grados TK-8th



Uniform Requirements / Requisitos de uniforme



Polo / Polo - Green polo with WCPA logo; undershirts may be black, forest green or white. | *Camisa verde polo con el logo de WCPA; las camisetas solo pueden ser negras, verdes bosque o blancas.*

Jackets / Chaquetas - WCPA issued jackets, sweaters or hoodies; black cardigan or sweater. | *Chaquetas, suéteres o sudaderas proveídas por la WCPA; suéteres o sudaderas color negro.*



Pants / Pantalones - Khaki or black pants, khaki shorts, or skirts with a flat front. | *Pantalones largos caqui o negro, pantalones cortos o faldas con frente liso caqui.*



Belt / Cinturón - solid brown or black, single pronged, leather belt. | *Cinturón de cuero color café o negro liso, con hebilla de un solo diente.*

Shoes / Zapatos - 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.*

Wonderful college prep academy,™

2024-2025

Student Uniform Guidelines

Guía de uniformes para estudiantes

Grades TK-8th
Grados TK-8th



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, joggers or cargo pockets. Shorts and skirts must be longer than finger tips. No se permiten pantalones caqui muy ajustados, pantalones de gimnasia o pantalones cargo. Los pantalones cortos y faldas deben llegar a la altura de la rodilla.



Belts may not have designs or double prongs. No crocs; heels or wedges over two inches; moccasins and flip flops are never allowed. | Los cinturones no pueden tener diseños o dientes dobles. No se permiten crocs; tacones o plataformas de más de 2 pulgadas; no se permiten mocasines o chanclas.

2024-2025

Student Uniform Guidelines

Guía de uniformes para estudiantes

High School / Preparatoria



Wonderful college prep academy.™

Uniform Requirements / Requisitos de uniforme



Polo / Polo - Black polo with WCPA logo; undershirts may be black, forest green or white. | *Camisa negra polo con el logo de WCPA; las camisetas solo pueden ser negras, verdes bosque o blancas.*

Jackets / Chaquetas - WCPA issued jackets, sweaters or hoodies; black cardigan or sweater. | *Chaquetas, suéteres o sudaderas proveídas por la WCPA; suéteres o sudaderas color negro.*



Pants / Pantalones - Khaki or black pants, khaki shorts, or skirts with a flat front. | *Pantalones largos caqui o negro, pantalones cortos o faldas con frente liso caqui.*



Belt / Cinturón - solid brown or black, single pronged, leather belt. | *Cinturón de cuero color café o negro liso, con hebilla de un solo diente.*

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2024-2025

Student Uniform Guidelines

Guía de uniformes para estudiantes

High School / Preparatoria



Wonderful college prep academy™

Unacceptable Items / Artículos inaceptables



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Belts may not have designs or double prongs. No crocs; heels or wedges over two inches; moccasins and flip flops are never allowed. | Los cinturones no pueden tener diseños o dientes dobles. No se permiten crocs; tacones o plataformas de más de 2 pulgadas; no se permiten mocasines o chanclas.

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.

Transportation (School Bus) Policy

Riding the bus is a privilege. In order to provide access to students within the surrounding communities, WCPA will provide limited bus service for the 2024-2025 school year. All students riding the school bus must abide by WCPA's Student Behavior Honor Code. Any infractions are subject to disciplinary actions which also include loss of transportation privileges. Parents of students who wish to utilize the bus service must complete and return a signed Student Transportation Form for each student riding the school bus. For the 2024-2025 school year, only students with an approved transportation form will be permitted to ride the bus to designated location. Student Bus Forms may be picked up at the school main office.

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.

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 at www.wonderfulcollegeprepacademy.org or a copy can be obtained in the administration office.

Notification of Rights under the Family Educational Rights and Privacy Act

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. WCPA will comply with all requirements of FERPA. See WCPA's Annual Notification for additional information.

Free Application for Federal Student Aid (FAFSA) and California Dream Act Application Information For Students Entering Twelfth Grade

WCPA will ensure that each of its students receives information on how to properly complete and submit the Free Application for Federal Student Aid (FAFSA) or California Dream Act application, as appropriate, at least once before the student enters twelfth grade, consistent with the requirements of Education Code Section 51225.8. This information may be made available through in-class instruction, an existing program, family information sessions, or group/individual

sessions with school counselors. The information will include at least the items listed in Education Code Section 51225.8(a)(1)-(5).

