Alliance College-Ready Academy High School 16

*Belmont High School Area*
Los Angeles Unified School District

Charter Renewal Petition
Submitted September 17, 2015

Request for Five-Year Renewal Term
July 1, 2016 to June 30, 2021
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**ADDITIONAL PROVISIONS**

**ADDENDUM**

*Note: All District Required Language throughout this petition is highlighted in gray, as required.*
ASSURANCES AND AFFIRMATIONS

Alliance College-Ready Academy High School 16 (also referred to herein as “ACRAHS 16” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).)

- Not charge tuition. (Ed. Code § 47605(d)(1).)

- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. (Ed. Code § 47605(d)(1).)

- Except as provided in Ed. Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(d)(1).)

- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A).)

- Except for existing students of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). (Ed. Code § 47605(d)(2)(B).)

- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(d)(3).)

- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(c)(1).)

- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(c)(2).)

NOTE: This Charter contains specific “District Required Language” (DRL), including the Assurances and Affirmations above. The DRL should be highlighted in gray within each Charter
element or section. The final section of the Charter provides a consolidated addendum of the DRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the DRL for any given section of the Charter. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the DRL contained in the addendum, the provisions of the DRL addendum shall control.
ELEMENT 1: The Educational Program

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

“A description, for the charter school, of annual goals, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.” Ed. Code § 47605(b)(5)(A)(ii).

“If the proposed school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements.” Ed. Code § 47605(b)(5)(A)(iii)."

LOCAL CONTROL FUNDING FORMULA (LCFF) AND LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Los Angeles County Superintendent of Schools and the Charter Schools Division (CSD) on or before July 1. In accordance with Education Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the annual update.” (Ed. Code § 47606.5(e)).

ACADEMIC CALENDAR AND SCHEDULES

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in Education Code section 47612.5, and the number of school days required by California Code of Regulations, title 5, section 11960.

TRANSITIONAL KINDERGARTEN

Charter School shall comply with all applicable requirements regarding transitional kindergarten.

WASC ACCREDITATION

If Charter School serves students in grades 9-12, Charter School shall obtain Western Association of Schools and Colleges (WASC) accreditation before Charter School graduates its first class of students.

ENGLISH LEARNERS

Charter School is required to timely identify potential English Learners (ELs) and provide them with an effective English language acquisition program that affords meaningful access to Charter School's academic core curriculum. Instructional plans for English Learners must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and
resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis (on or about October 1), Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School will either adopt and implement LAUSD’s English Learner Master Plan or implement Charter School’s own English Learner Master Plan. If Charter School chooses to implement its own EL plan, the plan shall include, but is not limited to, the following:

- How English Learners’ needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How Charter School will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

Each year, Charter School shall provide to the CSD a report on its annual EL program assessment. Upon request, Charter School shall provide a copy of its current EL Master Plan to the CSD.

Charter School shall administer the ELPAC/ELPAC annually in accordance with federal and state requirements.

Charter School shall reclassify English Learners in accordance with federal and state requirements.

Charter School shall ensure that it will provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding Charter School matters to the same extent as other parents.

**STUDENTS WITH DISABILITIES**

**Federal Law Compliance**
Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004.

**Special Education Program**
Charter schools must ensure that no student otherwise eligible to enroll in their charter school will be denied enrollment due to a disability or to the charter school's inability to provide necessary services. Policies and procedures are in place to ensure the recruitment, enrollment and retention of students with disabilities at charter schools.

Prior to LAUSD Board of Education approval, Charter School will execute a Memorandum of Understanding (“MOU”) by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with the requirements of the LAUSD Special Education Local Plan Area (“SELPA”) Local Plan for Special Education.

**SELPA Reorganization**
The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code section 56195.1(a) and intends to continue operating as a single-District SELPA as in the current structure but has created two school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the reorganized LAUSD SELPA commenced in the 2013-2014 school year requiring all District-authorized charter schools to elect one of the three options available under
the LAUSD SELPA. Prior to an Option election, all District-authorized charter schools were required to participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that had previously executed an Option 3 Memorandum of Understanding ("MOU"), were required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated Program schools do not have LEA status but will function in a similar role in that each charter school will be responsible for all special education issues including services, placement, due process, related services, special education classes, and special education supports. Charter schools may apply for membership in the Charter-operated Program section of the SELPA. These schools will receive support from a Special Education Director for the Charter-operated Programs.

**Modified Consent Decree Requirements**

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of the *Chanda Smith Modified Consent Decree* ("MCD") and other court orders imposed upon the District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes nineteen statistically measureable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All charter schools are required to use the District's Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs ("IEPs") and tracking of related services provided to students during the course of their education.

As part of fulfilling the District's obligations under the MCD, student level data requests from District-operated and Charter-operated schools are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor's ("OIM") required format in accordance with the OIM's required timelines and as follows:

- **End of Year Suspension**
  
  District ID, CSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.

- **Statewide Assessment Data (Including Charter Schools)**
  
  The usual file including District ID.

- **Norm day**
  
  District ID, CSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- **CBEDS (Including Charter Schools)**
  
  All Students enrolled as of December 1 of each school year
  
  District ID, CSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- **Dropout (Including Charter Schools)**
  
  District ID, CSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district
● Monthly SESAC and Suspension data (Including Charter Schools)

● Graduation roster from all LAUSD schools (Including Charter Schools) with 12th grade SWD

“The MCD requires charter schools to implement the District’s integrated student information system which is referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All charter schools are required to utilize MiSiS in compliance with the requirements of the MCD and applicable timelines and upon the release of Milestone 8 which includes the final set of functionalities required to comply with the MCD. Upon charter school full utilization of MiSiS, the list of required data above will automatically be captured within MiSiS.”

<table>
<thead>
<tr>
<th>GENERAL INFORMATION</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The contact person for Charter School is:</td>
<td>Carmen Vazquez</td>
</tr>
<tr>
<td>The contact address for Charter School is:</td>
<td>1552 Rockwood Street</td>
</tr>
<tr>
<td></td>
<td>Los Angeles, CA 90026</td>
</tr>
<tr>
<td>The contact phone number for Charter School is:</td>
<td>(213) 241-8533</td>
</tr>
<tr>
<td>The proposed address or target community of Charter School is:</td>
<td>1552 West Rockwood Street</td>
</tr>
<tr>
<td></td>
<td>Los Angeles, CA 90026</td>
</tr>
<tr>
<td>This location is in LAUSD Board District:</td>
<td>2</td>
</tr>
<tr>
<td>This location is in LAUSD Local District:</td>
<td>Central</td>
</tr>
<tr>
<td>The grade configuration of Charter School is:</td>
<td>9 – 12</td>
</tr>
<tr>
<td>The number of students in the first year will be:</td>
<td>400</td>
</tr>
<tr>
<td>The grade level(s) of the students in the first year will be:</td>
<td>9-12</td>
</tr>
<tr>
<td>The scheduled opening date of Charter School is:</td>
<td>August 1, 2016</td>
</tr>
<tr>
<td>The enrollment capacity is:</td>
<td>500</td>
</tr>
<tr>
<td>(Enrollment capacity is defined as the total number of students that may be enrolled in Charter School regardless of student residency)</td>
<td>Extended Day/Year</td>
</tr>
<tr>
<td>The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:</td>
<td>7:45 a.m. – 3:30 p.m.</td>
</tr>
<tr>
<td>The bell schedule for Charter School will be:</td>
<td>July 1, 2016 to June 30, 2021</td>
</tr>
<tr>
<td>The term of this charter shall be from:</td>
<td></td>
</tr>
</tbody>
</table>

Community Need for Charter School

Alliance College-Ready High School #16 is located near downtown Los Angeles in an urban area known as Historic Filipino town. The area is densely populated and is recognized as low income. According to the 2010 U.S. Census, 52% of its 67,869 residents earn less than $30,000 with 76% of its population living in renter-occupied housing units. Foreign-born non-citizen immigrants primarily from Mexico, Central America, Korea and other Asian Countries primarily populate the neighborhood. According to 2013-2014 data, the majority, 59%, of the parent population did not graduate high school. Of the remaining 41% of parents, 25% reported having graduated from high school, 10% of parents reported having completed some college, 5% reported having a college degree, and 2% reported having attended graduate school.

Alliance College-Ready High School #16 has been dedicated to meeting the needs of the community for the past 4 years and will celebrate our 2nd graduating class in June of 2016. We are proud of the
accomplishments and continued growth of our students, families, faculty and staff. To best serve our families, our instructional team is working diligently to ensure that we continue to implement highly rigorous instruction that focuses on providing the highest caliber learning experiences for all students using data driven instruction, collaborative learning, and supportive instructional resources.

As a school, we seek to successfully prepare our students to enter and succeed in college. To ensure that we are always working toward this goal in all that we do, we continually look to our data to measure our progress, identify areas of need, and determine how to best provide our students with the tools & resources necessary for success. Below is evidence of this process, and of the ongoing achievement and growth as well as challenges of Alliance College-Ready High School #16.

As the State transitions to Common Core state tests, we are in a unique position; there is not much current neighboring school data to easily compare ourselves against and thus showcase the positive impacts we are having on the students we serve. According to the CDE Charter FAQ, “On March 13, 2014, the SBE approved not calculating the 2014 Growth and Base APIs and the 2015 Growth API, in the absence of Spring 2014 SBAC results. Calculation of the 2014 and 2015 Growth APIs are suspended and will resume in 2016. Additionally, EC Section 52056(a) requiring API ranking of schools was repealed.”

Assembly Bill (AB) 484 accounted for this and amended EC Section 52052(e)(2)(F) to permit the use of a set of API proxies as the state transitioned to new assessments. According to the CDE FAQ, the approved API proxies for the 2015-16 school year are as follows:

Table 1.0: API Proxies

<table>
<thead>
<tr>
<th>API Growth</th>
<th>Assessment Data</th>
<th>School Rankings</th>
</tr>
</thead>
<tbody>
<tr>
<td>No 2015 Growth API; use 2013 Growth API as most recent, 3-year average API (2011/2012/2013), or alternative measures</td>
<td>Use 2015 SBAC scores for math and ELA</td>
<td>No 2014 rankings; use 2012 and 2013 rankings for 2 of last 3 years.</td>
</tr>
</tbody>
</table>

Source: CDE Charter Renewal FAQ

With this in mind, the following table outlines the most recent API data for Alliance College-Ready High School #16 as well as API data for neighboring schools:

Table 1.1: Number Enrolled, Growth API and School Rankings (ACRAHS16 and Neighboring Schools)

<table>
<thead>
<tr>
<th>School</th>
<th>Enrollment</th>
<th>ALL</th>
<th>EL</th>
<th>SPD</th>
<th>State Rank</th>
<th>Similar Sch. Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2011-12</td>
<td>2011-12 Growth API</td>
<td>2012 Rankings</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACRAHS16*</td>
<td>98</td>
<td>748*</td>
<td>757*</td>
<td></td>
<td>5</td>
<td>-</td>
</tr>
<tr>
<td>Contreras:GS</td>
<td>371</td>
<td>656</td>
<td>605</td>
<td>494</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Roybal LC</td>
<td>1568</td>
<td>641</td>
<td>573</td>
<td>450</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Contreras:LC</td>
<td>413</td>
<td>646</td>
<td>588</td>
<td>440</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Cortines</td>
<td>1522</td>
<td>733</td>
<td>618</td>
<td>475</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Belmont</td>
<td>1214</td>
<td>645</td>
<td>589</td>
<td>424</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>2012-13</td>
<td>2012-13 Growth API</td>
<td>2013 Rankings</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACRAHS16</td>
<td>187</td>
<td>770</td>
<td>771</td>
<td>583</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>Contreras:GS</td>
<td>367</td>
<td>650</td>
<td>523</td>
<td>456</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Roybal LC</td>
<td>1446</td>
<td>664</td>
<td>518</td>
<td>507</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Contreras:LC</td>
<td>434</td>
<td>658</td>
<td>503</td>
<td>495</td>
<td>2</td>
<td>3</td>
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<tr>
<td>Cortines</td>
<td>1602</td>
<td>737</td>
<td>497</td>
<td>502</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Belmont</td>
<td>1020</td>
<td>671</td>
<td>508</td>
<td>459</td>
<td>2</td>
<td>7</td>
</tr>
</tbody>
</table>

■ No data or 10 or fewer students had valid scores
Alliance College-Ready High School #16 has exceeded the API of every neighborhood school during the last two years that API was calculated. For the last two years that API was calculated, we also showed steady growth in the direction of an 800 API score. In 2011-2012, Alliance College-Ready High School #16 exceeded the closest neighboring school’s API by 15 points. Equally important was the fact that during this year, the subgroup API for EL students exceeded the school wide API by 9 points and exceeded the closest neighborhood school subgroup API by 139 points. We are particularly proud of the performance of our English Language Learners, given that they are such a large proportion of our student population, which reflects the community at large that we serve. Overall, our school performed at or above the level of other high schools in the state, as reflected by our State Rank of 5.

In 2012-2013, Alliance College-Ready High School #16 once again exceeded the closest neighboring school API by 33 points and exceeded the subgroup API for EL students in the closest neighboring school by 241 points. Additionally in 2012-2013, our subgroup API for our students with disabilities exceeded the closest neighborhood school by 76 points. We attribute the growth of our students with disabilities to both our inclusion model and our experienced resource specialist teachers, who regularly pushed into general education classrooms to support students with disabilities.

Additionally, the 2012-2013 school year reflected a 14 point increase in our EL subgroup API and a 22 point increase in our school API overall. This growth is consistent with our continued focus on the needs of our students, which are identified through the analysis of student performance data throughout the year. Our state ranking of 6 and similar schools ranking of 10 testify to the growth of our school into one of the best schools in the state at serving the student population of our community.

Table 2.0: CST Percent Advanced & Proficient by Subject (Neighboring Schools)

<table>
<thead>
<tr>
<th>Yr</th>
<th>School</th>
<th>ELA 9</th>
<th>ELA 10</th>
<th>Alg I</th>
<th>Alg II</th>
<th>Geo</th>
<th>Bio</th>
<th>World Hist.</th>
</tr>
</thead>
<tbody>
<tr>
<td>11-12</td>
<td>ACRAHS16</td>
<td>45</td>
<td>40</td>
<td>83</td>
<td></td>
<td>37</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Contreras:GS</td>
<td>37</td>
<td>3</td>
<td>1</td>
<td></td>
<td>15</td>
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</tr>
<tr>
<td></td>
<td>W. Adams</td>
<td>22</td>
<td>16</td>
<td>4</td>
<td></td>
<td>23</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Roybal LC</td>
<td>27</td>
<td>7</td>
<td>9</td>
<td></td>
<td>25</td>
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<tr>
<td></td>
<td>Contreras:LC</td>
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<td>25</td>
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<td>Cortines</td>
<td>52</td>
<td>25</td>
<td>9</td>
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<td>41</td>
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<tr>
<td></td>
<td>Belmont</td>
<td>32</td>
<td>12</td>
<td>10</td>
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<td>30</td>
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<td>12-13</td>
<td>ACRAHS16</td>
<td>48</td>
<td>43</td>
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<td>36</td>
<td>58</td>
<td>36</td>
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<tr>
<td></td>
<td>Contreras:GS</td>
<td>29</td>
<td>38</td>
<td>11</td>
<td>2</td>
<td>1</td>
<td>12</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>W. Adams</td>
<td>27</td>
<td>30</td>
<td>11</td>
<td>8</td>
<td>7</td>
<td>22</td>
<td>23</td>
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<tr>
<td></td>
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<td>30</td>
<td>11</td>
<td>5</td>
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<td>32</td>
<td>27</td>
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<tr>
<td></td>
<td>Cortines</td>
<td>60</td>
<td>58</td>
<td>19</td>
<td>20</td>
<td>17</td>
<td>36</td>
<td>38</td>
</tr>
<tr>
<td></td>
<td>Belmont</td>
<td>34</td>
<td>33</td>
<td>12</td>
<td>14</td>
<td>11</td>
<td>33</td>
<td>25</td>
</tr>
</tbody>
</table>

* No data or 10 or fewer students had valid scores

Source: CDE Dataquest
### Table 2.1: 2012-13 ACRAHS16 Subgroup CST Advanced and Proficient Rates

<table>
<thead>
<tr>
<th></th>
<th>ELA 9</th>
<th>ELA 10</th>
<th>Alg I</th>
<th>Alg II</th>
<th>Geo</th>
<th>Bio</th>
<th>World Hist.</th>
</tr>
</thead>
<tbody>
<tr>
<td>11-12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All</td>
<td>45</td>
<td></td>
<td>40</td>
<td>83</td>
<td></td>
<td>37</td>
<td></td>
</tr>
<tr>
<td>SpEd</td>
<td>■</td>
<td>■</td>
<td>■</td>
<td>■</td>
<td>■</td>
<td>■</td>
<td></td>
</tr>
<tr>
<td>ELL</td>
<td>20</td>
<td>■</td>
<td>■</td>
<td>■</td>
<td>■</td>
<td>■</td>
<td></td>
</tr>
<tr>
<td>12-13</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>All</td>
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<td>43</td>
<td>14</td>
<td>36</td>
<td>58</td>
<td>36</td>
</tr>
<tr>
<td>SpEd</td>
<td>■</td>
<td>0</td>
<td>■</td>
<td>■</td>
<td>■</td>
<td>■</td>
<td>27</td>
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<tr>
<td>ELL</td>
<td>8</td>
<td>0</td>
<td>24</td>
<td>8</td>
<td>■</td>
<td>26</td>
<td>6</td>
</tr>
</tbody>
</table>

■ No data or 10 or fewer students had valid scores
*Source: CDE Dataquest*

When observing our overall school API from 2011-12 to 2012-13, it is important to also examine the CST data by grade level and subject. From 2011-12 to 2012-13, Alliance College-Ready High School #16 demonstrated improved rates of proficiency in all but one subject area. In 2012-2013, we saw a slight increase in English 9 from 45% to 48% proficient and advanced. This growth reflects a slight improvement in the instructional program in our second year of offering the course and compares favorably to the highest comparable scores in neighborhood schools. Though the 10th grade English scores reflect a decrease in performance for that specific cohort of students, this data is buoyed by the same students’ performance on the CAHSEE cited below, which reflects a higher pass rate and proficiency rate. This ELA data was of specific importance to our school, given our large population of English Language Learners, and drove us to continue to seek out new ways to support students with literacy and second language acquisition. Specifically, we began developing and implementing our Emerging English Language Learners Program (EELL), which built on the home language data from the previous year and was recently recognized with the awarding of a Gold-Ribbon Award. This program focuses on 6 Core Principles: all teachers are trained to support ELL students; all staff are trained to support the social needs of ELL students; all ELL students engage in rigorous, common core instruction; the school provides rigorous instruction in students’ native language as necessary; the school values parents as partners; and the administration uses performance data to measure success of the program.