Nutritionally-Adequate Free or Reduced-Price Meal

WCPA shall provide each needy student, as defined in Education Code Section 49552, with one nutritionally-adequate free or reduced-price meal, as defined in Education Code Section 49553(a), during each school day.

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

California Healthy Youth Act

WCPA shall ensure that all students in grades 7-12 receive comprehensive sexual health education and human immunodeficiency virus ("HIV") prevention education from instructors trained in the appropriate courses. Each student shall receive this instruction at least once in middle school and at least once in high school in accordance with the California Healthy Youth Act (Education Code Sections 51930 *et seq.*).

School Safety Plan

WCPA has adopted a school safety plan that addresses the safety topics listed in Education Code Section 32282(a)(2)(A)-(J) and procedures for conducting tactical responses to criminal incidents. WCPA will review and update the school safety plan by March 1 of every year in accordance with the requirements of Education Code Section 47605(c)(5)(F)(iii).

Procedures for Campus Visitors

No outsider shall enter or remain on Academy grounds during school hours without having registered with the Superintendent or designee, except to proceed expeditiously to the office for the purpose of registering.

Facility Safety

WCPA shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the State Building Code. WCPA shall comply with the federal Americans with Disabilities Act ("ADA") access requirements and other applicable fire, health and structural safety requirements. WCPA agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure they are maintained in an operable condition at all times. WCPA shall regularly conduct fire drills in accordance with Education Code Section 32001. WCPA will also comply with the applicable requirements of the Asbestos Hazard Emergency Response Act ("AHERA"), which requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

Student Early Release Policy

WCPA strongly encourages families to avoid removing students early from school so that they can take advantage of the entire instructional day. Additionally, the early removal of students during critical transition periods (including at the end of the school day) can impact dismissal logistics, therefore we will not release any students forty-five (45) minutes before school dismissal unless one of the following applies:

1. Student has a family emergency
2. Student has a medical appointment scheduled that requires early release within the 45-minute window of dismissal.

Please note under California law and WCPA policy three absences of 30 minutes or more qualifies as truancy. Failure to abide by these requirements may result in intervention as stated in the Attendance Policy.

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.

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 website including, but not limited to:
- Posting to or creating a burn page. A "burn page" means an internet website 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.

A copy of WCPA's Anti-Bullying Policy is available in the administration office and on WCPA's website at www.wonderfulcollegepreacademy.org.

Title IX

WCPA does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX of the Education Amendments of 1972, including in admission and employment. WCPA has designated the following individual as its Title IX Coordinator:

Mike Romero
Chief Business Officer
Wonderful College Prep Academy
2070 Veneto Street, Delano, CA 93215
Mike.Romero@wonderfulcollegeprep.org
(661) 446-2530

To report information about conduct that may constitute sex discrimination under Title IX or make a complaint of sex discrimination under Title IX, please contact the Title IX Coordinator. Inquiries about the application of Title IX may be referred to the Title IX Coordinator or to the Office for Civil Rights at the U.S. Department of Education, or both. WCPA's Title IX Sex-Based Nondiscrimination Policy and Grievance Procedures are available on the WCPA website at: <https://www.wonderfulcollegeprepacademy.org/bullying-harassment-prevention>.

Accessibility to Sex-Segregated Facilities, Programs, and Activities

When WCPA maintains sex-segregated facilities, such as restrooms and locker rooms, or offers sex-segregated programs and activities, such as physical education classes, intermural sports, and interscholastic athletic programs, students shall be permitted to access facilities and participate in programs and activities consistent with their gender identity. To address any student's privacy concerns in using sex-segregated facilities, WCPA shall offer available options such as a gender-neutral or single-use restroom or changing area, a bathroom stall with a door, an area in the locker room separated by a curtain or screen, or use of the locker room before or after the other students. However, WCPA shall not require a student to utilize these options because the student is intersex, nonbinary, transgender, or gender-nonconforming. In addition, a student shall be permitted to participate in accordance with the student's gender identity in other circumstances where students are separated by gender, such as for class discussions, yearbook pictures, and field trips. A student's right to participate in a sex-segregated activity in accordance with the student's gender identity shall not render invalid or inapplicable any other eligibility rule established for participation in the activity.

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.

Copies of WCPA's Non-Discrimination/Harassment Policy and Anti-Cyber Bullying Policy are available in the administration office and on WCPA's website at www.wonderfulcollegeprepacademy.org.

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 at www.wonderfulcollegeprepacademy.org 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 and on WCPA's website at www.wonderfulcollegeprepacademy.org.

WCPA encourages students to notify school personnel (school counselor, school psychologist, or principal) when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions. Statements regarding suicidal intent shall be taken seriously. A trained WCPA staff member will proceed by ensuring the student is kept under continuous adult supervision and conducting a risk assessment to determine whether the threat is credible and the level of lethality in order to determine appropriate interventions and next steps. Parent/guardians will be notified any time a risk assessment has been conducted. Interventions for students with suicidal ideation can include, but is not limited to: developing a student safety plan, increasing adult supervision, referral to mental health services, and contacting local law enforcement to evaluate immediate danger. In the event that a student is hospitalized due to suicidal ideation, a re-entry meeting will be scheduled and held with the pertinent team members (i.e. an administrator, counselor, school psychologist, parent/guardian, etc.) to discuss additional safety precautions and strategies for support for the student's return to school.

Parents are also encouraged to notify their child's principal or counselor in the event they either know or suspect their student is having thoughts of suicide or engaging in self-harming behaviors (i.e. cutting, scratching/pinching, burning themselves).

English Language Learners (ELLs)

A core part of Wonderful College Prep Academy's philosophy is to meet the educational needs of all students in an environment that fosters an appreciation and understanding of other languages and cultures. WCPA 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 for students in grades K-12. Transitional Kindergarten students (TK) will not be assessed until they enter Kindergarten.

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 at www.wonderfulcollegeprepacademy.org or administration office.

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 well-balanced nutritious foods and physical activity. 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 Free Meals and Beverages

WCPA is dedicated to providing well-balanced meals, which are cooked from-scratch and meet or exceed the USDA nutritional requirements. Breakfast, lunch, and snack options will be:

1. Made with carefully selected ingredients to provide for students' health, wellness and nutritional well-being.
2. Cooked and prepared to be delicious as well as nutritious.
3. Served in age-appropriate portions as mandated by CDE and USDA.

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

Food from home must meet the USDA and 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.

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** (unless required due to COVID protocols); 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.

Free of Cost School Meals

All school meals for students are free of charge. Meals 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 for free;
- Appealing and attractive to children; and
- Served in a clean and welcoming environment

WCPA has enrolled in the California Universal Meals Program (California's State Meal Mandate has expanded to include both a nutritiously adequate breakfast and lunch for all children each school day. WCPA will provide three nutritionally-adequate free of charge meals each school day (breakfast, lunch, and supper) to all students, except on early dismissal days or days with a late-start where the number of meals provided may be reduced. To demonstrate our commitment towards 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 about how to grow and procure produce through our own Learning Farm.

Physical Activity

Being active is an essential part of being physically and mentally healthy. 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.

Secondary Students

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

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 will provide as many of the tools required for learning as possible. Students will have access to (Chromebooks or iPads), 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 willfully cut, defaced or otherwise injured or willfully not returned, the parent/guardian will be responsible for the damage or replacement. Except for former or current homeless or foster youth, a student's grades, transcripts or diploma may be held until all fees are paid or community service is completed. Students are expected to come to class each day with all necessary supplies, and laptops are expected to be charged.

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 are 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 at www.wonderfulcollegeprepacademy.org.

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 issues related to WCPA’s 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. All students are responsible for assigned chromebooks and laptops on school grounds and their own personal belongings at all times.

Chromebook and iPad cases furnished by the school must be returned with only normal wear and no alterations to avoid paying a replacement fee. Students should not place any stickers or decals on their assigned devices.

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
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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 their 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

General Provisions

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.

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.

Elementary Electronic Device Policy

Students in the elementary and lower secondary schools (grades TK-8) may only use electronic devices (such as cell phones, smart watches, iPods, tablets, and other personal portable communication devices) before and after school. Such electronic devices must remain off and out of sight during school hours including during lunch. If a student uses any of these electronic devices on campus inappropriately or is a disruption to the student or learning environment during

school hours, the device may be temporarily confiscated, and the student may be subject to further disciplinary action.