The math CST data in 2012-13 showed improvement in Algebra 1 and a strong performance in Geometry relative to our neighboring schools, yet it also reflected decreased performance in Algebra 2 (though students still performed above a majority of our neighborhood schools). This decrease reflects an increase in the number of students enrolled in the Algebra 2 course; in 2011-2012, only a small group of advanced students took the course as freshmen. Nevertheless, the Algebra 2 data was another factor that led our school to examine the link between literacy and math performance, given the increased rigor of the Algebra 2 course and our school-wide expectation that all of our ELL students are engaged in rigorous instruction. One specific way that we sought to ensure the growth of all of our students was to hire and train bilingual teaching assistants to work in classes alongside core teachers. These TAs have continued to be an asset to our school in ensuring personalized learning environments for all of our students.

In the areas of Biology and World History, we once again exceeded the percentage of advanced and proficient students in a majority of our neighboring schools. Additionally, we saw a significant increase in the percentage of students in the advanced or proficient bands in 2012-2013. Specifically, our increased proficiency in Biology can be explained through the return of an effective teacher who continued to use data to adjust her instructional program.

*CST Science*

Alliance College-Ready Academy High School 16
Alliance College-Ready Public Schools

September 2015
Table 3.0: Advanced & Proficient Rates for 2013-14 & 2014-15 10th Grade Science by Subgroup (Neighboring Schools)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ACRAHS16</td>
<td>61</td>
<td>42</td>
<td>■</td>
<td>■</td>
<td>6</td>
<td>23</td>
</tr>
<tr>
<td>Conterras:GS</td>
<td>22</td>
<td>22</td>
<td>18</td>
<td>■</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Roybal LC</td>
<td>24</td>
<td>24</td>
<td>9</td>
<td>8</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Conterras:LC</td>
<td>30</td>
<td>35</td>
<td>■</td>
<td>■</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Cortines</td>
<td>50</td>
<td>46</td>
<td>29</td>
<td>18</td>
<td>10</td>
<td>8</td>
</tr>
<tr>
<td>Belmont</td>
<td>46</td>
<td>30</td>
<td>32</td>
<td>17</td>
<td>11</td>
<td>0</td>
</tr>
</tbody>
</table>

■ No data or 10 or fewer students had valid scores  
Source: CDE Dataquest

The data above shows that our students have outperformed neighboring schools in the 10th grade science assessment. Much our success in Science can be tied to the incorporation of higher-level DOK tasks that require students to engage with science content on a deeper level. This includes extended inquiry through lab work and the articulation of findings through written lab reports. Additionally, with the implementation of the Common Core State Standards, our science classrooms have sought to incorporate literacy skills as a means to deeper engagement with science content.

Despite our success, the data shows that though we are helping all students succeed, we can still improve by supporting our EL students in accessing the rigorous scientific concepts. Specifically, as we ask students to move beyond mere recall of scientific facts, students need support with reading, writing and discourse tools to aid them in the acquisition of more complex skills. In order to address this need, we are currently working across departments to implement school-wide literacy strategies such as close reading protocols, structured paragraph and sentence frames, and routines and sentence starters for academic discourse. With our current integration of the CCSS and NGSS, we anticipate more and more of a need to support students with academic literacy skills necessary to access complex science content at the higher level required for college and beyond.

Table 4.0: Math and English/Literacy % Meeting and Exceeding Standard for 2014-15

<table>
<thead>
<tr>
<th>School</th>
<th>English/Literacy</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Meet Standard</td>
<td>Exceed Standard</td>
</tr>
<tr>
<td>ACRAHS16</td>
<td>33%</td>
<td>12%</td>
</tr>
<tr>
<td>Conterras (GS)</td>
<td>23%</td>
<td>3%</td>
</tr>
<tr>
<td>Roybal LC</td>
<td>30%</td>
<td>11%</td>
</tr>
<tr>
<td>Conterras (LC)</td>
<td>32%</td>
<td>8%</td>
</tr>
<tr>
<td>Cortines</td>
<td>39%</td>
<td>17%</td>
</tr>
<tr>
<td>Belmont</td>
<td>32%</td>
<td>7%</td>
</tr>
</tbody>
</table>

Source: CDE Dataquest

The data above from the 2014-2015 administration of the English/Literacy and Math CAASPP administration shows that our students are performing similar to many of the neighboring schools and outperforming some in the percentage of students meeting or exceeding the grade level requirements in English and Math (with the exception of English at Cortines HS). In particular, the 45% of students who met or exceeded the grade level requirements in English/Literacy represents a significant growth over the percentage of students who were classified as conditionally ready or ready for college level course work under the EAP program from the previous year. We attribute this performance to the concerted effort from all staff to address the literacy skills required across the curriculum. In the 2014-
2015 school year, one of our focuses for PD was the development and implementation of school-wide strategies for reading, writing and academic discourse. This work led to increased attention to literacy skills throughout the day and across classes, which helped students to see their literacy skills as integrated with content, an essential understanding for students to be successful on the CAASPP assessments which integrate cross-curricular literacy skills.

The math scores, though they are relatively lower than the English/Literacy scores, also exceeded the performance of our neighborhood schools. As we seek to understand what this data suggests about our students’ learning, we have identified our switch to the Common Core State Standards and an Integrated Math course sequence as factors that shaped student performance. Specifically, students and teachers have been working to develop a deeper more conceptual understanding of math, which is required on the CAASPP math assessment. The student data suggests that while we have exceeded our neighborhood schools’ performance, we will need to continue to develop instructional approaches that will strengthen our students’ ability to integrate higher levels of cognition into their procedural math knowledge. One way that we have already started working on this has been to focus on elements of literacy instruction in other content areas that can support a deeper level of thinking and understanding in math classrooms.

**CAHSEE**

Table 5.0: CAHSEE Performance for Subgroups (Neighboring School Data)

<table>
<thead>
<tr>
<th>Yr</th>
<th>School</th>
<th>% Passed ALL Math</th>
<th>ELL Math</th>
<th>SPD Math</th>
<th>% Proficient &amp; Advanced ALL Math</th>
<th>ELL Math</th>
<th>SPD Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>12-13</td>
<td>ACRAHS16</td>
<td>85 81 68 50</td>
<td>■ 64</td>
<td>64 42 47 0</td>
<td>■ 9</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Contreras: GS</td>
<td>80 72 56 27</td>
<td>■ ■</td>
<td>49 39 15 0</td>
<td>■ ■</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Roybal LC</td>
<td>80 79 57 41</td>
<td>40 28</td>
<td>49 38 13 6</td>
<td>5 0</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Contreras</td>
<td>71 71 26 25</td>
<td>31 9</td>
<td>47 38 10 0</td>
<td>15 0</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cortines</td>
<td>84 85 40 23</td>
<td>44 53</td>
<td>59 57 16 2</td>
<td>22 25</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Belmont</td>
<td>79 74 46 35</td>
<td>24 17</td>
<td>59 38 24 5</td>
<td>14 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13-14</td>
<td>ACRAHS16</td>
<td>90 87 70 64</td>
<td>64 64 68 49</td>
<td>48 14 18 36</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Contreras: GS</td>
<td>77 71 54 27</td>
<td>- -</td>
<td>41 23 12 0</td>
<td>- -</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Roybal LC</td>
<td>78 75 45 26</td>
<td>26 29</td>
<td>49 35 14 4</td>
<td>13 8</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Contreras: LC</td>
<td>82 74 59 34</td>
<td>- -</td>
<td>53 38 7 10</td>
<td>- -</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cortines</td>
<td>88 89 44 21</td>
<td>53 50</td>
<td>60 64 4 0</td>
<td>12 17</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Belmont</td>
<td>78 75 38 33</td>
<td>27 33</td>
<td>59 44 17 8</td>
<td>9 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14-15</td>
<td>ACRAHS16</td>
<td>70 66 37 11</td>
<td>0 20</td>
<td>47 41 16 5</td>
<td>0 10</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Contreras: GS</td>
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<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Roybal LC</td>
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<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Contreras: LC</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Cortines</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Belmont</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*ELL=English Language Learners, SPD = Special Education
■ No data or 10 or fewer students had valid scores
Source: CDE Dataquest

The data above reflects our students’ mastery of high school material in the areas of ELA and Math. From 2012-2013 to 2013-2014, our school-wide pass rate and proficiency rate increased for both ELA and Math. We are particularly proud of the 2013-2014 data, which shows a 90% pass rate in Math and an 87% pass rate in English. Our ELL students also showed growth in both ELA and Math, but the 14% increase in ELA is a specific point of pride for our school. The pass rate for ELL students and students with disabilities far exceed those for our neighboring schools. This success is a result of a focused effort across our entire school to support students in preparation for the CAHSEE. This
included additional tutoring after school and a CAHSEE support class as well as increased attention to student deficits in reading, writing, grammar, and mathematics.

The 2014-2015 administration of the CAHSEE provided us with some important data points that have helped to drive our school-wide instructional program. Despite our success in the past, the data shows that though we are helping all students succeed, we can still improve by refocusing some of our resources into preparation for the CAHSEE. During the 2014-2015 school year, we redirected resources to focus on the upcoming administration of the CAASPP assessment in English and Math. The statewide shift toward the CAASPP assessment as a means of measuring high school success led us to shift the approach of our English support classes as well. One specific change we made was to no longer offer a CAHSEE intervention class for struggling students. In retrospect, this change may have been responsible for the decrease in pass rate in 2014-2015. Moving forward, we are committed to returning to the same high CAHSEE pass rate that characterized our school in the past and providing targeted interventions for struggling students preparing to meet the high school graduation requirements.

**Internal Testing**

**Table 6.0: API Proxies**

<table>
<thead>
<tr>
<th>API Growth</th>
<th>Assessment Data</th>
<th>School Rankings</th>
</tr>
</thead>
<tbody>
<tr>
<td>No 2015 Growth API; use 2013 Growth API as most recent, 3-year average API (2011/2012/2013), or alternative measures</td>
<td>Use 2015 SBAC scores for math and ELA</td>
<td>No 2014 rankings; use 2012 and 2013 rankings for 2 of last 3 years.</td>
</tr>
</tbody>
</table>

*Source: CDE Charter Renewal FAQ*

Referring again to the CDE approved API proxies mentioned earlier, one of the API Growth proxies listed is "alternative measures." EC Section 52052(e) states that alternative measures should "show increases in pupil academic achievement for all groups of pupils school wide and among significant student groups." In looking at which "alternative measures" to use, the school has decided against using Alliance-wide Benchmarks as an overall growth measure and instead to use them as a means to formatively assess student comprehension of varying standards. The Alliance-wide Benchmarks are being constantly redesigned as we transition to Common Core and do not test consistent standards from one quarterly benchmark to the next. In order to satisfy the needs of having normed assessment data by which to better gauge student achievement, the school has instead used Lexile (in both the 2013-2014 and 2014-2015 school years).

**Lexile Growth**

One of the challenges we often face in working with disadvantaged youth is finding ways to reduce a very real literacy gap. Students often enter our school reading at levels far below grade level. As we transition to Common Core, we know that we must find ways to track student progress in this regard to ensure that we are meeting their needs and ensuring that they learning the Common Core, preparing for College and beyond.

**Table 7.0: Lexile Growth**

<table>
<thead>
<tr>
<th>Year</th>
<th>9th</th>
<th>10th</th>
<th>11th</th>
<th>12th</th>
<th>SpEd</th>
<th>ELL</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-14 Growth</td>
<td>+134</td>
<td>+125</td>
<td>+46</td>
<td>N/A</td>
<td>+6</td>
<td>+227</td>
<td>+100</td>
</tr>
<tr>
<td>2014-15 Growth</td>
<td>+104</td>
<td>+83</td>
<td>+57</td>
<td>+51</td>
<td>+52</td>
<td>+69</td>
<td>+70</td>
</tr>
</tbody>
</table>

*Source: Achieve3000*
The data above clearly shows that we are increasing our students Lexile reading levels year after year. In 2013-2014, the first year in which we used this metric of student reading level, we saw across the board growth. Given the incoming reading level of our students (on average a 3rd-4th grade level), a higher growth rate for our incoming freshmen is to be expected. Given our focus on literacy across the curriculum, 9th grade students are exposed to a level of reading and writing support in all their classes that in many cases exceeds their middle school experience. These supports continue through the 12th grade year with continued improvement. The 227-point Lexile growth for our EL students is also a result of our specific attention to their needs and the availability of additional ELD supports for these students. Much our success in Lexile growth can be tied to our school wide focus on the Common Core Standards for not only English and Math but also for literacy in science and social science classes. To continue to build upon this growth, all department heads have been trained this year in the Reading Apprenticeship approach pioneered by West Ed.

Despite our success, the data shows that though we are helping all students succeed, we are looking into the ways in which our growing school can continue to serve all of our students’ needs. The decrease in growth for the 2014-2015 school year is a point of interest for us because we see such a strong correlation between student reading skill and college and career readiness. In order to address this need, we are currently partnering with West Ed to develop and incorporate strategies aligned to their Reading Apprenticeship model. We have found that students need specific scaffolds and supports as they tackle grade-level texts to ensure Lexile growth of multiple grade levels every year.

**ELPAC & Reclassification**

**Table 8.0: ELPAC and Reclassification**

<table>
<thead>
<tr>
<th>School</th>
<th>Reclassification</th>
<th>ELPAC</th>
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<tr>
<td>ACRAHS16</td>
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<td>9</td>
<td>60</td>
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<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contreras:GS</td>
<td>47</td>
<td>3</td>
<td>12</td>
<td>32</td>
<td>45</td>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>W. Adams</td>
<td>28</td>
<td>13</td>
<td>16</td>
<td>38</td>
<td>29</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Roybal LC</td>
<td>28</td>
<td>13</td>
<td>19</td>
<td>37</td>
<td>28</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contreras:LC</td>
<td>26</td>
<td>17</td>
<td>14</td>
<td>37</td>
<td>29</td>
<td>2</td>
<td></td>
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<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Belmont</td>
<td>26</td>
<td>13</td>
<td>17</td>
<td>42</td>
<td>23</td>
<td>4</td>
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<tr>
<td>2012-13</td>
<td></td>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
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<td>17</td>
<td>51.5</td>
<td>51.5</td>
<td>39</td>
<td>11</td>
<td>11</td>
<td>35</td>
<td>35</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Contreras:GS</td>
<td>85</td>
<td>8</td>
<td>11.6</td>
<td>12.9</td>
<td>35</td>
<td>13</td>
<td>9</td>
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<td>17</td>
<td>31</td>
<td>32</td>
<td>6</td>
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</tr>
<tr>
<td>Roybal LC</td>
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<td>9.7</td>
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<td>33</td>
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</tr>
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<td>-</td>
<td>-</td>
<td>28</td>
<td>18</td>
<td>17</td>
<td>36</td>
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<td></td>
</tr>
<tr>
<td>Cortines</td>
<td>146</td>
<td>22</td>
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<td>15</td>
<td>46</td>
<td>4</td>
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<tr>
<td>Belmont</td>
<td>307</td>
<td>42</td>
<td>11.3</td>
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<tr>
<td>2013-14</td>
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<tr>
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<td>72</td>
<td>18</td>
<td>40.9</td>
<td>40.9</td>
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<tr>
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<td>11</td>
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<tr>
<td>W. Adams</td>
<td>495</td>
<td>75</td>
<td>13.8</td>
<td>13.8</td>
<td>28</td>
<td>10</td>
<td>21</td>
<td>37</td>
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<tr>
<td>Roybal LC</td>
<td>335</td>
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<td>14</td>
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<tr>
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<td>17</td>
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<td>11.6</td>
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<tr>
<td>Belmont</td>
<td>297</td>
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<td>12.7</td>
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<td>15</td>
<td>23</td>
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<tr>
<td>2014-15</td>
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<td></td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>ACRAHS16</td>
<td>65</td>
<td>16</td>
<td>22.2%</td>
<td>40%</td>
<td>11%</td>
<td>17%</td>
<td>32%</td>
<td>38%</td>
<td>2%</td>
<td></td>
<td></td>
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<tr>
<td>Contreras:GS</td>
<td>83</td>
<td>14</td>
<td>18.2%</td>
<td>40%</td>
<td>12%</td>
<td>16%</td>
<td>27%</td>
<td>32%</td>
<td>13%</td>
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<td>459</td>
<td>84</td>
<td>17.0%</td>
<td>25%</td>
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<td>33%</td>
<td>26%</td>
<td>2%</td>
<td></td>
<td></td>
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<tr>
<td>Roybal LC</td>
<td>319</td>
<td>44</td>
<td>13.1%</td>
<td>26%</td>
<td>22%</td>
<td>18%</td>
<td>30%</td>
<td>25%</td>
<td>5%</td>
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</tr>
</tbody>
</table>
We are constantly looking for ways to support our EL population. Currently, our EL population is 61 students (23 percent of our total population). Our reclassification rates for the past 3 years suggest a history of reclassifying students at a rate that far exceeds the rate of comparable neighborhood schools. In 2014-2015, we saw a slight decrease in the rate of reclassification, which is due in part to new criteria for reclassification. Specifically, without state testing in English, we shifted to using Lexile levels in conjunction with the ELPAC and in class performance to make judgments about reclassification. Looking at our ELPAC scores, we see that 40% of our students in 2014-2015 were Early Advanced or Advanced, which is nearly identical to the 39% of students in 2013-2014 who were at the same level. The other data point that stands out for 2014-2015 is the percentage of students scoring in the Beginning and Early Intermediate ELPAC levels. For 2014-2015, 28% of students scored in these two categories on the ELPAC. Given the large percentage of students at these ELPAC levels, we have implemented the aforementioned EELLLP program to support low-level EL students.

In order to increase the reclassification rates we have, ACRAHS16 has implemented and refined our Emerging English Language Learners Program (EELLLP), which was recently recognized with the awarding of a Gold-Ribbon Award. This program focuses on 6 Core Principles: all teachers are trained to support EL students; all staff are trained to support the social needs of EL students; all EL students engage in rigorous, common core instruction; ACRAHS 16 provides rigorous instruction in students’ native language as necessary; the school values parents as partners; and the administration uses performance data to measure success of the program.

Looking at the slight decrease in reclassification rate for 2014-2015, it is clear that we need to continue to emphasize the needs of our EL students in a mainstream environment. To address this, we have created a new Common Core Reading class employing the English 3D curriculum developed by Kate Kinsella. Students were placed into this class strategically based on their Lexile levels, which are also a primary factor in a student’s reclassification. Additionally, we have devoted a series of professional development meetings to better understanding what the ELPAC data and EL levels of students suggest about student abilities as well as implementing appropriate SDAIE strategies to support English Learners.