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.

Secondary School Electronic Device Policy

In accordance with recent developments from the state of California and growing research regarding cell phones and social media use, Wonderful College Prep Academy has updated its cell phone policy.

WCPA Secondary Schools will be moving to a restricted use campus for cell phones starting in the 2024-25 school year.

Application: This policy applies to cell phones, smart phones and smart watches (collectively, "Cell Phones.")

Restricted Uses on Campus

Given the various modes of transportation to and from school and knowing that WCPA is largely a commuter campus from several areas, students can bring their Cell Phones with them to and from school. Cell Phones are important and appropriate for use in communicating with transportation after school, staying abreast of changes in family needs for the afternoon and night, as well as in times of an emergency.

The Big 4 Expectations

- At no point should students take pictures or video of other people on campus or school property without prior approval.
- At no point should students have more than one airpod or headphone in during breaks and lunches, and commuting to or from home. Headphones are not allowed during instruction or class time at any point.
- At no point should students use social media or other services to bully, harass, or intimidate other students through words, photos, videos, etc. Students must comply with WCPA's anti-bullying, non-discrimination, harassment, and sexual harassment policies.
- Students should spend time with people and not devices by reducing check-ins on their notifications.

Incentives

As we believe this systematic change will require mental work and perseverance from our students, teachers will be offering an automatic LiveSchool Reward of 40 points if the entire class stores their phone in the first three minutes of class in an organized manner.

Use in classes and campus is restricted under the guidelines below:

Category of Use	Do's and Don'ts
<p>Transportation</p> <ul style="list-style-type: none"> ● Bus riding to and from school ● Bus riding to and from field trips ● Bus riding to and from athletic events ● Driving to and from campus (strongly encouraged) ● Car riders being driven to and from campus (strongly encouraged) <p>Any and all appropriate Cell Phone use should be discreet.</p>	<p>For safety purposes, students must maintain awareness of their surroundings and travel to school so they are prepared for any emergencies.</p> <ul style="list-style-type: none"> ● Use your Cell Phone to communicate with family, if needed <ul style="list-style-type: none"> ○ Confirm any early pickups, appointments, etc. ● Use your Cell Phone to listen to music while riding the bus <ul style="list-style-type: none"> ○ Press play and put it away. No endless scrolling. ● Use your Cell Phone to check school email, grades, and assignments <hr/> <ul style="list-style-type: none"> ● Don't use your Cell Phone to take pictures or videos of other students on the bus or in the car ● Don't use your Cell Phone to play sound that others can hear ● Don't use your Cell Phone to share memes, TikToks, Reels, Snap, etc. to other students whose families may not be okay with them seeing it ● Don't use your Cell Phone in a way which causes disruption or issues of safety (physical or emotional)
<p>Unstructured Breaks</p> <ul style="list-style-type: none"> ● Arrival to school in the morning ● Dismissal throughout the day or in the afternoon 	<p>Unstructured breaks provide an opportune moment for students to use their agency to make the best decision for them during this time.</p> <ul style="list-style-type: none"> ● Be observant when walking and not walking while staring down at your phone

<ul style="list-style-type: none"> • Breaks between class or transitions between spaces • Lunch <p>Students should be pushing to grow in this area. Breaks are a great time for students to meet up, catch up, and hangout in an appropriate way that does not make them late to their next class.</p> <p>WCPA provides numerous activity or task stations for students to use throughout lunch.</p>	<ul style="list-style-type: none"> • Use your Cell Phone or Chromebook to check and submit assignments • Use your Cell Phone to check your grades <hr/> <ul style="list-style-type: none"> • Don't use your Cell Phone to record or take pictures of others on the campus • Don't use your Cell Phone to scroll through social media.
<p>Bathrooms and Locker Room Spaces</p>	<p>At no time can an individual use their Cell Phone in bathrooms or locker rooms. Use in spaces deemed private is prohibited and after receiving a warning, may elevate sanctions and consequences in relation to the purpose and event.</p> <p>Bathroom and Locker Room spaces are protected by state and federal law.</p>
<p>Class Time</p> <p>Cell Phones are not allowed to be used during class start and end times unless explicitly directed by the teacher or staff in the room.</p> <p>All Cell Phones should be stored in the classroom lockbox.</p> <p>Continual glances at the Cell Phone will constitute checking for notifications.</p>	<p>All students will place their Cell Phones into the identified lockbox as part of the entrance routine with the teacher. Students will pick up their phones in an organized manner according to the teacher's system.</p> <p>The adult in the room, such as the teacher, substitute, DESS, etc. may have students use Cell Phones where planned and monitored usage is for instructional purposes only.</p> <p>Again, staff determine and direct students on appropriate use for the upcoming task or activity. Some examples include:</p> <ul style="list-style-type: none"> • Taking pictures for an in-class assignment • Recording videos for a history documentary <p>Teachers can play music over the speaker which is age and school appropriate; however, students should not have headphones or airpods in during class time.</p> <p>Phones may be collected to secure testing environments.</p>