**Student Discipline**

**Table 9.0: ACRAHS16 Suspension and Expulsion Rates Over Time**

<table>
<thead>
<tr>
<th></th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
<th>2015-16</th>
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<tbody>
<tr>
<td>Suspension Rate</td>
<td>4.3</td>
<td>3.4</td>
<td>3.4</td>
<td>0.99</td>
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<tr>
<td>Expulsion Rate</td>
<td>0</td>
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</tr>
<tr>
<td>ADA</td>
<td>95.26</td>
<td>95.07</td>
<td>95.26</td>
<td>94.07</td>
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</table>

Source: CDE Dataquest

Our suspension rates have steadily decreased and include zero expulsions for all four years. Increased attention on providing alternative behavioral support interventions have shifted the focus from assigning suspensions to providing mental health support for the students and their families. We have two counselors and just hired a parent engagement specialist in our efforts to create a more supportive environment. At the school site, teachers, counselors and administrators enforce a student code of conduct and are proactive in addressing
student behavior issues promptly with appropriate disciplinary actions. Student behavior is aligned with the expectations of the school culture and climate as a result of our data driven practices. Our teachers understand the correlation between effective planning and engaging lessons, and how they can minimize behavioral issues during instruction. We have trained our teachers, during on-site and off-site professional developments on how to use data to plan lessons and to strategize for cooperative learning experiences, effective instructional resources and supports, and also smoother routines and transitions. In doing so, we have established a culture and learning environment that is safe for students and allows them to flourish academically with minimal loss of instructional time due to misbehavior.

As mentioned before, we hired a parent engagement specialist to strengthen our parent involvement. With regard to maintaining our low suspension and 0% expulsion rate, our new parent specialist will work closely with our counselors to increase the effectiveness of our behavior support systems. We now have two counselors and part of their responsibilities include providing support aligned to student behavioral plans and meeting with parents, teachers, and administrators to discuss student progress. If necessary, the counseling team coordinates with parents and administrative staff to provide options for outside behavioral interventions. We have also found that by connecting college and career aspirations with current academic progress results fewer behavior issues. Our counselors and Advisory program serve as a critical element in fostering a college-going culture.

EAP, SAT, ACT and AP Testing

Table 10.0: AP Testing

<table>
<thead>
<tr>
<th>2012-13</th>
<th>2013-14</th>
<th>2014-15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Partic. Rate</td>
<td>Pass Rate</td>
<td>Partic. Rate</td>
</tr>
<tr>
<td>11%</td>
<td>100%</td>
<td>29%</td>
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</table>

Source: The College Board

Table 10.1: SAT Results

<table>
<thead>
<tr>
<th>2012-13</th>
<th>2013-14</th>
<th>2014-15</th>
</tr>
</thead>
<tbody>
<tr>
<td>99%</td>
<td>376</td>
<td>397</td>
</tr>
<tr>
<td>99%</td>
<td>394</td>
<td>390</td>
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</table>

Source: The College Board

Table 10.2: ACT Results

<table>
<thead>
<tr>
<th>2012-13</th>
<th>2013-14</th>
<th>2014-15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Partic. Rate</td>
<td>Avg. Score</td>
<td>Partic. Rate</td>
</tr>
<tr>
<td>N/A</td>
<td>99</td>
<td>N/A</td>
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</table>

Source: ACT Inc.

Table 10.3: EAP Results (Math and English)

<table>
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<tr>
<th>Year</th>
<th>School</th>
<th>All Math Participat. Rate</th>
<th>Ready</th>
<th>Cond. Ready</th>
<th>English Participat. Rate</th>
<th>Ready</th>
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<td>0</td>
<td>37</td>
<td>99</td>
<td>9</td>
<td>11</td>
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<tr>
<td></td>
<td>LASGS</td>
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<td>11</td>
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<td></td>
<td>Roybal LC</td>
<td>1</td>
<td>28</td>
<td>10</td>
<td>17</td>
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<tr>
<td></td>
<td>Contreras: LC</td>
<td>3</td>
<td>33</td>
<td>12</td>
<td>13</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cortines</td>
<td>2</td>
<td>32</td>
<td>10</td>
<td>10</td>
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</tr>
<tr>
<td>2014-</td>
<td>ACRAHS16</td>
<td>100</td>
<td>3</td>
<td>20</td>
<td>97</td>
<td>12</td>
<td>33</td>
</tr>
</tbody>
</table>
AP Testing

As an Alliance school, we at ACRAHS16 firmly believe that all our students should be given the opportunity to excel. In effort to give our students those opportunities, we offer a wide array of AP courses and our hope is that by exposure to AP level rigor, more students will leave ACRAHS16 ready for college. Since our participation rates are high, our passage rates are naturally lower than schools in which only a small fraction of high achieving students take AP exams in Calculus, Physics, Government and other such content heavy subjects. In order to support our students, we sent all AP teachers to AP Summer Institutes, we purchased new materials for each AP class, and we had AP boot camps in semester two of each year. In order to continue to increase our passage rate, this year we offered a summer AP bridge to students taking AP courses.

Research suggests that high participation in AP courses can help students prepare for college-level rigor. In the 2012-2013 school year, CRAHS 16 had a total of 20 Advanced Placement exams in our only AP course offered, AP Spanish Language. The following year, 2013/2014, CRAHS 16 had a total of 114 exams in 4 AP courses (English Language, US History, Spanish Language, and Spanish Literature). This amounts to an increase of 570% in Advanced Placement program participation. Our AP exam passage rate dropped, but that is a result of the significant increase in students participating in AP coursework.

114 AP exams were administered in Spring 2014 with an average of 1.94 on the English Language Composition test, 1.83 on the US History test, 3.76 on the Spanish Language test, and 3.68 on the Spanish Literature test. No students with an IEP took any of the AP exams offered. 4 English Learner students participated in the AP Program, with 3 of the 4 students successfully passing their tests in either Spanish Language or Spanish Literature. More female students enrolled in the AP program than male students and female students outperformed male students in every AP test. 1 Other Asian (Japanese American) student passed the English Language Composition exam. 3 other ethnic students of non-Hispanic background attempted AP exams in a total of 4 subjects. In comparison to both the state and national averages, the percentage of CRAHS 16 students scoring a 3 or higher on an AP exam was higher than the national average. 26% of CRAHS 16 students scored a 3 or higher, compared to the 20.1% at the national average. We attribute this success to the training and support that was provided for our AP teachers and the additional time provided for students after school and on weekends for tutoring with these AP teachers. In order to continue supporting our AP students ACRAHS #16 will provide additional tutoring throughout the year including an AP bridge to prep students for their AP courses and an AP bootcamp during the second semester.

ACT

74 seniors took the ACT in Spring 2014 and scored an average of 12.89 on the English section, 15.62 on the Mathematics section, 13.54 on the Reading section, 14.59 on the Science section, 14.37 on the Composite section, and 13.88 on the Writing section. When compared to the entire junior class, students with IEP’s and EL students scored lower on the ACT. Test scores for Male and Female students was comparable, however, females scored 1 point higher on the Writing portion of the exam.
This year we are incorporating several new programs to support our students’ ACT success. First, we are using the ACT Aspire program starting in 9th grade to measure student growth from the beginning to the end of the year. Second, we created a College-Ready Seminar class for our eleventh grade students, in which they will prepare for all elements of the college application process, including ACT preparation.

SAT

87 juniors took the SAT in Spring 2014 and scored an average of 375 on the Critical Reading section, 399 on the Mathematics section, 381 on the Writing section, with an average Composite score of 1155. Furthermore, 9% of juniors met the college readiness benchmark. When compared to the entire junior class, students with IEP’s, EL students, males, and African-American students scored lower on the SAT. However, females, American Indian, and Asian/Pacific Islander students not only outperformed males in every section, but also averaged higher scores than those of the entire junior class. In comparison to both the state and national averages, students at CRAHS 16 performed lower on the SAT and still have room for growth.

The data above reflects the various resources we have used to address our students’ needs in regard to the SAT. The resource we used was College Spring Tutoring to support our students with an SAT prep program. We then hired Parliament Tutors to support our students with additional tutoring, hoping they would be more effective with our students. This year we transitioned to embedding SAT support in our College-Ready Seminar course during the school day, which we believe will be more effective in supporting our students’ deficits.

EAP

Our EAP data for the two years in which we have had student eligible to participate in the program reflects the high standards of college readiness even at the Eleventh-grade level. In the 2013-2014 school-year, 37% of students in Math and 20% of students in English demonstrated at least a conditional readiness for college-level coursework. Given the courses required of these students in their senior years, these numbers reflect the number of students able to place directly into the appropriate entry-level college courses in English and Math. In the 2014-2015 school year, 23% of students in Math and 45% of students in English met the new CAASPP requirements equivalent to the same conditional or better readiness for college-level coursework. The increase in the number of students demonstrating some level of college-readiness in English by eleventh grade is something that we are exceedingly proud of, especially given the new rigorous standards for meeting this requirement through the CAASPP English assessment. We attribute this increase to an increased focus on school-wide literacy strategies. To build on this success, we have ensured that every senior student is enrolled in either an AP English class or CSU aligned Expository Reading and Writing Course to ensure that as many students as possible are placed into college English classes and not remedial English classes.

Graduation Rates and College Acceptance

In 2014-2015, Alliance College-Ready Academy High School #16 had 100% of senior students meeting all graduation requirements. Also in 2014-15, we had 100% of senior students accepted to a 2-year or 4-year college. We attribute our graduation and college acceptance rates to our leadership capacity to effectively support our instructional and counseling team in establishing a safe learning environment and college-bound culture. Apart from having department chairs working together to support new and returning teachers, we have also empowered teachers to plan a supportive Advisory curriculum. Advisory planning occurs on a regular basis during our on-site professional development meetings. Advisory time serves as valuable time for supporting the school’s mission of building a college-bound culture.
We also attribute our success to our personalized learning environments and increased instructional time. A small school environment, class sizes under 30, and longer school days and school years, truly enables us to build strong rapport with students, parents, and colleagues, thus creating a family-like atmosphere.

In the absence of CSTs, we have demonstrated how our efforts to improve Lexile growth school-wide have had a positive impact on Statewide measures like the CAASPP and EAP. We believe our continued work with literacy intervention and instructional strategies aligned to Common Core will improve other College-Readiness indicators such as SAT, ACT, and AP pass rates. Furthermore, by developing our students’ reading skills and increasing their exposure to AP courses prior to graduation, we also believe that we will better prepare them to meet the demands of college and the career world. We are proud to reflect on our API of 770, as it signifies our peak success for the 2012-13 school year. However, we are even more proud to reflect on this past year having guided 100% of senior students toward the opportunity to attend a 2-year or 4-year college, as this aligns to our school’s mission and reminds us of why we chose education as a career.

**Parent and Community Engagement**

Alliance College Ready Academy High School #16 reinforces our core value of ‘parents as partners’. All parents are encouraged to volunteer, but it is not mandated. 75% of our parents attended parent conferences for academic and college-related purposes. Additionally, a large majority of our parents are satisfied with the direction of our instructional program, as indicated by our 88% overall satisfaction rate based on a 97% completion rate of the Parent Satisfaction Survey in 2014-2015. We celebrate an increase in our data overall: 100% completion rate of Parent Satisfaction Surveys and an increase to 95% overall satisfaction rate. Additionally, we had an increase to 80% of parents fulfilling 40+ hours of volunteer services and also an increase to 83% of attendance to parent conferences. Parent volunteer service hours are not required, however, we encourage parents to become involved in the school in whatever capacity they would like. Additionally, there are no consequences for parents who do not volunteer and lack of volunteering in no way impacts the student’s admission or enrollment. Examples of services include attending the following: Parent Conferences every five weeks to receive progress report cards and to dialogue with all teachers, monthly Town Hall meetings, monthly Coffee with the Counselors, college tours, parent workshops, and assisting with office staff throughout the year.

We are proud of the level of parent engagement we receive during parent workshops and informational sessions. We hold monthly meetings with parents (Parent University) to discuss student academic progress as it relates to college access. We also hold monthly parent meetings specific for those who have a student with disabilities. In addition, we have academic intervention meetings for students in risk of failing. At these meetings, student, parents, teachers and counselors and or administrators come together to identify strengths and areas of growth. Together the team develops and intervention plan that is closely monitored to ensure student success. The goal is to make certain that all parents feel supported, involved, and empowered in their child’s education.

To strengthen our parent engagement, we opened the 2015-2016 school year with a Parent Engagement Specialist, a new position, in order to coordinate parent involvement and provide additional opportunities for parent workshops that focus on college exposure, academic tracking, school safety procedures, and health & nutritional recommendations. Our Parent Engagement Specialist will also be responsible for managing the Parent Center, a new feature to our school that will be developed (in our new building) to provide specific space for workshops and computer training for parents. Parents are an integral part of the school culture and are very visible throughout the year. Their influence on our students has resulted in decreased behavioral incidents and increased support of the school’s academic program.
In keeping with LAUSD’s commitment to providing a wide range of schools and programs to meet the diverse educational needs and priorities of students and families, ACRAHS16 offers an important alternative for families in Westlake. The school’s college-readiness focus, personalized learning environment, culture of high expectations, commitment to working with parents as partners and other core values described throughout this petition are in keeping with LAUSD’s goals and are poised to make a positive impact on the students and families of Westlake and help to improve the academic performance in the community.

**Student Population to be Served**

ACRAHS 16 is an independent charter high school that serves students in grades 9-12 providing an alternative choice of quality education in the Westlake, neighborhood near Downtown Los Angeles.

The community contains a large, underserved, urban student population. The ethnicity of students in schools throughout the area, and at ACRAHS 16, is predominantly Latino (95%) and an average of over 85% of students in area schools (94.6% at ACRAHS 16) qualify for the free/reduced lunch meal program. ACRAHS 16 will seek to relieve overcrowding and improve academic performance in this high need community as a priority.

**Enrollment By Grade Level**

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</thead>
<tbody>
<tr>
<td>ACRAHS16</td>
<td>303</td>
<td>94.6%</td>
<td>21.5%</td>
<td>Latino, 95%</td>
<td>Asian, 2.6%</td>
<td>AAm, 2.3%</td>
<td>770</td>
<td>Yes</td>
<td>Met 3 of 3</td>
<td>n/a</td>
<td>6</td>
<td>10</td>
<td>n/a</td>
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<tr>
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<td>22.4%</td>
<td>Latino, 97.3%</td>
<td>Asian, 1.4%</td>
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<td>Latino, 88.1%</td>
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<td>AAm, 1.8%</td>
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<td>AAm, 1.3%</td>
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<td>3</td>
<td>watch</td>
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<td>62.1%</td>
<td>6.4%</td>
<td>Latino, 69%</td>
<td>White, 10.8%</td>
<td>Asian, 9.6%</td>
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<td>Met 2 of 4</td>
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<td>service and support</td>
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<td>Asian, 6.8%</td>
<td>AAm, 2%</td>
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<td>Latino, 82.9%</td>
<td>AAm, 16.3%</td>
<td>Asian, 0.6%</td>
<td>783</td>
<td>Yes</td>
<td>Met 4 of 4</td>
<td>755</td>
<td>7</td>
<td>10</td>
<td>n/a</td>
</tr>
<tr>
<td>Camino Nuevo High</td>
<td>258</td>
<td>89.3%</td>
<td>27.1%</td>
<td>Latino, 92.3%</td>
<td>NR, 6.2%</td>
<td>Asian, 1.5%</td>
<td>792</td>
<td>No</td>
<td>Met 0 of 3</td>
<td>792</td>
<td>7</td>
<td>10</td>
<td>n/a</td>
</tr>
</tbody>
</table>

Data Sources: Demographic data from CALPADS via CDE School Demographic Characteristics; API data from CDE Dataquest; SPF data from LAUSD.
ACRAHS 16 will ultimately serve approximately 500 students in grades 9-12 with 150 students enrolled at each grade level.

<table>
<thead>
<tr>
<th>Grade</th>
<th>2016-17</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
<th>2020-21</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>125</td>
<td>125</td>
<td>125</td>
<td>125</td>
<td>125</td>
</tr>
<tr>
<td>10</td>
<td>60</td>
<td>125</td>
<td>125</td>
<td>125</td>
<td>125</td>
</tr>
<tr>
<td>11</td>
<td>55</td>
<td>60</td>
<td>125</td>
<td>125</td>
<td>125</td>
</tr>
<tr>
<td>12</td>
<td>65</td>
<td>55</td>
<td>60</td>
<td>125</td>
<td>125</td>
</tr>
<tr>
<td>Total</td>
<td>305</td>
<td>365</td>
<td>435</td>
<td>500</td>
<td>500</td>
</tr>
</tbody>
</table>

Data Source: PowerSchool (ADA)

Mission

The mission of ACRAHS 16 is to operate a small high performance school that prepares all students to graduate and prepares all students to enter and succeed in college. Moreover, we strive to ensure that each ACRAHS 16 student will develop resilient character and strong critical thinking and collaborative skills necessary to become socially responsible, globally minded citizens who are an integral part of their local, national and international communities.

Vision

The vision of ACRAHS 16 is to provide a highly accountable model of innovation with highly effective teachers guided by core principles that are based on what research has shown to be best educational practices, and to serve as a research and development model for the District and other public schools.

ACRAHS 16 will consistently demonstrate student readiness for success in college with: a high success rate in student proficiency on state content/common core standards; 80-100 percent success rate in passing high school exit exams; dramatically reducing the dropout rate to less than 10 percent; and achieving a 80-100 percent success rate of students enrolled for at least four years who will graduate ready to successfully enter college.

ACRAHS 16 students, staff and community embrace the following five Alliance core values in establishing and maintaining the culture of the school:

1. **High Expectations For All Students** - All students, including students in historically underachieving communities, can successfully learn at high levels and have a fundamental right to high expectations and quality instruction that prepare them to enter and succeed in college. All students must pass the A-G college entrance course requirements with a grade of C or better to graduate and be at least proficient in core academic standards (reading, writing, math, science, history/social science) to be ready for success in college.

2. **Small Personalized Schools And Classrooms** - Students learn best in small learning communities where their education is personalized so that students know their teachers and are well known as individuals by all adults in the school. Blended-learning classrooms, like those at ACRAHS 16, offer even more personalized and individualized instruction that targets individual student learning needs, takes them from where they are and accelerates their learning to where they need to be in order to graduate ready for success in college.

3. **Increased Instructional Time** - All students must have sufficient time in school to learn successfully. The school offers a school year of 190 days of instruction and an ongoing opportunity for extended learning time for intervention or enrichment to meet individual student needs. Daily instructional learning time is structured in longer 2-hour blocks of time.

1 Doug Lemov, *Teach Like a Champion*, March 2010
to allow for focused in-depth learning. Students will also have access to extended online resources, be able to replay online content, and access other features allowed by using technology, creating 24/7 learning opportunities. Research demonstrates how increased learning time can lead to higher achievement².

4. **Highly Qualified Principals And Teachers** – All Alliance schools must have exemplary principals who are capable instructional leaders and entrepreneurs in managing resources, and who are given opportunities for ongoing leadership training. Knowing that students learn best with teachers who know their subject field, are well trained to deliver rigorous instruction, and can attend to the diverse needs of individual students, these skills are at the forefront when selecting and developing teachers. Our teachers work in collaborative teams with common planning time where lessons are studied as a learning community and where accountability for student success is a shared responsibility.

5. **Working With Parents As Partners** - Parents at all Alliance schools are meaningfully and actively engaged in their children’s education. They have a right to choose to send their children to excellent high performing schools. Parents must be responsible and accountable for supporting their children’s learning at school and at home. They must understand what it will take to prepare their children for college, and they are encouraged to support the goals of the school through their voice and through volunteering.

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

A well-educated person in the 21st Century must be highly proficient in a rigorous set of competencies in language, reasoning/problem solving, reading, writing, computation, interpersonal relationships, social/economic studies, the use of technology, and personal work habits in order to succeed in a global economy.

A well-educated person recognizes that the world is constantly changing, and is a self-directed lifelong learner prepared to continually adapt to changes that require new skills and competencies to be successful in their lifetime. An educated person understands that creative thinking leads to opportunity, that talent can be turned into true skill, and that all human beings are equal and important.³

The ACRAHS 16 curriculum, instructional methodology, and environment are designed to instill and develop these skills in our students so that they can succeed in college and in their chosen careers, and can continue to be self-directed learners, highly skilled critical thinkers and effective communicators throughout their lives.

**How Learning Best Occurs**

At ACRAHS 16, we believe that learning occurs best:

- When there are consistent high expectations for 100% success for all students with ⁴ clear expectations for what students should know and be able to do and how well; where students are actively engaged in their learning and where academic expectations are rigorous. One consistent finding of academic research is that high expectations are the most reliable driver of high student achievement, even in students who do not have a history of successful achievement.⁵

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⁵ Doug Lemov, *Teach Like a Champion*, March 2010
- When each classroom in the school creates a thirst for learning through inquiry-based learning designed to help students learn how to learn, and is designed to adapt to students’ diverse learning styles.

- When students have an active voice in all aspects of the school that directly affect student learning, interests and needs through structures such as advisory groups that connect each student with a personal learning team. Students actively involved in the educational process in the classroom directly affects student learning.

- In small learning communities where their education is personalized, where they know their teachers, where their teachers and all adults in the school know them, where advisory structures connect each student with a personal learning team, and when assessment of what is taught and learned is ongoing to inform students, teachers, and parents about student progress.

- In a school that functions as an educational laboratory that seeks to create a dynamic learning community by embodying the best practices of teaching and learning in a small, supportive environment where staff and students know and respect each other and each other’s similarities and differences.

- When the instructional methodology used helps students see the real-life relevance of the material they are studying and is relevant to students’ real world. When instructional methods include strategies that provide opportunities for project-based learning where the curriculum is integrated and students see the relationship of the various academic courses to each other and to the real world. When students apply their skills to real-life situations through the use of technology as a tool, through participation in internships, and through service learning.

- When students and teachers have adequate access to technology so that it can be used effectively in student learning, classroom instruction, data management and communication. We believe that technology used as an effective tool in high performing schools must provide electronic assessment and electronic student portfolios that provide immediate access to student progress data for teachers, students and their parents and inform individual learning needs of each student.

- When guidance and support are provided for all students through highly qualified inspiring teachers, an exemplary principal, and through parents as partners in their child’s education.

Annual Goals for Local Control Funding Formula (LCFF)

<table>
<thead>
<tr>
<th>LCFF STATE PRIORITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEACHER ASSIGNMENTS AND CREDENTIALING</td>
</tr>
<tr>
<td>STATE PRIORITY #1: BASIC SERVICES</td>
</tr>
</tbody>
</table>

6Bill & Melinda Gates Foundation, Making the Case for Small Schools: Size Makes a Difference: 1) Average achievement is higher in small schools 2) More students from small high schools pass core classes and go on to college 3) Effects of school size are greatest for low in-income and minority students.
<table>
<thead>
<tr>
<th>ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES Method for Measuring: Annual HR NCLB Compliance audit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintain a fully credentialed staff</td>
<td>Ensure all credentialed staff meets NCLB credentialing requirements. This will be monitored and checked by Alliance HR and school principal.</td>
<td>Baseline</td>
</tr>
<tr>
<td>100% fully credentialed teachers</td>
<td>Maintain 100% fully credentialed teachers</td>
<td>Maintain 100% fully credentialed teachers</td>
</tr>
</tbody>
</table>

**ACCESS TO INSTRUCTIONAL MATERIALS**

**STATE PRIORITY #1: BASIC SERVICES**

<table>
<thead>
<tr>
<th>ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES Method for Measuring: Monitor teacher unit plans to ensure CCSS alignment.</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% teachers and students provided with CCSS-aligned materials</td>
<td>100% teachers and students provided with CCSS-aligned materials</td>
<td>100% teachers and students provided with CCSS-aligned materials</td>
</tr>
</tbody>
</table>

**FACILITIES MAINTENANCE**

**STATE PRIORITY #1: BASIC SERVICES**

<table>
<thead>
<tr>
<th>ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES Method for Measuring: Technology and maintenance inventory</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% maintain iPads and chrome-books grades 9-12</td>
<td>100% maintain iPads and chrome-books grades 9-12</td>
<td>100% maintain iPads and chrome-books grades 9-12</td>
</tr>
</tbody>
</table>

**IMPLEMENTATION OF STATE CONTENT AND PERFORMANCE STANDARDS**

**STATE PRIORITY #2**

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Alliance College-Ready Academy High School 16
Alliance College-Ready Public Schools
September 2015

25
### Annual Goals

**Implement CCSS and assess students’ mastery of math and ELA standards using Pearson digital content.**

**Specific Annual Actions:**
- Coordinate with Home Office IT for Pearson update.
- IT coordinator to service and update iPads and all other devices.
- 100% of teachers and students provided with CCSS resources and benchmark system.

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</table>

### PARENT INVOLVEMENT

**State Priority #3**

**Increase parental/guardian attendance of parent conferences, Town Hall meetings, and Parent Academies.**

**Specific Annual Actions:**
- Hire Parent Engagement specialist
- Advertise parent events, workshops, Town Hall meetings, conferences and other events through SchoolReach, School Website and flyers.
- 66% increase parental attendance to 70%.
- Increase parental attendance to 75%.
- Increase parental attendance to 80%.
- Increase parental attendance to 85%.
- Increase parental attendance to 90%.

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### Statewide Assessments

**State Priority #4: Student Achievement**

**Increase percentage of students scoring proficient or better on CCS/CAASPP.**

**Specific Annual Actions:**
- ELA and Math support classes Tutoring
- Method for Measuring: Annual review of CAASPP Data

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</tbody>
</table>

### Academic Performance Index (API)

**State Priority #4: Student Achievement**
<table>
<thead>
<tr>
<th>ANNUAL GOALS</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establish and Improve API score annually</td>
<td>ELA and Math support classes Tutoring</td>
<td>Method for Measuring: Student Achievement Data</td>
</tr>
<tr>
<td>Increase the number of students accepted to a four-year university.</td>
<td>AP courses</td>
<td>70% 2016-2017</td>
</tr>
<tr>
<td></td>
<td>AP tutoring</td>
<td></td>
</tr>
<tr>
<td></td>
<td>College Prep class</td>
<td></td>
</tr>
</tbody>
</table>

**A-G COURSE/ CTE COURSE OF STUDY COMPLETION RATE(S)** [High School Only]

**STATE PRIORITY #4: STUDENT ACHIEVEMENT**

<table>
<thead>
<tr>
<th>ANNUAL GOALS</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establish and Improve API score annually</td>
<td>ELA and Math support classes Tutoring</td>
<td>Method for Measuring: Annual review of college acceptance data</td>
</tr>
<tr>
<td>Increase the number of students accepted to a four-year university.</td>
<td>AP courses</td>
<td>70% 2016-2017</td>
</tr>
<tr>
<td></td>
<td>AP tutoring</td>
<td></td>
</tr>
<tr>
<td></td>
<td>College Prep class</td>
<td></td>
</tr>
</tbody>
</table>

**ENGLISH LEARNER ADEQUATE PROGRESS RATE**

**STATE PRIORITY #4: STUDENT ACHIEVEMENT**

<table>
<thead>
<tr>
<th>ANNUAL GOALS</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establish and Improve API score annually</td>
<td>ELA and Math support classes Tutoring</td>
<td>Method for Measuring: Annual review of ELPAC Data</td>
</tr>
<tr>
<td>Increase the number of EL students who score English-proficient (Early Advanced and Advanced) as measured by ELPAC</td>
<td>ELD Class ELA Support Class Common Core Reading Support Class Kate Kinsella 3D curriculum Teacher Aides trained in SDAIE</td>
<td>40% 2016-2017</td>
</tr>
</tbody>
</table>
### ENGLISH LEARNER RECLASSIFICATION RATE
**State Priority #4: Student Achievement**

<table>
<thead>
<tr>
<th>ANNUAL GOALS</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES Method for Measuring: Annual review of ELPAC Data</th>
</tr>
</thead>
</table>
| Increase the reclassification rate of EL students. | ELD support class  
Kate Kinsella  
| | | 22% | +2% | +4% | +6% | +8% | +10% |

### AP EXAMINATION PASSAGE RATE [High Schools Only]
**State Priority #4: Student Achievement**

<table>
<thead>
<tr>
<th>ANNUAL GOALS</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES Method for Measuring: Annual AP Exam Results</th>
</tr>
</thead>
</table>
| Increase percentage passage rate of students scoring 3 or higher on the AP exams for students with a 3.0 GPA | AP Teachers to attend a 4 day AP training in the summer  
AP Parent Meetings  
AP Summer bridge for AP  
| | | 27% | +1% | +2% | +3% | +4% | +5% |

### EAP COLLEGE PREPAREDNESS RATE [High Schools Only]
**State Priority #4: Student Achievement**

<table>
<thead>
<tr>
<th>ANNUAL GOALS</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES Method for Measuring: Annual EAP results</th>
</tr>
</thead>
</table>
| Increase percentage of students who score Exempt and Conditionally Exempt in Math and ELA | Increase literacy in all content areas  
| | | ELA 45% Math 23% | +1% | +2% | +3% | +4% | +5% |
### SCHOOL ATTENDANCE RATE
#### State Priority #5: Student Engagement

<table>
<thead>
<tr>
<th>Annual Goals</th>
<th>Specific Annual Actions</th>
<th>Measurable Outcomes</th>
<th>Method for Measuring: Annual Attendance Reports</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintain a 95% daily attendance students.</td>
<td>Continue to monitor attendance daily and involve parents School Reach Hired parent specialist</td>
<td>95%</td>
<td>Maintain 95% attendance rate</td>
</tr>
</tbody>
</table>

### CHRONIC ABSENTEEISM RATE
#### State Priority #5: Student Engagement

<table>
<thead>
<tr>
<th>Annual Goals</th>
<th>Specific Annual Actions</th>
<th>Measurable Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decrease percentage of chronic absenteeism</td>
<td>Continue to provide alternatives to suspensions and to maintain a positive school culture and environment 2 full time counselors and a parent specialist to assist families</td>
<td>Chronic absenteeism rate ≤1%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Chronic absenteeism rate ≤1%</td>
<td>Chronic absenteeism rate ≤1%</td>
<td>Chronic absenteeism rate ≤1%</td>
<td>Chronic absenteeism rate ≤1%</td>
<td>Chronic absenteeism rate ≤1%</td>
<td>Chronic absenteeism rate ≤1%</td>
</tr>
</tbody>
</table>
### GRADUATION RATE [High Schools Only]
**STATE PRIORITY #5: STUDENT ENGAGEMENT**

<table>
<thead>
<tr>
<th>ANNUAL GOALS</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Method for Measuring:</strong> Annual student credit reviews and number of HS Diplomas issued</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maintain graduation rates by providing more personalized attention</td>
<td>2 full time counselors</td>
<td>100% graduation rate</td>
</tr>
<tr>
<td></td>
<td>Monitor student progress towards graduation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Senior parent meetings</td>
<td></td>
</tr>
<tr>
<td></td>
<td>All students enrolled in academic core, arts and electives (A-G)</td>
<td></td>
</tr>
</tbody>
</table>

### STUDENT SUSPENSION RATE
**STATE PRIORITY #6: SCHOOL CLIMATE**

<table>
<thead>
<tr>
<th>ANNUAL GOALS</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Method for Measuring:</strong> Monthly Suspension Reports</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Annually decrease the suspension rate for students.</td>
<td>2 full time counselors</td>
<td>1% Decrease the suspension rate for students by at least .5%</td>
</tr>
<tr>
<td></td>
<td>Continue providing alternates to suspension</td>
<td></td>
</tr>
</tbody>
</table>

### STUDENT EXPULSION RATE
**STATE PRIORITY #6: SCHOOL CLIMATE**

<table>
<thead>
<tr>
<th>ANNUAL GOALS</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Method for Measuring:</strong> Annual Expulsion Report</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maintain Expulsion rate for students at 0%.</td>
<td>Provide services for students with history of disciplinary infractions</td>
<td>Expulsion Rate 0%</td>
</tr>
<tr>
<td></td>
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</table>
### [Other Local Measure(s) of School Climate]
#### State Priority #6: School Climate

<table>
<thead>
<tr>
<th>Annual Goals</th>
<th>Specific Annual Actions</th>
<th>Measurable Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using feedback from survey data to improve areas identified by stakeholders</td>
<td>Analyze survey data and focus on improving indicators below school-wide average Increase parent outreach</td>
<td>Baseline Parent satisfaction rate</td>
</tr>
</tbody>
</table>

#### Broad Course of Study
#### State Priority #7

<table>
<thead>
<tr>
<th>Annual Goals</th>
<th>Specific Annual Actions</th>
<th>Measurable Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students access/enrollment in academic core, arts and electives</td>
<td>Continue to provide wide range of courses that meet A-G course approval</td>
<td>Baseline Baseline Baseline Baseline Baseline</td>
</tr>
</tbody>
</table>

### Other Local Measures of School Climate
#### State Priority #8

<table>
<thead>
<tr>
<th>Annual Goals</th>
<th>Specific Annual Actions</th>
<th>Measurable Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annually improve the growth of all students’ Lexile reading levels</td>
<td>Additional TAs in the classroom to support instruction Targeted tutoring</td>
<td>Grade Level Baseline Increase by 2 grade levels each year Increase by 2 grade levels each year Increase by 2 grade levels each year Increase by 2 grade levels each year</td>
</tr>
</tbody>
</table>
Curriculum and Instructional Design

The educational model for curriculum and instruction at ACRAHS 16 is guided by our core values, our beliefs about how learning best occurs and by best practices researched in high performing high schools that consistently produce well-educated students prepared to successfully enter and succeed in college. The philosophical base and the organizational structure for ACRAHS 16’s curriculum are student centered and are in accordance with accountability for meeting or exceeding grade level Common Core State Standards.

Instructional Methods and Strategies

Students learn best when there is a rigorous standards based curriculum with high thinking demand that challenges students to test their understanding of concepts through real life applications; when students know clearly the expectations and criteria they are trying to meet and can judge their own work; and when students participate actively in classroom talk about the concepts and standards they are learning. ACRAHS 16 features small classrooms with teacher facilitated learning and inquiry-based learning aligned to the Charlotte Danielson Framework for Effective Teaching. The learning environment is being transformed from a system of teacher output and student input to a self-directed learning environment in which teachers are facilitators and students are learners and doers.

Instructional methods and strategies include, but are not limited to, students applying skills and concepts learned to real world projects, service learning, and blended learning, all requiring problem solving, critical thinking and active engagement in classroom talk around the concepts and standards they are learning. More information on some of the innovative components follows.

Advisory

All students are well known and supported through advisory groups. The advisory structure provides a focused support group to motivate and assist in each student’s progress, foster a college-ready school culture, and support the development of student character and academic traits. The advisory teacher monitors each student’s personal learning plan to address individual interests and needs.

This structure helps to ensure that student voice is included in all aspects of the school that directly affect student learning, interests and needs and that no student falls through the cracks. Increased school connectedness is also related to educational motivation, classroom engagement and better attendance, all of which are linked to higher academic achievement.

Advisory covers standards for each grade level in the areas of personal development, college and career, social responsibility and community building.

Personalized Learning Environment

Students learn best in small learning communities where their education is personalized. Through our small school environment, relationships between ACRAHS 16 adults and students are sustained over time and student learning is personalized so that each student’s individual

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needs are recognized and met. Teachers work in grade level teams and share data and responsibility for the grade level group of students. Longer instructional blocks of time allow teachers time to focus on students as individual learners.

**Increased Time for Learning**

All students have sufficient time in school to learn successfully. Instructional time at ACRAHS 16, far exceeds state mandates as set forth in the Education California Code of regulations 46201 (b) (4). As part of the core program, increased instructional time for all students also includes time for intervention and/or enrichment to meet individual student learning needs. In addition, students will have access to technology that will allow teachers to extend learning opportunities and maximize in-class learning opportunities. Research demonstrates how increased learning time can lead to higher achievement.\(^9\)

**Integrated and Instructional Technology**

The new CCSS require significant student collaboration, fluency with multimedia and technology, and the development of strong complex reasoning, problem solving, and communication skills. ACRAHS 16 student technology goals include all students developing technology literacy and technology fluency.

We define technology literacy as the ability to responsibly, creatively and effectively use appropriate technology to: communicate; access, collect, manage, integrate and evaluate information; solve problems and create solutions; build and share knowledge; and improve and enhance learning in all subject areas and experiences. Technology Fluency is demonstrated when students: apply technology to real-world experiences; adapt to changing technologies; modify current and create new technologies; and personalize technology to meet personal needs, interests and learning style.

To reach these goals, ACRAHS 16 has comprehensively integrated student use of technology into the curriculum and has increased student access to one tablet and/or laptop per student (all CAASPP ready) to ensure adequate access to technology for effective use in student learning, common core and digital classroom instruction, data management, CAASPP online state assessments and communication. Alliance interim assessments are also designed to help prepare students to take CAASPP online assessments.

Students have access to individual online support in core areas such as math and English Language Arts. Technology is an integral part of ACRAHS 16. Students also use technology regularly to access research information on the Internet, to develop standards-based multimedia projects and presentations, and to maintain individual portfolios of their work. Students actively engage in learning online and submit quarterly writing samples to the CSU writing assessment system for scoring.

We believe that technology used as an effective tool in high-performing schools must provide electronic assessments and electronic student portfolios that provide immediate access to student progress data for teachers, students and their parents. Classroom teachers are provided a computing device and use Alliance-wide data systems for managing grades, student performance data, and internal school and network communication with other schools.

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\(^9\)National Education Commission on Time and Learning, “Prisoners of Time” 1994

Instructional technology provides students with opportunities for project-based, group and individualized learning opportunities to better prepare students for college and provide support that better meets individual student learning needs. 10

At the core of the Alliance Integrated and Instructional Technology model are the following signature practices:

1) **Differentiated and Personalized Teaching and Learning** -- Students use adaptive and non-adaptive digital content and have differentiated tasks, pathways, and playlists for learning.