Exemptions

WCPA school-based leadership teams (“SBLT”) will review requests from staff and other departments regarding Cell Phone use by individual students given their setting, situation, and need. If a staff member believes that a student may need an exemption regarding their Cell Phone use, they should send an email with the student identification number, name, grade, and reason for exemption. The SBLT will review, meet, and determine the appropriate plan or next steps.

Students with pertinent 504s or individualized education programs (“IEPs”) will receive exemptions specific to their needs.

Family and Community Support

Families are essential to this process in supporting the healthy development of our pre-teenagers and teenagers at our Secondary School. WCPA will send ongoing information and resources regarding Cell Phones and social media throughout the year to support all families on and off campus.

Guardians can support a healthy development of Cell Phone use through continual monitoring and open conversations about potential dangers. Some of the items below may be checked daily or weekly depending on the individual child:

1. Review of recent text messages and conversations
2. Review of downloaded applications for use and purpose
 - a. Look at originating company or person
 - b. Look at how many downloads and the rating of the app
 - c. Read some of the reviews of the application
3. Review of recent photos and videos, including the deleted folder
4. Establish and hold to screen time restrictions (television should be included)

Additionally, WCPA provides videos and resources through our IT department on managing cell phones and options to set up protocols for managing the child’s device.

* The foregoing shall not prohibit a student from possessing or using a Cell Phone under any of the following limited circumstances:

1. In the case of an emergency, or in response to a perceived threat of danger.
2. When a teacher or administrator of WCPA grants permission to a student to possess or use a Cell Phone, 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 Cell Phone is necessary for the health or well-being of the student.
4. When the possession or use of a Cell Phone is required in a student’s IEP.

Disciplinary Policy and Procedures

Student Behavior Expectations

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 social emotional learning and PBIS (Positive Behavioral Incentive System). This document clearly defines standards and expectations for student behavior and WCPA student intervention and response 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 interventions which focus on building a safe, engaging classroom environment and address student incidents.

A student incident involves challenges or conflicts that fit into one of the following categories: interpersonal, intrapersonal, or community-based. There are small incidents and big incidents within each category below; how we respond to those incidents are all important.

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.

Student Incident Response

An infraction is a violation of a behavior expectation. Defining infractions by color helps to distinguish between MTSS and Student Incident Response. While the two systems are interconnected, infraction levels do not directly correlate to MTSS tiers.

Disruptive student behaviors are behaviors that disrupt the learning process and can be categorized as follows:

Yellow	Orange	Red
Minor, low-intensity, or low-frequency incidents	Minor behaviors occurring at higher frequencies, repeated documented behaviors, or one-time instances of higher-intensity behaviors	More severe behaviors requiring due process and potentially exclusionary intervention

Yellow – Classroom Based Interventions

These interventions should be designed to support and maintain a positive relationship with students. When a teacher is able to respond appropriately to minor infractions, it fosters a sense of trust and respect.

Sample Interventions	Sample Consequences
<ul style="list-style-type: none"> • Redirecting students in a way that does not slow or disrupt instruction and maintains student privacy and mutual respect • Engaging in a discovery-based conversation with the student(s) • Making classroom environment modifications • Taking a break in the classroom 	<ul style="list-style-type: none"> • Helping clean the classroom • Coming back to class for recess to finish something • Writing an apology note • Loss of privilege, rewards, or preferred activity • Time spent practicing replacement behavior • Phone call home