2) **Data Driven Decisions Support Mastery-Based Learning** -- Daily checks for understanding to inform grouping and instructional strategies.

3) **Integrated Digital Content and Learning Tools** -- Students use technology and digital media strategically and capably.

4) **Students as Creators and Producers** -- Students transfer knowledge by producing artifacts every day. Students will move beyond consumption and move towards creation and production.

5) **Student Agency and Ownership of Learning** -- Students will take ownership over their student achievement data, which will lead to increased choice over time, team, technique, and/or task.

**College-Readiness for All Students**

The question at ACRAHS 16 is not “are you going to college?” but “which college are you going to attend?” While students may have plans to pursue other post-secondary options such as vocational school or military service, the school maintains a strong college-going culture, which is implemented through advisory groups, parent engagement and school-wide activities and may include:

- College information materials, including brochures, the college resources section of the school’s web site and other resource materials are made readily available to students and families.

- Programs regarding career and college information are presented to students, parents, and community members in workshops and through college counselors in individual and group student settings. Alliance parent and student workshop topics include: college and university options, required college-entrance courses, financial aid opportunities, college majors linked to careers, visits from college representatives and student field trips to colleges, college entrance tests, PSAT program and ongoing access to information regarding college outreach programs. Translation is available for parents with limited English.

- College-readiness and awareness is a priority content focus in daily teacher led advisory groups for all students with the support of college counselors serving as a resource to classroom teachers and principals.

- Advisory curriculum includes direct development of study skills to prepare our students to be independent learners through the use of study skills materials and though a visiting college student program that provides an opportunity for students to learn from students in the community who have successfully entered college programs.

- Pennants from local and national colleges and universities are displayed throughout the campus and in each classroom, and a poster of college-coursework and entrance requirements is posted in every classroom.

- Students have the opportunity to research college programs beginning in tenth grade.

- Trips to local universities are coordinated to provide students and their parents an opportunity to become familiar with college campuses and their programs.

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10 10 US Department of Education, Evaluation of Evidence-Based Practices in Online Learning, 2010

Alliance College-Ready Academy High School 16  
Alliance College-Ready Public Schools  
September 2015
• Counselors and Advisory teachers will work with students interested in other educational opportunities, such as vocational programs and military service, to provide them opportunities to increase their knowledge of and exposure to their areas of interest.
• Beginning in the eleventh grade, students and their parents participate in identifying scholarship programs and receive assistance in preparing and submitting applications for scholarships. This effort is led by the school’s college counselors and supported by Advisory teachers. Resources are made available in the counselor’s office, during Advisory class, and on the school’s website.
• The school coordinates awareness, tutoring and support preparation for PSA, SAT and/or ACT exams, and includes CSU Early Assessment into our college-readiness program.
• With the passage of AB 484, students in their junior year take the CAASPP grade 11 English and math assessments that will be used for the Early Assessment Program (EAP) effective as of spring 2015. Students who exceed the state standard at grade level on EAP are exempt from taking the CSU Placement Test (Entry Level Mathematics (ELM) and or the English Placement Test (EPT). Students who exceed the state standard at grade level in the EAP will be will also be able to participate in college level math and English courses at a CSU campus their Freshman year in college.
• Secondary students take CSU 11th grade early entrance assessment and CSU placement tests as a key indicator of college-readiness, and student performance data from the results of college-readiness exams (i.e. PSAT, SAT, ACT) is collected and analyzed to monitor student preparation for college level coursework.
• In order to support transfer students in meeting graduation and college entrance requirements, school staff will evaluate transcripts and schedule students in classes that meet their specific needs. If necessary, on-line options will be offered as will possible Community College classes and summer school. Expenses related to online options and summer school will be paid by ACRAHS #16. Families are eligible for fee waivers to cover the cost associated with Community College classes for credit recovery.

Each individual student maintains an electronic portfolio to document progress and next steps of meeting college-entrance requirements. Parents receive have access to their child’s portfolio with a guide to plan for success during orientation. Parents participate in learning about and supporting their child’s preparation for meeting college-entrance requirements. Each student is required to have a college-entrance or post-secondary plan including applications submitted at the conclusion of their senior year to colleges, the work force or the military. This plan is something that faculty and staff work closely with each student to complete. Students also receive assistance in completing and submitting referenced applications. While it would be very rare for students not to complete this task, failure to do so would not prevent them from graduating.

**Transition to Common Core**

ACRAHS 16 has made the transition to Common Core through the Alliance strategic plan to transition to the Common Core State Standards (CCSS) and Assessments. The transition began in 2011-12 and by 2013, summer training provided all teachers with instructional guides based on CCSS.

As of fall 2014-15, ACRAHS 16 is fully implementing CCSS, using Common Core aligned curriculum. Next Generation Science Standards are being implemented in science and science and history/social science are integrating CC Literacy Standards. In addition, the ELD standards are integrated throughout all content area instruction.

On-going support throughout the transition is being provided by school and Alliance leadership through:
- Alliance-wide PD days throughout the year to support collaboration around anchor curriculum and assessments for CCSS.
- Differentiated professional development offered in blended and face-to-face venues focused on CCSS.
- On-site support for observing and providing feedback to teachers on key shifts.
- PD courses for leaders offered to continue to differentiate professional learning for principals and assistant principals.
- Digital content in history & science vetted for alignment to new standards and made available to all teachers.
- Benchmark assessments.
- On-site, differentiated coaching support.
- Online coaching to augment in-person coaching support.
- Professional development regarding integrated and designated ELD

Curricular and Instructional Materials

ACRAHS 16 attests that each pupil in the school will have sufficient instructional materials in each subject area consistent with the content and cycles of the curriculum frameworks adopted by the California Department of Education.

Each spring, the principal, in consultation with staff, identifies areas of need and orders materials for the following year. Curriculum, materials, and instructional activities are selected based on their rigor and their relevance to supporting our goal of achieving proficient to advanced performance on standards, meeting A-G course requirements, and preparing students to graduate ready for college.

ACRAHS 16 relies on both digital content/resources and/or hard copy textbooks. Below are lists of all current content resources utilized by the school for each grade level and subject. Programs that have specific tools to support ELL students are also indicated.

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A target ratio of one computing device for every student in grades 9-12 ensures students adequate access to technology for effective use in student learning, common core and digital classroom instruction, data management, CAASPP online state assessments and communication. Classroom teachers are also provided computing devices and use consistent data systems for monitoring student performance, managing grades, and internal school and network communication with other schools.
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*To date, no specific texts are used specifically for ELD instruction.*

As noted previously, the needs of the school are evaluated each year and textbooks, digital content/resources, curriculum and other instructional materials are adjusted accordingly.

**Alliance High School Graduation Requirements**

Alliance high school graduation requirements are in alignment with the following University of California (UC) and California State University (CSU) "A-G" minimum undergraduate:

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<td>(B) English (College Prep English, AP recommend)</td>
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<td>(C) Mathematics (Algebra 1, Algebra 2, Geometry, Integrated Math, Pre-Calculus, Calculus or Statistics)</td>
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<td>(D) Laboratory Science (1 Biological Science &amp; 1 Physical Science)</td>
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<td>(E) Language Other Than English (LOTE)</td>
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<td>(F) Visual and Performing Arts (1 year same content)</td>
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<tr>
<td>(G) Additional Academic Electives are required. These include a third year of science, foreign language and a fourth year of math, social science, advanced visual or performing arts.</td>
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Requirements include:

- Unit/Credit requirements for graduation: 230 (see break down by subject area in comprehensive course list that follows)
- Total Minimum A-G Credits required: 160
- Course requirements for graduation: Pass all courses with a grade of C or higher (basic proficiency) to receive course credit.
- Core Courses offered may be Standard Core, Honors or Advanced Placement.
- Advanced Placement Courses and Exams may be offered on site or online.
- Passing score on new state test for high schools.

Our mission is that all high school students will pass all A-G and elective courses with a grade of C or better to graduate in 4 years with a minimum of 230 credits. To best serve students who are not on track to meet these goals, the following supports are provided:

- Summer Session Credit Recovery
- Online Credit Recovery
- Academic Support classes in English and or Math
- Tutoring After School or Saturdays
- Gateway Concurrent Enrollment in LA City College for eligible 11th Graders at Risk of Not Graduating

Gateway to College is a dual-enrollment credit recovery program in which students are simultaneously enrolled at an Alliance School earning their high school diploma and at Los Angeles City College (LACC) earning significant college credit. Specifically, the program supports credit deficient students who are unlikely to graduate high school on time or would otherwise drop out. Depending on their individual credit needs, students may take one to two years to complete the program. These supports are provided for all students in need including all subgroups and students transferring in to the school.

Students who are still unsuccessful in meeting the Alliance 230 credit "a-g" high school graduation requirement and/or do not pass the the new state test for high schools by the end of the summer following their 4th year, are welcomed to attend a 5th year or attend until requirements are successfully met.
# Current Course List

The table below shows all current course offerings for all grades served by ACRAHS 16. Those with an asterisk indicate courses which meet A-G and graduation requirements.

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September 2015

Alliance College-Ready Academy High School 16
Alliance College-Ready Public Schools

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<th>Electives and Other Courses/Area of Study Required for graduation/A-G Requirements</th>
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<td>College Ready English</td>
<td>College Ready Math</td>
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<td>Sociology A</td>
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<td>Common Core Intro to Journalism A*</td>
<td>Common Core Intro to Journalism B*</td>
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<td>Common Core Intro to Journalism B*</td>
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- Courses that meet A-G and graduation requirements.

All A-G courses are transferable to other public schools, and meet the rigorous requirements for admission to both the UC and state university systems. Parents receive notification of course transferability in student recruitment and student enrollment materials, which are available in both English and Spanish. ACRAHS 16 college counselors also work closely with students and families to ensure that they are well aware of requirements and where each child stands in relation to those requirements.

Upon enrollment all students are given a series of diagnostic survey assessments. These indicate needs to be met as part of the student's Personal Learning Plan and the student’s English Language status. Results of initial diagnostic testing for entering students determine student placement in math and determine students' need for intervention electives and tutoring in math and English language arts. Objective written tests, teacher recommendation and student participation in student-led self review conferences are used to evaluate student progress and their need for more individualized help to reach the required proficiency in grade level standards. All students have access to the grade level core curriculum. Students at risk participate in an extended learning program to provide more time for learning and to accelerate their progress. All students are eligible to take all classes, including Advanced Placement (in grades 9-12). Students who show a continued lack of progress are served as detailed under No Child Left Behind and/or the Meeting the Needs of All Students section below, depending on individual student needs.

**Comprehensive Alliance Course Catalogue with Course Descriptions**

**English**

All students must be enrolled in an English class every semester and must earn a total of 40 units of English credit in to graduate. All Alliance English courses comply with required California standards for English Language Arts.
COMMON CORE ENGLISH 9A/9B (Year) Freshman
UC Approved (b)
Description: The goal of the Grade 9 Common Core English course in ELA is to build in each student, by the time they complete secondary school, the stamina and strategies for reading independently and deeply across the range, quality, and complexity of texts included in the curricula. To do so, the Grade 9 Common Core English course provides ample time for independent reading of texts of their choice while helping them to develop a repertoire of strategies for understanding rich and complex literature as well as informational texts required for college and career readiness.

COMMON CORE ENGLISH HONORS 9A/9B (Year) Freshman
UC Approved (b)
Description: English 9 Honors is a literature-based course that focuses on the development of fluency in the English language through the study of the literary genres and historically and culturally significant works and authors from American and world literature. Students will develop professional speaking and listening skills by conducting and participating in in-depth discussions and be asked to compose well-written analytical responses to fiction and non-fiction classic and contemporary selections. Students will be asked to write in multiple genres, including argumentative, informational, and narrative forms. This class is designed for highly motivated 9th graders who demonstrate exceptional ability in English and are willing to read and write extensively both in and out of class. The curriculum is designed to help students develop their academic English reading, writing, speaking and listening fluency through literary analysis and research writing projects, the study of English grammar and mechanics, vocabulary exercises and class discussion. This course covers the same content as English 9 at an accelerated pace and in greater depth and is designed to prepare students to take English 10 Honors and AP English courses junior and senior year. This course is aligned with the Common Core State Standards and will follow Pearson’s Common Core Curriculum.

COMMON CORE ENGLISH 10A/10B (Year) Sophomore
UC Approved (b)
Description: The goal of the Grade 10 Common Core English course in ELA is to build in each student, by the time they complete secondary school, the stamina and strategies for reading independently and deeply across the range, quality, and complexity of texts included in the curricula. To do so, the Grade 10 Common Core English course provides ample time for independent reading of texts of their choice while helping them to develop a repertoire of strategies for understanding rich and complex literature as well as informational texts required for college and career readiness.

COMMON CORE ENGLISH HONORS 10A/10B (Year) Sophomore
UC Approved (b)
Description: This course will focus on reading, writing, and speaking, and will be more reading and writing intensive than the regular level course. Students will read and analyze prose written in a variety of periods, disciplines, and rhetorical contexts. Students will write and speak in a variety of rhetorical modes, namely argument, expository, and narration. Students will formulate skillful judgments of their own and deliver focused and coherent presentations that convey clear perspectives and solid reasoning. Students will develop the conventions of standard English grammar and usage when writing or speaking.

COMMON CORE ENGLISH 11A/11B (Year) Junior
UC Approved (b)
Description: The goal of the Pearson Common Core System of Courses in ELA is to build in each student, by the time they complete secondary school, the stamina and strategies for reading independently and deeply across the range, quality, and complexity of texts included in the curricula. To do so, each Common Core course in ELA provides ample time for independent reading of texts of their choice while helping them to develop a repertoire of strategies for understanding rich and complex literature as well as informational texts required for college and career readiness.
COMMON CORE ENGLISH HONORS 11A/11B (Year) Junior  
UC Approved (b)  
Description: The 11th grade experience consists of five 28-30 day units with two 5-day assessment units following units 2 and 3. Over the course of the year there is a steady progression in text complexity levels, sophistication of writing tasks, speaking and listening activities, and increased opportunities for independent and collaborative work. Rubrics and student models accompany all writing assignments. Students engage in close reading of classical and contemporary complex texts. They write in the argument, informational, and narrative genres and engage in speaking and listening activities throughout the year.

COMMON CORE ENGLISH 12A/12B (Year) Senior  
UC Approved (b)  
Description: The goal of the Pearson Common Core System of Courses in ELA is to build in each student, by the time they complete secondary school, the stamina and strategies for reading independently and deeply across the range, quality, and complexity of texts included in the curricula. To do so, each Common Core course in ELA provides ample time for independent reading of texts of their choice while helping them to develop a repertoire of strategies for understanding rich and complex literature as well as informational texts required for college and career readiness.

COMMON CORE ENGLISH HONORS 12A/12B (Year) Senior  
UC Approved (b)  
Description: 12th grade Common Core Honors is an expository-based course that focuses on developing argumentative reasoning and writing skills in order to prepare students to be successful in a college-level ELA composition course. The course is thematically designed to engage students in social justice matters, as well as real-life scenarios. The progression of units contributes to an end-of-the-year culminating assessment which involves a senior research project and presentation.

EXPOSITORY READING & WRITING A/B (Year) Senior  
UC Approved (b)  
Description: The goal of this course is to prepare college-bound seniors for the literacy demands of higher education. Through a sequence of fourteen rigorous instructional modules, students in this yearlong, rhetoric-based course develop advanced proficiency in expository, analytical, and argumentative reading and writing. The cornerstone of the course – the assignment template – presents a process for helping students read, comprehend, and respond to nonfiction and literary texts. Modules also provide instruction in research methods and documentation conventions.

AP ENGLISH LANGUAGE & COMPOSITION A (Year) Junior  
UC Approved (b)  
Description: Advanced Placement Junior English prepares students for the Advanced Placement Examination in Language and Composition. The class is an exploration of American Literature from the Puritan period to the post-Civil War period. Students will also study examples of non-fiction prose to develop an appreciation for diction, syntax, and style and an understanding of the methods of argumentation (rhetoric). Students must become acquainted with different techniques of writing style and be able to use them in their own writing. Students must be able to read well, understand grammar, and employ composition skills with a high level of competence before entering this course.

AP ENGLISH LANGUAGE & COMPOSITION B (Year) Juniors  
UC Approved (b)  
Description: This course continues the first semester's study of American literature and extends it into the modern period. Students will continue their study of diction, syntax, style, and rhetorical techniques for use on the AP Language Exam administered in May. In the five weeks preceding the exam, students will complete a variety of activities intended to prepare them for the examination.
Following the AP examination, students will engage in an intensive study of the techniques of poetry, its meaning, techniques, and forms.

**AP ENGLISH LITERATURE & COMPOSITION A** (Year) Seniors
**UC Approved (b)**
**Description:** This senior level course will continue the study of poetry introduced in AP Junior English B. A Shakespearean play and two or three novels and/or plays will be included in the literature requirements. Students will study Chaucer, sixteenth century poetry, and other pre-eighteenth century literature. Students will be required to write a minimum of 3 lengthy essays of literary analysis in addition to a personal essay appropriate for college applications.

**AP ENGLISH LITERATURE AND COMPOSITION B** (Year) Seniors
**UC Approved (b)**
**Description:** AP English B is a course designed to help students sharpen their analytical skills and to structure their review of literature in preparation for the challenging AP Exam in Literature and Composition. The course includes analysis of various types of literature, such as poetic explication, as well as the study of techniques involved in the writing of timed essays of analysis. Students are expected to read well and employ composition skills with a high level of competence before entering this course. Students will write approximately one essay per week and reread and analyze six to eight works of literary merit in the first quarter of the course. In the five weeks preceding the exam, students will complete a variety of activities intended to prepare them for the rigorous examination. Following the AP exam, students will complete independent projects related to literature.

**ENGLISH LANGUAGE DEVELOPMENT 1A/1B** (Year) Freshman, Sophomore, Junior, Senior
**NOT UC APPROVED**
**Description:** ELD I provides communication-based, content-based, and literature based activities delivered through research-based instructional strategies appropriate for English learners in the beginning and low early intermediate levels of language proficiency. The student learning and performance goals are based on the California ELD Standards for grades 9-12, Emerging level. The emphasis at this level is on listening comprehension, oral production in English, vocabulary development and fluency. Instruction also includes academic vocabulary for the content areas, and informational and functional reading skills based on classroom and student experiences. Literature selections reflect the culture and ethnicity of the students enrolled in the course. Students will participate in writing lessons using the language experience approach and shared and guided writing strategies which allow writing skills to develop in a scaffolded environment. Students' primary language skills will be assessed to determine the amount of instruction needed in beginning literacy skills such as phonemic awareness and decoding. In addition to mastering literacy and English skills, students will become acquainted with United States culture and traditions, knowledgeable of the school's facilities and procedures, aware of community organizations and services, and familiar with bilingual/bicultural opportunities.

**ENGLISH LANGUAGE DEVELOPMENT 2A/2B** (Year) Freshman, Sophomore, Junior, Senior
**NOT UC APPROVED**
**Description:** English Language Development (ELD) II continues the development of listening, speaking, reading and writing skills in English with increased focus on reading and writing. Instruction is delivered through research-based instructional strategies appropriate for English learners in the mid to high early intermediate levels of language proficiency. The students learning and performance goals for the course are based on the California ELD Standards for grades 9-12, Emerging level. Students begin to understand and use language and information in a wide range of situations. Control of basic grammar is evident but may be inconsistent. Reading comprehension skills include interpreting reading passages, developing critical and evaluative reading skills, and applying their reading ability to solve problems. Instruction also includes academic vocabulary for the content
areas, and informational and functional reading skills. Fluency practice continues as the rigor of the academic language increases. In addition, emphasis is placed on summary writing, note-taking strategies, generating questions, answering questions, narrative text structure, and strategies for reading content-area textbooks. Students continue to explore bilingual/bicultural career opportunities.

**ENGLISH LANGUAGE DEVELOPMENT 3A/3B (Year)** Freshman, Sophomore, Junior, Senior

**NOT UC APPROVED**

**Description:** English Language Development (ELD) III is an intensive course of academic English instruction that is delivered through research-based instructional strategies appropriate for English learners in the intermediate level of language proficiency. The student learning and performance goals for the course are based on the California ELD Standards for grades 9-12, Expanding level, and the California Language Arts Standards assessed on the CAHSEE. Emphasis is placed on the reading and writing processes and students learn the distinctions among the various reading and writing genres. Students communicate ideas and information orally and in writing with increased confidence and for different audiences and purposes. Instruction continues to assist students in developing appropriate academic language and learning strategies. Students continue to explore bilingual/bicultural career opportunities.

**ENGLISH LANGUAGE DEVELOPMENT 4A/4B (Year)** Freshman, Sophomore, Junior, Senior

**UC Approved (b)**

**Description:** English Language Development (ELD) IV is an intensive course of academic and university preparatory English instruction that is delivered through research-based instructional strategies appropriate for English learners in the early advanced and advanced levels of language proficiency. The student learning and performance goals for the course are based on the California ELD Standards for grades 9-12, Bridging level, and the Language arts Standards assessed on the CAHSEE. This course is designed to engage English learners in higher-level speaking, reading, writing, listening, and evaluating exercises using a variety of reading in essays, novels, short stories, drama and expository genres. Speeches and writing will include the use of reflection, supported claims and assertions, primary and secondary sources, and point of view. The elements of composition (grammar, usage and mechanics) and the conventions of the English language will be taught through the study of models, test exercises, students’ writing, and outside reading. In order to ensure that students will be successful in all college preparatory content classes, the following research supported cognitive strategies will be explicitly taught during this course: predicting, activating, inferring, monitoring-clarifying, questioning, searching-selecting, summarizing, visualizing-organizing, analyzing author’s craft and purpose, and self monitoring while reading (McEwan, 2007; Harvey, 2000; Zimmerman and Keene, 1997; Pressley, 2000). This course prepares students to succeed in college preparatory grade level mainstream. In addition, students will continue to explore bilingual/bicultural opportunities.

**ENGLISH ELECTIVES**

**CC READING A/B (Year)** Freshman, Sophomore, Junior, Senior

**UC Approved (g)**

**Description:** This class will improve fundamental reading skills, including word-attach skills, vocabulary development, reading comprehension, fluency and interpretation. Extensive opportunities
for applying reading strategies before, during and after reading will be provided. Critical analysis skills in relationship to various texts will be introduced to guide students toward college level reading.

**CC CREATIVE WRITING A/B (Year) Freshman, Sophomore**

**UC Approved (g)**

**Description:** The course gives students strategies and practice in writing poetry, prose, and criticism. By studying short stories, poetry, and novel selections, students will learn to read as a writer and write with knowledge of literary techniques in mind. Through large, small group, and independent study, students will discuss and analyze the aesthetic values of word choice, the structure of a story, and the demands of finding one’s own voice. Students will also acquire tools for improving their writing skills with particular emphasis on revision. A student in this course will have to tolerate, and perhaps live with, constructive criticism. Openness is a must.

**CC CREATIVE WRITING 11/12 (Year) Junior, Senior**

**UC Approved (g)**

**Description:** Students in this course will experiment with both fiction and non-fiction writing in all manner of ways--poetry, prose, and perhaps some alternative mediums (think comic book and podcast). The course will focus on the generation and exploration of writing through trial and error, as well as discussion. A student in this course will have to tolerate, and perhaps live with, constructive criticism. Openness is a must.

**NON-UC ELA ELECTIVES:**

**COMMON CORE ENGLISH SUPPORT 9A/9B (Year) Freshman**

**NOT UC APPROVED**

Support class for student enrolled in English 9 CC (Grade 9 Common Core English)

**COMMON CORE ENGLISH SUPPORT 10A/10B (Year) Sophomore**

**NOT UC APPROVED**

**Description:** Support class for student enrolled in English 10 CC (Grade 10 Common Core English) that engages students in the development of literacy skills through the Literacy Framework of questioning/inquiry, reading, writing, and speaking/listening every day.

**COMMON CORE ENGLISH SUPPORT 11A/11B (Year) Junior**

**NOT UC APPROVED**

**Description:** Support class for student enrolled in English 11 CC (Grade 11 Common Core English)

**MATHEMATICS**

Students are required to take a minimum of 3 years of math course work. Students are highly encouraged to take a math course all four years of high school to be college ready and begin college level math, as determined in their college math placement exam. The department offers honors and Advanced Placement courses in several content areas as well as a wide array of electives. Prerequisites for honors and AP courses are explained under specific course headings.

**CC INTEGRATED MATH 1A/1B (Year) Freshman**

**UC Approved (c)**

**Description:** Integrated Math 1 is the first of a sequence of three courses from Integrated Math 1, 2, and 3. This course is a quarter course that is intended to be used for double blocking math for
students needing more math instruction at a slower rate. The first half of the course focuses on functions, algebra, and the number system. It uses functions as models of real situations and spends most of the time on linear functions, linear equations, and linear inequalities. The second half of the course is focused on Geometry: defining and constructing geometric constructs, using rigid motions to develop proofs of congruence and other geometric properties, and using geometric shapes to model natural objects. The second half also includes Statistics: students summarize, represent, and interpret various types of data.

CC INTEGRATED MATH 1A1/1A2, CC INTEGRATED MATH 1B1/1B2 (Year) Freshman
UC Approved (c)

Description: Integrated Math 1 is the first of a sequence of three courses from Integrated Math 1, 2, and 3. This course is a quarter course that is intended to be used for double blocking math for students needing more math instruction at a slower rate. The first half of the course focuses on functions, algebra, and the number system. It uses functions as models of real situations and spends most of the time on linear functions, linear equations, and linear inequalities. The second half of the course is focused on Geometry: defining and constructing geometric constructs, using rigid motions to develop proofs of congruence and other geometric properties, and using geometric shapes to model natural objects. The second half also includes Statistics: students summarize, represent, and interpret various types of data.

CC INTEGRATED MATH 2A/2B (Year) Sophomore
UC Approved (c)

Description: Integrated Math 2 is the second of a sequence of three courses: Integrated Math 1, 2, and 3. The first half of the course explores algebraic representations of geometric figures and quadratic functions and equations, including complex numbers. It uses quadratic functions as models of real situations and explores graphs, functions, and equations. The second half of the course focuses on similarity, exponential functions, probability, and geometric models.
CC INTEGRATED MATH 2A1/2A2, CC INTEGRATED MATH 2B1/2B2 (Year) Sophomore
UC Approved (c)
Description: Integrated Math 2 is the second of a sequence of three courses: Integrated Math 1, 2, and 3. This course is a quarter course that is intended to be used for double blocking math for students needing more math instruction at a slower rate. The first half of the course explores algebraic representations of geometric figures and quadratic functions and equations, including complex numbers. It uses quadratic functions as models of real situations and explores graphs, functions, and equations. The second half of the course focuses on similarity, exponential functions, probability, and geometric models.

CC INTEGRATED MATH 3A/3B (Year) Junior
UC Approved (c)
Description: Integrated Math 3 is the third of a sequence of three courses, Integrated Math 1, 2, and 3. The first half of the course extends previous work with geometry to circular objects and trigonometry. It uses trigonometric functions as models of real situations and explores them as graphs, functions, and equations. The second half of the course focuses on volume, general principles about polynomials and rational expressions, functions, and making conclusions about a population from sample data.

CC INTEGRATED MATH 3A1/3A2, CC INTEGRATED MATH 3B1/3B2 (Year) Junior
UC Approved (c)
Description: Integrated Math 3 is the third of a sequence of three courses, Integrated Math 1, 2, and 3. This course is a quarter course that is intended to be used for double blocking math for students needing more math instruction at a slower rate. The first half of the course extends previous work with geometry to circular objects and trigonometry. It uses trigonometric functions as models of real situations and explores them as graphs, functions, and equations. The second half of the course focuses on volume, general principles about polynomials and rational expressions, functions, and making conclusions about a population from sample data.

CC INTEGRATED MATH 3 HONORS A/B (Year) 10-11
UC Approved (c)
Description: Integrated Math 3-honors is the third of a sequence of three courses, Integrated Math 1, 2, and 3h. This course is a single blocked class (2hrs 2 days a week, with 1 hour 1 day a week) that is intended to be used for students looking for an accelerated pathway to Calculus. IM3-honors is a blend of IM3 and pre-calculus. The first half of the course extends previous work with geometry to circular objects and trigonometry. Framed by the unit circle, it uses trigonometric functions and their graphs as models of real situations to be used for mathematical modeling. Trigonometry of acute and obtuse angles will be explored to solve abstract and applied mathematical problems. The second half of the course focuses on volume, detailed analysis of polynomials and rational functions, inverse functions, and trigonometric equations. The semester continues with students making inferences and justifying their conclusions about a population from sample data while exploring important factors relevant to randomly sampled population data. The semester closes with an in-depth look into a variety of algebraic, logarithmic/exponential and trigonometric functions, their inverses, and the algebraic and graphical impacts of rigid and non-rigid transformations.

CC INTEGRATED MATH 3A1/3A2 HONORS, CC INTEGRATED MATH 3B1/3B2 HONORS (Year) 10-12
UC Approved (c)
Description: Integrated Math 3-honors is the third of a sequence of three courses, Integrated Math 1, 2, and 3h. This course is a double blocked class that is intended to be used for students looking for an accelerated pathway to Calculus. IM3-honors is a blend of IM3 and pre-calculus. The first half of the course extends previous work with geometry to circular objects and trigonometry. Framed by the unit circle, it uses trigonometric functions and their graphs as models of real situations to be used for mathematical modeling. Trigonometry of acute and obtuse angles will be explored to solve abstract and applied mathematical problems. The second half of the course focuses on volume, detailed analysis of polynomials and rational functions, inverse functions, and trigonometric equations. The semester
continues with students making inferences and justifying their conclusions about a population from sample data while exploring important factors relevant to randomly sampled population data. The semester closes with an in-depth look into a variety of algebraic, logarithmic/exponential and trigonometric functions, their inverses, and the algebraic and graphical impacts of rigid and non-rigid transformations.

PRE-CALCULUS A/B (Year) Sophomore, Junior, Senior
UC Approved (c)
Description: Pre-Calculus Non-Honors begins the year with an in-depth review of some of the topics of Algebra II such as: conic sections, exponential and logarithmic functions, sequences and series, statistics and probability, and matrices and determinants. Vectors, polar and parametric equations, and limits are also introduced. The second semester studies Trigonometry including triangle trigonometry, trigonometric graphs and identities, and trigonometric applications. This course is designed for those students who will be taking Calculus in college.

CALCULUS A/B (Year) Sophomore, Junior, Senior
UC Approved (c)
Description: Calculus blends the concepts and skills that have been mastered in prerequisite mathematics courses. It includes limits; differentiation; maxima and minima, and the chain rule for polynomials, rational functions, trigonometric functions, and exponential functions. There is also an introduction of integration with applications to area and volumes of revolution, in addition to a further development of integration, inverse trigonometric and logarithmic functions, techniques of integrations, and applications which include work and pressure. Other topics covered are infinite series, power series, Taylor’s formula, polar coordinates, parametric equations, introduction to differential equations, and numerical methods.

AP CALCULUS AB –A/B (Year) Junior, Senior
UC Approved (c)
Description: This class is the beginning of calculus. Topics covered include functions, limits, continuity, and differentiation rules for elementary functions, trig functions, logarithmic and exponential functions. Applications of the derivative are covered extensively. An introduction to the definite integral and integration are also included.

AP CALCULUS BC –A/B (Year) Selected Senior
UC Approved (c)
Description: This course is designed for students with a strong background in mathematics who want the challenge of a rigorous and fast-paced course in calculus. The content of the course is closely aligned to the College Board course description’s outline of topics. The course is equivalent to the first 2 courses (whether semester or quarters) of a college sequence Calculus course.

STATISTICS A/B (Year) Sophomore, Junior, Senior
UC Approved (c)
Description: This non-AP course covers the basic principles of descriptive statistics, exploratory data analysis, design of experiments, sampling distributions and estimation, and fitting models to data. Statistical concepts are studied in order to understand related methods and their applications. Other topics include probability distributions, sampling techniques, binomial distributions, and experimental design. Applications involving games of chance, business, medicine, policy-making, the natural and social sciences, and sports will be explored. A graphing calculator (Texas Instruments TI 83+) is used extensively as a learning tool and is required for the course.

AP - STATISTICS A/B (Year) Seniors
UC Approved (c)
Description: The purpose of the AP Statistics is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. This course draws connections between all aspects of the statistical process, including design, analysis, and conclusions. Additionally, using the vocabulary of statistics this course will teach students how to communicate statistical methods, results
and interpretations. Students will learn how to use graphing calculators and read computer output in an effort to enhance the development of statistical understanding.

**NON-UC MATH COURSES**

**CC ENTRY LEVEL MATHEMATICS PREP A/B (Year) Senior**

**NOT UC APPROVED**

**Description:** Course is designed to prepare students for the Entry Level Mathematics (ELM) placement test that the California State University system offers. Students deemed with "Conditional" or "Not Yet Demonstrating" statuses can benefit from this course. Ultimately, students who successfully pass the ELM exam will be eligible to register for a credit bearing collegiate math course at the CSU system.

**CC INTEGRATED MATH SUPPORT 1A/1B (Year) Freshman**

**NOT UC APPROVED**

**Description:** Integrated Math 1 Support will be utilized as a support class for students enrolled in Integrated Math 1. This course directly aligns to the Integrated Math 1 course. The first half of the course focuses on the needs of individual students based on the following: Functions, Algebra, and the Number System. It uses functions as models of real situations and spends most of the time on linear functions, linear equations, and linear inequalities. The second half of the course is focused on the needs of individual students based on Geometry: defining and constructing geometric constructs, using rigid motions to develop proofs of congruence and other geometric properties, using geometric shapes to model natural objects. The second half also includes Statistics: students summarize, represent, and interpret various types of data.

**CC INTEGRATED MATH SUPPORT 2A/2B (Year) Freshman**

**NOT UC APPROVED**

**Description:** This yearlong math elective will be taken in conjunction with to the Integrated 2 Math course. Integrated Math Support is an intervention course, which provides an individualized curriculum for each student, to close the identified skill gaps (i.e. pre-requisite skills and misconceptions of whole numbers and quantities, complex number systems, arithmetic with polynomials and rational expressions fractions, integers, geometric functions). Students will be exposed to a variety of topics in Integrated Math Support so that they will develop a frame of reference and background knowledge for the class. Once skill gaps are almost closed, these students will receive targeted practice on essential academic content.

**CC INTEGRATED MATH SUPPORT 3A/3B (Year) Freshman, Sophomore, Junior**

**NOT UC APPROVED**

**Description:** Support class for students enrolled in Integrated Math III.

**HISTORY/SOCIAL SCIENCE**

Students are required to take 3 years of course work in the Social Studies department: World History (sophomore year), United States History (junior year), and one semester each of Government and Economics (senior year). The department offers honors and Advanced Placement courses in several content areas as well as a wide array of electives. Prerequisites for honors and AP courses are explained under specific course headings.

**WORLD HISTORY A/B (Year) Sophomore**

**UC Approved (a)**

**Description:** Students study major turning points that shaped the modern world, from the late 18th century through the present. Students trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues. Students will develop an understanding of current world issues and relate them to historical, geographic, political, economic, and cultural contexts. Assignments focus on historical methods and critical thinking skills by analyzing a variety of primary resource documents, visuals, artifacts, and maps.
WORLD HISTORY HONORS A/B (Year) Sophomore  
UC Approved (a)  
Description: Students study major turning points that shaped the modern world, from the late 18th century through the present. Students trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues. Students will develop an understanding of current world issues and relate them to historical, geographic, political, economic, and cultural contexts. Assignments focus on historical methods and critical thinking skills by analyzing a variety of primary resource documents, visuals, artifacts, and maps. This honors level course will address topics with greater depth and rigor.

AP EUROPEAN HISTORY – A/B (Year) Sophomore  
UC Approved (a)  
Description: European History Advanced Placement prepares academically-accelerated college-bound students for the College Board’s AP national exam. This course is equivalent to a college level introductory course in European history, with an emphasis on the general narrative of European history from 1450. Students should be prepared for a rigorous course requiring approximately 30 pages of weekly college level reading assignments. Students are expected to evaluate historical materials, use and analyze primary sources, and writing examinations. This course fulfills the district World history requirement.

AP WORLD HISTORY A/B (Year) Sophomore  
UC Approved (a)  
Description: AP World History is the equivalent of a college-level survey course in world history. This World History course provides a way to understand history and a foundation from which to view the complexities of today's world. Its emphasis is on encounters and interactions. The long-term objective is for students to demonstrate an understanding of how the big picture of world history assists in understanding the complexities of today's world. Students, who complete this course and perform successfully on the Advanced Placement Exam in May, have the ability to earn college credit from a participating college or university.

UNITED STATES HISTORY A/B (Year) Junior  
UC Approved (a)  
Description: This course traces the development of the United States from the Spanish American War to the present. Students will review the significant factors responsible for the emergence of the United States as a major world leader.

UNITED STATES HISTORY HONORS A/B (Year) Junior  
UC Approved (a)  
Description: This course is designed to increase student understanding of the American people through the study of social, historical, and cultural events. The course includes a short review of U.S. History up to 1890 followed by a focus on turn of the century to the present day.