Orange: Consultation or Outsourced Interventions

<p>These interventions are designed to support the classroom teacher through collaborating with another staff member. https://app2.boardontrack.com/org/qwKL oz/boardAdmin/index</p>	<ul style="list-style-type: none"> • Stepping out of the classroom • Sharing a reflection note with a family and/or a call home • Assigning detention
Sample Interventions	
<p>Consultation Intervention:</p> <ul style="list-style-type: none"> • Another staff member to observe the student or teacher, • Restorative conversation facilitated by a trained professional/admin 	

<p>Outsourced Intervention:</p> <ul style="list-style-type: none"> • Classroom break • Restorative lunch • Check-in/check-out system 	
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Red: Collaborative Intervention

Students who have committed red-level infractions have done something serious. It is critical not to forget students in this category need interventions too, perhaps the most.

Sample Interventions	Consequences
<ul style="list-style-type: none"> • Long-term behavior plan to specify goals and milestones monitored by behavior specialist • Home study to identify causes of extreme behavior • Law enforcement to develop a support plan • Special education collaboration • Family and/or mental health support to ensure outside access 	<p>Given that, by definition, this category of infractions will require exclusionary discipline.</p>

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

Suspension, Expulsion and Involuntary Removal Procedures

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

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

- (iv) A foster child's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and, if applicable, county social worker shall have the same rights as a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information. Education Code Section 47605(c)(5)(J).

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 suspend or expel 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.

A student has the right to be free from the use of seclusion and behavioral restraints of any form imposed as a means of coercion, discipline, convenience, or retaliation by staff. This right includes, but is not limited to, the right to be free from the use of a drug administered to the student in order to control the student's behavior or to restrict the student's freedom of movement, if that drug is not a standard treatment for the student's medical or psychiatric condition. Academy staff may use seclusion or a behavioral restraint only to control behavior that poses a clear and present danger of serious physical harm to the pupil or others that cannot be immediately prevented by a response that is less restrictive. Academy staff shall avoid, whenever possible, the use of seclusion or behavioral restraint techniques.

Academy staff shall not do any of the following:

- Use seclusion or a behavioral restraint for the purpose of coercion, discipline, convenience, or retaliation.

- Use locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room.
- Use a physical restraint technique that obstructs a student's respiratory airway or impairs the student's breathing or respiratory capacity, including techniques in which a staff member places pressure on a student's back or places his or her body weight against the student's torso or back.
- Uses a behavioral restraint technique that restricts breathing, including, but not limited to, using a pillow, blanket, carpet, mat, or other item to cover a student's face.
- Place a student in a facedown position with the student's hands held or restrained behind the student's back.
- Use a behavioral restraint for longer than is necessary to contain the behavior that poses a clear and present danger of serious physical harm to the student or others.

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

A student identified as an individual with disabilities or for whom the 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.

The Academy shall not involuntarily remove any student for disciplinary reasons that could otherwise result in suspension and/or expulsion based on the list of offenses enumerated in Education Code Sections 48900 et seq. Rather, involuntary removal of a student would only occur in limited circumstances in which (1) the student is enrolled in the Academy, (2) the student fails to attend school after several attempts by the Academy to compel such attendance, and (3) the Academy has followed all procedures required by law before the involuntarily removal occurs. No minimum grade point average, parent volunteer hours, or other grounds shall be used to justify an involuntary removal. The Academy remains steadfast in its commitment to address the underlying cause(s) of a student's lack of attendance to ensure the student has the appropriate supports and resources in place to avoid the need to initiate involuntary removal procedures.

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 homeless child or youth, or a foster child or youth, in the native language of the homeless or foster child's educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker. If the student is an Indian child, as defined in Section 224.1 of the Welfare and Institutions

Code, the written notice shall also be provided to the Indian child's tribal social worker and, if applicable, county social worker. The written notice shall inform the student, the student's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker of the right to initiate the procedures specified in clause (ii) above before the effective date of the action. If the student's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, or county social worker, or the Indian child's tribal social worker or, if applicable, county social worker initiates the procedures specified in clause (ii) above, the student shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the suspension and expulsion procedures described below.

In addition, the Academy shall ensure that a foster child's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and, if applicable, county social worker shall have the same rights as a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information.

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to a school activity or school attendance occurring at the Academy or at any other school, or 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, or while going to or coming from, a school-sponsored activity.

This list is subject to later revision by action of the Academy Board of Directors 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 school's pupils and their parents/guardians. Such revision may be made by action of the Academy Board of Directors and without requiring a material revision to the charter.