AP UNITED STATES HISTORY A/B (Year) Junior  
UC Approved (a)  
Description: AP U.S. History prepares the academically-accelerated college-bound student for the College Board’s AP national exam. AP U.S. History engages students in a detailed study of American history from our earliest origins to the present day. Emphasis is placed on understanding themes, cause/effect relationships and broad examinations of social, political, cultural and economic issues that have shaped our nation. AP U.S. History is an advanced college level course, which emphasizes research, writing, and discussion. Students will be expected to keep up with a rigorous reading schedule that averages 50+ pages per week.
UNITED STATES GOVERNMENT (Semester) Senior
UC Approved (a)
Description: This course is a survey of the government with an emphasis on the National level, including elements of State and local government as well. Students study the U.S. Constitution and examine American political, social, economic and legal systems. The economic and political systems of the major countries of the world are compared and contrasted with those of the U.S.

HONORS UNITED STATES GOVERNMENT (Semester) Senior
UC Approved (a)
This course is a survey of the government with an emphasis on the National level, including elements of State and local government as well. Students study the U.S. Constitution and examine American political, social, economic and legal systems. The economic and political systems of the major countries of the world are compared and contrasted with those of the U.S. This honors level course will address topics with greater depth and rigor.

AP GOVERNMENT/POLITICS U.S. (Semester) Senior
UC Approved (a)
Description: This is an accelerated college-level course focusing on the United States Government. Students will undergo a thorough examination of The Constitution, fundamental rights, political system and major governmental institutions. Students will engage in critical analysis of contemporary political events and will be encouraged to begin to develop their own involvement in both social and political institutions. The course prepares students for the May Advanced Placement American Government Exam.

SOCIAL SCIENCE ELECTIVES

ECONOMICS (Semester) Senior
UC Approved (g)
Description: Students study fundamental economic concepts such as scarcity, opportunity costs and trade-offs, productivity, economic systems, economic institutions and incentives. The course will also include such microeconomics concepts as market and prices, supply and demand, competition and market structure, income distribution and the role of government. Macroeconomics concepts include international trade, unemployment, inflation and deflation, and fiscal and monetary policy.

LATIN AMERICAN STUDIES – A/B (Year) Senior
NOT UC APPROVED
Description: This course, offered in English, is an interdisciplinary introduction to the peoples and cultures of Latin America. Students will explore the social and cultural contexts of Latin America through representative works of literature, contemporary and historical themes, major religions, social structures, gender roles, and politics.

PSYCHOLOGY A/B (Year) Junior, Senior
UC Approved (g)
Description: This course will introduce high school students interested in Physiological Science, Neuroscience, and Psychology to introductory neuroanatomy, the physiology of sensation, motor movement. The course continues with how the brain regulates behavior, including how learning and memory function in neurological systems.

HONORS PSYCHOLOGY A/B (Year) Junior, Senior
UC Approved (g)
Description: This course will introduce students to neuroanatomy, physiology of sensation, and motor movement. This honors class will teach student the physiology of emotion, behavior, learning & memory and social psychology. In addition to introducing students to the scientific study of the active parts of the human mind and consciousness, students will learn experimental design theory, statistics, and conduct and analyze experiments.
AP PSYCHOLOGY A/B (Year) Junior, Senior
UC Approved (g)
Description: AP Psychology is designed to introduce students to the systematic and scientific study of behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principals, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice.

SOCIAL ISSUES (Semester) Sophomore, Junior, Senior
UC Approved (g)
Description: This class examines the issues that affect many or all members of society and are considered to be problems, controversies related to moral values, or both. Students will look at issues that may include gang violence, teen pregnancy, pollution, homelessness, poverty, abortion, war, discrimination, and education. Students will learn about things that effect young people in Los Angeles as well as issues that are national and international. Students will not only learn about these issues; they will work to provide suggestions and solutions as to how these social issues might be worked on by society.

SOCIOLOGY A/B (Year) Junior, Senior
UC Approved (g)
Description: This course provides the opportunity for the scientific study of human society. It is concerned with the behavior of human beings in group situations. The study attempts to bring about an understanding of the basic units and institutions of social life and the social relationships which humans develop in their interactions with one another.

SCIENCE

The Science Department offers a wide variety and level of courses in the areas of life and physical science. Although only two years of science are required for high school graduation (1 year life science & 1 year physical science), many colleges recommend 3 or more years of laboratory science. The science courses are designed to challenge the students at various levels and to engage the students in the scientific process such as making accurate and precise observations, developing hypotheses, designing experiments, gathering and analyzing data, and determining the implications of the results. Students are encouraged to explore all the basic laboratory science courses before specializing in specific Advanced Placement courses.

BIOLOGICAL SCIENCES

ANATOMY AND PHYSIOLOGY A/B (Year) Sophomore, Junior, Senior
UC Approved (d)
Description: Anatomy and Physiology is a rigorous second year Biology course for students interested in biology, medicine and its related professions. Students will be introduced to many lab exercises that will help them to understand both the human body and the importance of correct laboratory procedures. The major concepts of Anatomy and Physiology include homeostasis, energy, and growth and development. These three thematic units will be used as an outline to investigate the 11 human body systems as sub-units.

ANATOMY AND PHYSIOLOGY HONORS A/B (Year) Sophomore, Junior, Senior
UC Approved (d)
Description: Anatomy and Physiology Honors is a rigorous second year Biology lab course, for students wishing to pursue a faster and more in-depth study of topics covered in Anatomy and Physiology. This course is ideal for students interested in medicine and its related professions.
BIOLOGY A/B (Year) Freshman, Sophomore
UC Approved (d)
Biology will fulfill both the laboratory science requirement for colleges and high school graduation requirement. The course will cover topics such as DNA, evolution, photosynthesis, cellular respiration, energy and reproduction. Students are expected to develop scientific thinking; a reasoned approach to problem solving and an understanding of the role biology plays in daily lives.

BIOLOGY HONORS A/B (Year) Freshman, Sophomore
UC Approved (d)
Description: Honors Biology is an in-depth and fast paced approach to biology. Topics to be covered include molecular and cell biology, introductory biochemistry, genetics - individual and population, continuity and diversity of life, survey of the six kingdoms, body systems, and ecological interactions. The topics and depth of coverage will offer a rigorous and challenging introductory life science course for the student who possesses advanced math and reading skills.

AP BIOLOGY A/B (Year) Junior, Senior
UC Approved (d)
Description: AP Biology is designed to be equivalent to a first year college-level general biology course. Students will study materials presented in a rigorous, biochemical oriented introductory college biology course. Required laboratory experiments are part of the course. Students are expected to be independent learners and to devote extensive studying beyond the basic concepts. Details of molecules, Chemistry, cells, genetics, evolution, organisms and populations are included in this course. Students will be prepared to take the Advanced Placement Biology exam in May.

PHYSICAL SCIENCES

CHEMISTRY A/B (Year) Sophomore, Junior
UC Approved (d)
Description: Chemistry will fulfill both the laboratory science requirement for colleges and the high school graduation requirement. The class will cover topics such as atomic structure, nomenclature, bond formation, chemical reactions, gases, reaction rates, thermodynamics and stoichiometric calculations. Students are expected to have a firm foundation in basic algebraic and problem solving skills.

CHEMISTRY HONORS (H) A/B (Year) Sophomore, Junior
UC Approved (d)
Description: Honors Chemistry is designed for students wishing to pursue a faster and more in-depth study of topics covered in Chemistry. It is ideal for students who plan to take AP science courses, including AP Chemistry. Students are expected to have a strong background in analytical problem solving and critical thinking skills.

AP CHEMISTRY A/B (Year) Junior, Senior
UC Approved (d)
Description: This is the equivalent of a first year college course in chemistry and is designed to prepare students for the Advanced Placement Chemistry test. It includes all the material covered in chemistry but at a greater depth. Specific emphasis is placed on problem solving using mathematics. Students taking this course should be prepared for extensive reading, problem solving, and study assignments. This class meets the physical science graduation requirement, and the laboratory science requirement for universities.

INTRODUCTION TO PHYSICS A/B (Year) Freshmen
UC Approved (d)
Description: In this lab-based course, students will explore motion, kinematics, dynamics, momentum, energy, and electricity and magnetism. Through the investigation of real-world applications, students develop their skills in experimental design, logical analysis, and critical thinking. They will investigate how
and why objects move, discover the nature of charge, and examine how the power of electricity can be harnessed. Topics will be investigated from both a qualitative and a quantitative perspective, and mathematics will be integrated throughout the course. Students will use technology to augment instruction, and laboratory investigations will be integrated into course studies. Additionally, engineering and design will be integrated into laboratory and classroom activities.

PHYSICS A/B (Year) 9-12
UC Approved (d)
Description: Students investigate the following topics: energy, forces, motion and matter at a college preparatory level of analysis. Laboratory activities are designed to lead to discovery and appreciation of concepts in these areas.

PHYSICS HONORS A/B (Year) 9-12
UC Approved (d)
Description: Honors Physics is an analytical study of the interactions in the physical world around us. Students will study motion, forces, energy, momentum, sound, light, electricity, magnetism, special relativity and quantum physics, as outlined in the California content standards. Emphasis will be placed on inquiry methods if instruction as explored through labs.

AP PHYSICS 1A/1B (Year) 11-12
UC Approved (d)
Description: AP Physics 1 is structured around the “big ideas” of physics, which encompass core scientific principles, theories, and processes of the discipline. The framework encourages instruction that allows students to make connections across domains through a broader way of thinking about the physical world. Big ideas cut across the traditional physics principles and are supported with enduring understandings, which incorporate the core concepts that students should retain from their learning experiences. Students will cultivate their understanding of physics and science practices as they explore the following topics: kinematics, dynamics, circular motion and universal gravitation, simple harmonic motion, linear momentum, energy and conservation of energy, rotational motion, mechanical waves, electrostatics, and DC circuitry. Laboratory work is a key component of the course, with an emphasis on inquiry-based investigations that provide students with opportunities to demonstrate the foundational physics principles and apply all seven science practices defined in the curriculum framework.

INTERDISCIPLINARY

ENVIRONMENTAL SCIENCE – A/B (Year) 9-12
UC Approved (d)
Description: The goal of environmental science is to provide students with concepts, scientific principles, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems of both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them.

AP ENVIRONMENTAL SCIENCE A/B (Year) 10-12
UC Approved (d)
Description: This is the equivalent of a first year college course in environmental science and is designed to prepare the students for the Advanced Placement Environmental Science test. Students will cover the following topics: ecological principles, geological principles, renewable and non-renewable resources, environmental quality (air, water, & soil pollution), human population dynamics, global changes and their consequences and interdependence of earth’s system (e.g. cycling of matter, biosphere, solid earth, atmosphere, etc.)
STEM: APPLIED SCIENCE AND ENGINEERING A/B (Year) Senior
UC Approved (d)
Description: This project-based course focuses on the integration of science, technology, engineering, and mathematics (STEM) to solve real-world problems. Students will engage in critical thinking, problem solving, and creativity to research, design, and evaluate solutions for open-ended problems that real engineers face in the local and global community. Students will create devices, simulations, and scientific experiments that require the application of engineering design skills as well as math and science knowledge.

NON-LABORATORY (D) SCIENCE

MEDICAL SCIENCE 9 – A/B (Year) Freshmen
UC Approved (g)
Description: This is an introductory course exploring each of the ten human body systems. In addition, the course covers: Medical Terminology, Mental Health, Health Care Careers, and Public Health. This course is the first of a four-year course sequence and will support students’ transition into health care related college majors & careers. This course contains curriculum critical to matriculation as well as service in a work-based learning program.

STEM 9: APPLIED SCIENCE AND ENGINEERING A/B (Year) Freshman
UC Approved (g)
Description: This is an introductory course. Students take on the role of engineers and apply the engineering design process to define and solve problems by inventing and improving products, processes, and systems. They begin to understand the relationships among STEM concepts and practices. Students develop an understanding of how advances in technology affect human society and how human society determines which new technologies will be developed.

WORLD LANGUAGES

SPANISH 1 A/1 B (Year) Freshman, Sophomore, Junior
UC Approved (e)
Description: Students will be introduced to the basic language and culture of the Spanish-speaking world. Language and culture are acquired through meaningful communicative activities centered on real life situations involving everyday common topics. Students develop linguistic proficiency as they perform relevant tasks in the new language.

SPANISH 2 A/2 B (Year) Freshman, Sophomore, Junior
UC Approved (e)
Description: Spanish 2 continues the process of developing the speaking, listening, reading and writing introduced in Spanish 1. Students will increase the number of language functions and expand their knowledge of grammar. Vocabulary and knowledge of culture will expand with authentic materials and real-life situations allowing students to function comfortably as they express themselves in the new language.

SPANISH 3 A/3 B (Year) Junior, Senior
UC Approved (e)
Description: Spanish 3 supports students as they move from the comfort of memorized phrases to the creation of structures that reflect exactly what they want to communicate in the Spanish language. Selection of literature is introduced to increase vocabulary and enhance cultural perspective. Spanish 3 students will continue to communicate completely in Spanish orally and in writing and will be able to produce paragraphs and essays. The primary focus is for students to become independent users of the language.
SPANISH 4 A/4 B (Year) Junior, Senior
UC Approved (e)
Description: This course focuses on the refinement of speaking and listening skills. Much work is devoted to the study of authentic materials. The readings, which include short stories and poems, are used to increase vocabulary and cultural knowledge, and serve as a springboard for oral and written communication.

SPANISH 1-NATIVE SPEAKERS A/B (Year) Freshman, Sophomore, Junior
UC Approved (e)
Description: Spanish I for Native Speakers is designed for students who have been formally exposed to listening, speaking, reading and writing in Spanish and are interested in polishing their skills and acquiring new ones on their native language. The class includes a thorough review of the grammar rules and the orthography of Spanish. Students will read and write extensively, give oral presentations, and participate in debates; all while learning about the fundamental grammatical structures of Spanish and the many ways this language can be used in both formal and informal settings. Students will examine not only linguistic but socio-cultural issues, developing a greater appreciation of their Hispanic heritage.

SPANISH NATIVE SPEAKERS 2 A/2 B (Year) Freshman, Sophomore, Junior, Senior
UC Approved (e)
Description: This course is intended for students who can demonstrate fluency in spoken Spanish and a basic knowledge of written Spanish. This is a comprehensive course covering an introduction to literature, composition, grammar, speech and stories and articles, writing grammatically correct compositions, improving vocabulary, and enhancing listening and speaking skills.

SPANISH NATIVE SPEAKERS 3 A/3 B (Year) Sophomore, Junior, Senior
UC Approved (e)
Description: This course is intended for the student who can prove advanced oral proficiency in Spanish and basic writing skills. It covers oral and written comprehension and production with emphasis on grammatical accuracy. Complex thinking skills are required to analyze a wide variety of short works of advanced literature. By the end of this course students will be adequately prepared to take the AP Spanish Language exam. Students are encouraged to advance to either Spanish Native Speakers 4 OR AP Spanish Literature class the following year.

SPANISH NATIVE SPEAKERS-4 A/4 B (Year) Junior, Senior
UC Approved (e)
Description: This course is intended for the student who can prove advanced oral proficiency in Spanish and basic writing skills. It covers oral and written comprehension and production with emphasis on the refinement of speaking and listening skills. This course is devoted to the study of authentic materials. The readings, which include short stories and poems, are used to increase vocabulary and cultural knowledge, and serve as a springboard for oral and written communication.

SPANISH LANGUAGE HONORS 3 A/3 B (Year) Junior, Senior
UC Approved (e)
Description: This course is for students who have already taken AP Spanish Language and are preparing for AP Spanish Literature. This course is conducted completely in Spanish. Lecture is limited to introductions to authors and/or background information. Students are expected to contribute to class discussions participate willingly. Group activities and presentations are also part of the class, and they add another dimension to learning.

AP SPANISH LANGUAGE A/B (Year) Senior or others with instructor’s approval
UC Approved (e)
Description: The AP Spanish Language course should help prepare students to demonstrate their level of Spanish proficiency across three communicative modes (Interpersonal [Interactive communication], Interpretive [receptive communication], and Presentational [productive communication]), and the five goal areas outlined in the Standards for Foreign Language Learning in the 21st Century (Communication, Cultures, Connections, Comparisons and Communities). The course is meant to be comparable to third
year (fifth or sixth semester) college and university courses that focus on speaking and writing in the target language at an advanced level.

SPANISH LITERATURE HONORS A/B (Year) Juniors, Senior or others with instructor's approval
UC Approved (e)
Description: This course gives students an understanding of Spanish literature of the XIV-XX centuries. Part of that understanding is rooted in the learning of the historical and social context of each piece. Students will understand each piece of literature holds a positive and negative critique from a reader’s point of view. It is the responsibility of each student to be able to understand analyze and explain each critique of the literature pieces read in class.

AP SPANISH LITERATURE A/B (Year) Senior or others with instructor’s approval
UC Approved (e)
Description: The goals of AP Spanish Literature are to prepare students to understand lectures in Spanish and to participate in discussions in Spanish on literary topics, to do a close reading of literary texts of all genres in Spanish, and to analyze critically the form and content of literary works, orally and in writing, using appropriate terminology. The AP Spanish Literature course is intended to be the equivalent of a third-year college Introduction to Hispanic Literature course. It covers authors and works from the literature of Spain and Latin America and centers on the understanding and analysis of literary texts. Students will read works that date from medieval epic poetry to 20th century lyric poetry; from 13th century didactic prose to modern existentialist stories; from Baroque era drama to the plays of Federico Garcia Lorca. By the end of the course, student language ability can generally be equated to that of college students who have completed the typical fifth or sixth semester Spanish Language course in composition, and grammar. AP Spanish Literature promotes and even goes beyond the usual proficiency achieved in the AP Spanish Language course by providing the equivalent of a first content course or, in other words, a survey course.

VISUAL AND PERFORMING ARTS (VPA)

ART 1A/1B (Year) Freshman, Sophomore, Junior, Senior
UC Approved (f)
Description: This course provides instruction in two and three-dimensional art forms. Students will be given the opportunity to develop their skills in drawing, painting and perspective through practice. Students will have exposure to various artists and cultures. Design will be investigated through problem solving activities such as printmaking, sculpture and paper-mache. This course is designed to accommodate beginning and experienced art students.

ADVANCED ART 1A/1B (Year) Sophomore, Junior, Senior
UC Approved (f)
Description: Advanced art teaches students to demonstrate more advanced skill building in drawing and painting production, applying the fundamentals of the elements and principles of fine art and design. In addition, students will learn about artistic philosophy, art criticism, and art history.

ART 2 A/B (Year) Junior, Senior
UC Approved (e)
Description: Students will demonstrate more advanced skills in drawing and painting production, applying the fundamentals of the elements and principals of fine art and design. Students will design individual artworks based on design elements and principals as well as responses to historical, philosophical and cultural prompts.

AP ART HISTORY A/B (Year) Junior, Senior
UC Approved (f)
Description: Advanced Placement History of Art is open to all juniors and seniors. This course satisfies the Visual Performing Art requirement for Cal State and University of California. This course traces the development of man’s artistic accomplishments from prehistory to the present. Emphasis will be placed
on learning to analyze and become articulate about art and architecture in terms of its visual nature, and
cultural context. This course will be conducted in the manner of a college-level art history survey course.
It is recommended that students who take this course have advanced skills in reading, writing and
discussion. Students who pass the Advanced Placement exam for this course may earn college credits
and/or advanced placement in college art courses.