If a student is found to have disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties, a certificated or non-certificated employee may refer a student to Academy administration and timely in-school interventions or supports. The Academy administrator shall, within five business days, document the actions taken and place that documentation in the student's record to be available for access by the parents/guardians. The Academy administrator shall also, by the end of the fifth business day, inform the referring certificated or non-certificated employee, verbally or in writing, what actions were taken and, if none, the rationale used for not providing any appropriate or timely in-school

interventions or supports.

B. 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.

C. 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 Principal or Principal'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 Principal or designee. The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" is one that involves a situation determined by the Principal 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.

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.

This 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.

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 Principal or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension, the number of days suspended, the total number of days suspended to date, and the date and time when the student may return following the suspension. This notice shall state the specific education code violation 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 consecutive school days per suspension.

Upon a recommendation of expulsion by the Superintendent or Principal, or designee, the student and the student's parent/guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances, when the 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, Principal, or designee upon either of the following : 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

4. Homework Assignments During Suspension

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

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

D. 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.

E. Expulsion Procedures

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

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 at least five 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 calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

- The date and place of the expulsion hearing;
- A statement of specific facts, charges and offenses upon which the proposed expulsion is based;
- A copy of the Academy's disciplinary rules which relate to the alleged violation;
- 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;
- 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;
- The right to inspect and obtain copies of all documents to be used at the hearing;
- The opportunity to confront and question all witnesses who testify at the hearing;
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Academy may, upon a finding that good cause exists, 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 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.

G. Record of Hearing

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

H. Presentation of Evidence

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

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the 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.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Academy Board of Directors within three school days of the hearing. The Academy Board of Directors will make a final determination regarding the expulsion ten school days following the conclusion of the hearing.

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

I. 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:

- Notice of the specific offense committed by the student.
- 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.
- Notice of the educational alternatives to be provided to the student during the time of expulsion.

- Notice of the right to appeal the expulsion to the Kern 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:

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

J. 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.

K. 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.

L. 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.

M. 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 year from the date of expulsion when the student may reapply to the Academy for readmission.

N. 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 Academy Board of Directors 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 Academy Board of Directors 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 Academy Board of Directors. If the Academy Board of Directors 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.

O. 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.

P. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

Students with disabilities will be disciplined according to the high standards set by the Academy Code of Conduct except as mandated in applicable federal and state special education laws and regulations, including the 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 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 the Academy's failure to properly implement the IEP/Section 504 plan.

1. 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 school days during a school year.

2. Services During Suspension

Students suspended for more than ten 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.

3. Procedural Safeguards/Manifestation Determination

Within ten school days of a recommendation for expulsion or decision to change the placement of a child with a disability because of a violation of Code of 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 child's disability; or
- (b) If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/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.

4. 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 day time period provided for in an interim alternative educational setting, unless the parent/guardian and the Academy agree otherwise.

5. 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 the Academy Code of Conduct.

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

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

6. Interim Alternative Educational Setting

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

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities 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:

- (a) The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to 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.
- (b) The parent has requested an evaluation of the student.
- (c) 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 disability under any of the three 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 are 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 – Yellow or Orange Incident	<ul style="list-style-type: none"> ● Restorative Conversations ● Review of Bus Expectations ● Lunch Restoration ● Family Meeting
Second Offense – Yellow or Orange Incident	<ul style="list-style-type: none"> ● Cleaning up the bus ● Bus Behavior Contract ● 1-3 days of removal from bus
Third Offense/Bus Discipline Write Up	<ul style="list-style-type: none"> ● All Options in Yellow-Orange List ● Bus aide support from school site ● Removal from bus, temporary or permanent depending on severity of Incident ● ISS or OSS if other interventions have been tried, if Ed Code violation ● For students with multiple incidents, refer to school site MTSS

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.

A copy of WCPA's Student Sexual Harassment Policy is available in the administration office and on WCPA's website at www.wonderfulcollegeprepacademy.org.

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

WCPA 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 Student-Family Partnership Agreement and will honor all commitments with Wonderful College Prep Academy.

Student: _____ Signature: _____

Date: _____

Parent/Guardian: _____ Signature: _____

Date: _____

School Leader: _____ Signature: _____

Date: _____