AP STUDIO ART A/B (Year) Junior, Senior
UC Approved (f)
Description: AP Studio Art is a course for students who are seriously interested in the practical
experience of art. AP Studio Art is not based on a written exam; instead students submit portfolios for
evaluation at the end of the school year. The AP Studio Art Program consists of three portfolios - 2-D
Design, 3-D Design and Drawing - corresponding to the most common college foundation courses. AP
Studio Art sets a national standard for performance in the visual arts that allows students to earn college
credit and/or advanced placement while still in high school.

Drawing A/B (Year) Freshman, Sophomore, Junior, Senior
UC Approved (f)
Description: The purpose of this course is to provide a balanced visual arts program, which guides
students to achieve the standards in the visual arts. In Drawing AB, emphasis is on the development of
student's skills and knowledge to improve object representation using line, value, shape, and
composition. The course is centered upon the study of drawing in historical and contemporary times and
aesthetic criteria relevant to their understanding and appreciation. Students’ are prepared for advanced
classes in the visual arts, and with knowledge of careers.

DRAMA A/B (Year) Freshmen, Sophomores, Juniors, Seniors
UC Approved (f)
Description: This academic and performance based course offers a beginning level of the advanced
study of acting. Students will learn how to analyze a play and a part. They will work on monologues and
scenes. Students will also have an opportunity to partake in public performances

DIGITAL DESIGN A/B (Year) Sophomore
UC Approved (f)
Description: This course provides builds upon the concepts learned in Multimedia and takes those
concepts to a higher level. Skills learned in iPhoto will form the foundation for the more advanced skills of
Photoshop. Illustrator will be introduced as the basis for graphic design. Film analyses will continue and
students will learn additional techniques to advance graphic design and filmmaking.

ADVANCED DIGITAL MEDIA A/B (Year) Juniors
UC Approved (f)
Description: This course builds upon the concepts of video production and participation in the pre-
production, production, and post-production processes of filmmaking learned in Digital Design. Film
analyses will continue and students will learn additional techniques to advance graphic design and
analysis in filmmaking. Students will complete service-learning projects that will promote school and
community events.

PHYSICAL EDUCATION

Physical education offers students the opportunity to develop physically, socially, emotionally and
intellectually. Physical Education grades are counted as part of the student's overall high school grade
point average. P.E. is an elective for public charter schools.
INTRODUCTION TO KINESIOLOGY A/B (Year) Senior
UC Approved (g)

Description: This course focuses on body function and movement along with areas of physical and social health for the individual and the family. Students are required to complete analytical reading and expository writing, to explore the preservation and enhancement of human movement, along with human needs through the various life cycles, food composition, and application of modern findings in nutrition. Students will also explore current research related to exercise, movement, and body dynamics. Course work is based on state standards adopted for physical education.

ADV. PHYSICAL EDUCATION 1A (Fall Semester) Freshmen
NOT UC APPROVED

Description: Students will participate on a daily basis in activities aimed at improving their cardiovascular fitness, upper body strength, abdominal strength, and flexibility. Once a week, students will participate in a functional fitness training activity.

ADV. PHYSICAL EDUCATION 1B (Spring Semester) Freshmen

NOT UC APPROVED

Description: Students will continue to work on improving their cardiovascular fitness, upper body strength, abdominal strength, and flexibility through daily activities aimed at preparing students for the California Physical Fitness tests.

ADV. PHYSICAL EDUCATION 2A/2B (Fall Semester) Sophomore
NOT UC APPROVED

Description: Students will continue to develop skills acquired during their freshman year and will be exposed to new activities. The primary emphasis of the sophomore curriculum is individual and dual sports. There or four days a week, students will participate in team or individual sports activities. They will have a choice of two activities throughout the semester from the following selections: basketball, football, softball, and field sports. In addition, one or two days a week, students will participate in personal fitness and weight training. Students will continue to participate three or four days a week in dual, team, and individual sports with golf and tennis as required core activities, choosing two of the following selections: track & field, outdoor education, soccer, and volleyball. In addition, one or two days a week the student will participate in weight training and personal fitness.

PHYSICAL EDUCATION/HEALTH 9A (Fall Semester) Freshmen
NOT UC APPROVED

Description: In addition to the Physical Education 9A course, students will have health lessons every Wednesday, using the book Lifetime Health published by Holt. In the students’ health lessons, students will analyze their health and well being in regards to fitness, disease, abuse, prevention and awareness, communication, family and environmental health. Students will have an opportunity to personalize assignments in order to reflect and develop plans that will foster health habits.

PHYSICAL EDUCATION/LIFE SKILLS 9B (Spring Semester) Freshmen
NOT UC APPROVED

Description: In addition to the Physical Education 9B course, students will have Life Skills lessons every Wednesday to increase student knowledge and ability in skills necessary for everyday living. Topics included will be self-assessment relating to others, post secondary education, careers, employment, consumerism, money management, housing, food, marketing and preparation, clothing choices and care.
YOGA A/B (Year) Freshmen, Sophomore, Junior, Senior  
NOT UC APPROVED  
Description: This course examines the origins, history, and philosophy of yoga. Students learn the fundamentals of yoga practice: the physical poses or asana, and the breathing and meditation practices. Students experience how philosophy and practice are deeply intertwined and how the knowledge of the former enriches the latter. This class will include some, but not be limited to, flow breathe work, hip work, strength and balance work.

WEIGHT TRAINING A/B (Semester) Freshmen, Sophomore, Junior, Senior  
NOT UC APPROVED  
Description: Students will be introduced to progressive resistance training on machines and free weights. Proper technique is emphasized. The class will consist of a series of low-impact flexibility and muscular endurance exercises that facilitate the development of strength and flexibility without bulk. The emphasis is on enhancing core stabilization (abdominal, lower back, hips, and lower body) and general body toning.

STUDENT ADVISORY-ALLIANCE REQUIREMENT

ADVISORY 9 A/B (Year) Freshman  
ADVISORY 10 A/B (Year) Sophomore  
ADVISORY 11 A/B (Year) Junior  
ADVISORY 12 A/B (Year) Senior  
NOT UC APPROVED  
2.5 credits per semester = .5 credits per year  
Description: Advisory is an Alliance curriculum driven course. Students take Advisory all four years of high school. Each student works closely with their Advisory teacher to develop their Individual Learning Plans (ILPs), exploring and setting academic and career goals. Students take part in team building activities, community service opportunities and work on their high school portfolio. Alliance Advisory was designed with the purpose of:
1. Personal and academic success of students  
2. Prepare students to be positive and contributing members of society  
3. Prepare students for school, life and career transitions  
4. Create a community in which all students feel safe, welcome and heard.

ADVISORY 9/HEALTH A  
NOT UC APPROVED  
Description: In addition to the Advisory A class, students will have health lessons every Wednesday, using the book Lifetime Health published by Holt. In their health lessons, students will analyze their health and well being in regards to fitness, disease, abuse, prevention and awareness, communication, family and environmental health. Students will have an opportunity to personalize assignments in order to reflect and develop plans that will foster health habits.

ADVISORY 9/LIFE SKILLS B  
NOT UC APPROVED  
Description: In addition to the Advisory B class, students will have Life Skills lessons every Wednesday to increase student knowledge and ability in skills necessary for everyday living. Topics included will be self-assessment relating to others, post secondary education, careers, employment, consumerism, money management, housing, food, marketing and preparation, clothing choices and care.
STEM ADVISORY A
STEM ADVISORY B
NOT UC APPROVED

Description: The purpose of this advisory is to bring together students who are interested in the field of mathematics and science. This includes but is not limited to students who are interested in mechanical, chemical, electrical, civil, structural, industrial, robotics, or computer engineering, statistics, applied and theoretical mathematics, physics, and computer science. Students in this advisory will be exposed to the aforementioned disciplines and will improve their math and science skills through guest speakers, research and projects. They will be required to participate in the MESA and iSTEM program to take place on some Saturdays and Thursdays. Students in this Advisory will also take college courses in Engineering. Students are also required to complete projects in mathematics and science, plan and execute a STEM symposium/fair, and participate in regular advisory lessons. Students must be able to handle deadlines and pressure, produce quality work, work together in groups, and must be willing to spend additional time outside of the class working on the projects if necessary or when required.

GENERAL ELECTIVES

UC APPROVED ELECTIVES (G)

CC ADVANCED ALGEBRA WITH FINANCIAL APP A/B (Year) Senior
UC Approved (g)
Description: Advanced Algebra with Financial Applications is a college-preparatory course that will use sophisticated mathematics to give you the tools to become a financially responsible young adult. The course employs algebra, pre-calculus, probability and statistics, calculus and geometry to solve financial problems that occur in everyday life. Real-world problems in investing, credit banking, auto insurance, mortgages, employment, income taxes, budgeting and planning for retirement are solved by applying the relevant mathematics. Field projects, computer spreadsheets, and graphing calculators are key components of the course.

ADVANCED RESEARCH SEMINAR A/B (Year) Junior, Senior
UC Approved (g)
Description: Advanced Research Seminar gives students the opportunity to engage in a college-style research project culminating in a lengthy written component and a public presentation. Students will work independently or in small groups to devise, propose, execute, and present a project of original research, ideally with a focus on the community. While topics may vary, this class focuses on extended writing, the research process, and professional presentation.

BIG HISTORY A/B (Year) Freshman
UC APPROVED (g)
Description: Big History is an interdisciplinary course that situates pre-human and human history across vast scales of time and space. The course seeks to unravel a modern story of our interconnected existence, from a Big Bang origin of space and time, through the creation of stars, aggregation of planets, development of the Earth, and geological formation of continents. Next students learn about the evolution of life on Earth; influence of language, interconnectivity and collective learning; and the emergence of agrarian civilizations and the first city-states. Then students explore the rapidly growing economic interdependence among humans and the collision of cultures, the modern industrialized world, and humans’ relationship with the biosphere. Last they look towards the future, and consider the next great thresholds of complexity. An integrative, interdisciplinary approach allows students to study the history of the events that produced our world, and also the history of the disciplines that uncovered them. Big History students integrate the knowledge produced by these disciplines into a coherent historical story—the story of everything—and they place themselves in the context of this big story.

BUSINESS ENTREPRENEURSHIP A/B (Year) Junior, Senior
UC APPROVED (g)
Description: Business through entrepreneurship is a project-based college prep course where students analyze and develop a small business. Students will focus on four goals. They will learn the significance
of math, reading, writing, and communicating to their future within the framework of starting and operating a small business. Students will understand how the market economy and ownership leads to wealth creation. Students learn not only the skills necessary to become entrepreneurs but also the attitudes, characteristic, and techniques in successful entrepreneurs that they will need to succeed. Finally, learn to be able to save and make future investments in order to meet their financial goals in life. Students will learn to build analytical skills through solving complex problems and making sound decisions in order to produce a viable business.

EXPLORING COMPUTER SCIENCE A/B (Year) Freshman, Sophomore, Junior, Senior
UC APPROVED (g)
Description: Exploring Computer Science is designed to introduce students to the breadth of the field of computer science through an exploration of engaging and accessible topics. Rather than focusing the entire course on learning particular software tools or programming languages, the course is designed to focus the conceptual ideas of computing and help students understand why certain tools or languages might be utilized to solve particular problems. The goal of Exploring Computer Science is to develop in students the computational thinking practices of algorithm development, problem solving and programming within the context of problems that are relevant to the lives of today’s students. Students will also be introduced to topics such as interface design, limits of computers and societal and ethical issues.

FILM AS LITERATURE: CINEMATIC ANALYSIS A/B
UC APPROVED (g)
Description: Students enrolled in this course study both as an art form and a form of communication. They are taught to read a film, analyzing its narrative structure, genre conventions, subtext, technical and artistic, factors, and purpose. The emphasis will be on the various language/sign systems and the spectrum of techniques used by film makers in conveying meaning. The course introduces the realistic, classic and formalistic traditions of film making as well as the history of the cinema. In addition, students examine how films often reflect the times and conditions in which they are made, and conversely, how motion pictures sometimes help shape attitudes and values in society. In addition to mise-en-scene analysis, requiring weekly essays, the students will create short film projects.

CC FILM STUDIES: SPANISH LANGUAGE FILM AND CULTURE A/B (Year) Junior, Senior
NOT UC APPROVED
Description: This course has been designed to provide students with a broad introduction to the study of films using Spanish language. In addition to teaching students the vocabulary of film studies, it is intended to provide an overview of: the variety of films made in Spanish-speaking countries; the different approaches through film (e.g. film as art, film as industry, film as communication practice); the cultural relevance of film in Spain and the America; and specific ways of grouping films in critical practice (e.g. historical, genre, region, style, or authorship). Consideration will also be given to ways of critically writing about film.

HUMAN GEOGRAPHY A/B (Year) Freshmen, Sophomore, Junior
UC Approved (g)
Description: This course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth’s surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice. Some emphasis will be placed on the CAHSEE English and math standards as relevant to the course.

CC INTRO TO JOURNALISM 9/10A, CC INTRO TO JOURNALISM 9/10B (Year) Sophomore, Junior, Senior
UC APPROVED (g)
Description: Students will be able to explore various concepts of journalism that include exploring the validity and interpretation of various authors non-fictional text, decoding and dissecting informational text, and reporting specific events as they pertain to real life scenarios. Students will enhance their reading, writing, speaking, and listening skills utilizing the California State Common Core standards as the
foundation for learning. Students will be expected to submit various culminating projects throughout the year that include analytical papers, development of reportive articles, storyboard illustrative projects. Students will complete the course with a strong understanding of what entails the field of journalism and the skills necessary to participate in the field.

**CC INTRO TO JOURNALISM 11/12A, CC INTRO TO JOURNALISM 11/12B** (Year) Junior, Senior 
**UC APPROVED (g)**

**Description:** Students will be able to explore various concepts of journalism that include exploring the validity and interpretation of various authors non-fictional text, decoding and dissecting informational text, and reporting specific events as they pertain to real life scenarios. Students will enhance their reading, writing, speaking, and listening skills utilizing the California State Common Core standards as the foundation for learning. Students will be expected to submit various culminating projects throughout the year that include analytical papers, development of reportive articles, storyboard illustrative projects. Students will complete the course with a strong understanding of what entails the field of journalism and the skills necessary to participate in the field.

**LEADERSHIP A/B** (Year) Senior
**UC APPROVED (g)**

**Description:** This course lays the foundation study of leadership as a process in organizations. Key terms, concepts and theories are presented and examined to serve as tools for subsequent analysis and application. Students will receive feedback on their own leadership style through leadership instruments and exercises. The course will include measurement and skill development in personality, critical thinking, decision-making, communication, conflict-management, school wide programs, planning and other key areas. Activities may include other activities to enrich student life and build student community.

**MEDICAL SCIENCE 11: WRITING AND RESEARCH PROJECTS – A/B** (Year) Junior
**UC Approved (g)**

**Description:** This course will provide in depth opportunities for students to strengthen their writing and research skills. Students will develop strong paragraphs and build upon this skill to write competent multi-page research papers. Students will display evidence of their research through papers and oral presentations. In addition to mastering the components of a written research paper, students will strengthen their resume and cover letter in an effort to embody career readiness. Students will utilize the completed product to participate in mock interviews with respected individuals in the community. Students will use the feedback provided to assist in obtaining an applicable internship. This course is a part of the larger Work-Based Learning strain and will have an emphasis on advocacy, research skills, and project-based learning.

**MEDICAL SCIENCE 12: SERVICE LEARNING – A/B**
**UC Approved (g)**

**Description:** This course will engage students in service-learning internships that will focus on improving subgroup outcomes in the local community. Mentors within the corporate, non-profit, and university systems will work with the Work-Based Learning Coordinator, course instructor, and students to design and implement projects that will address identified needs within the community and the learning objectives of the students. Projects will provide students with the opportunity to participate in internships and work collaboratively to provide tangible deliverables that will be beneficial to the community partners and their clientele. This course is a part of the larger Work-Based Learning strain and will incorporate research, writing skills, presentation, and critical-thinking skills through project-based learning and outside internships.

**SPANISH MEDICAL TERMINOLOGY – A/B** (Year) Junior, Senior
**UC Approved (g)**

**Description:** Spanish Medical Terminology students are expected to fulfill several responsibilities including combine prerequisite knowledge around medical terminology and apply it using Spanish language: Gain skills related to translation services for medical services and other careers, Utilize the skills gained to complete internships. Take an examination to evaluate fluency in clinical skills, medical vocabulary and cultural competency.
SPEECH & THEATRE A/B (Year) Freshman, Sophomore, Junior, Senior
**UC Approved (g)***

**Description:** This introductory course in Speech and Theatre will provide students with the basic skills to successfully produce entertaining and informative speeches, monologues and scenes. Gaining the ability to address an audience with confidence is a necessity that will be achieved through techniques that will hone their research, written and performance abilities. This course is for students interested in developing skills in oral presentation. Students will learn how to research, outline, organize and deliver various types of formal speeches including informative, persuasive, and special occasion. Additional presentations will include impromptu speeches, oral interpretations of poetry and prose, and debates. The goal of this course is for students to walk away more confident, knowledgeable, and organized speakers.

VEX ROBOTICS A/B (Year) Sophomore, Junior, Senior
**UC Approved (g)***

**Description:** The course was created as an extension of our schools STEM program. It will move students into focused aspects of engineering and robotics. It is a course that is open for sophomores, juniors, and seniors. The focus for this class is to introduce students to the different types of engineering and encourage them to pursue a career in science, technology, engineering, or math. They will learn the basics of computer programing, manufacturing using the engineering design process; ultimately the class will cumulate with a robot build and competition. The overall purpose for this course is to introduce students into the field of engineering with an emphasis in robotics.

NON-UC APPROVED COURSES

ADVANCED COMPUTER LITERACY A/B (Semester) Junior, Senior
**NOT UC APPROVED***

**Description:** This course is designed to prepare students for continued education through utilization of current and necessary computer applications, online safety and responsibility, and online collaboration, communication, and research skills. Students will learn advanced skills on Microsoft Word, Excel, and PowerPoint as well as Internet research and other valuable skills for success in current courses, future education and employment success.

COLLEGE PREP SEMINAR A/B (Year) Freshman, Sophomore, Junior, Senior
**NOT UC APPROVED***

**Description:** This course is designed to help juniors and seniors enrolled in two or more AP classes prepare for their AP exams as well as college academic and personal life. Students will receive instruction on academic “survival skills” as well as independent living skills. Students will participate in collaborative study groups, student led lessons, peer tutoring, Socratic seminars. In addition, students will learn skills how to successfully advocacy for themselves, and conduct personal interest research.

COLLEGE READY MATH (Year) Junior
**NOT UC APPROVED***

**Description:** The purpose of this course is to prepare students for the SAT reasoning test. All students in this class will have an in depth understanding of the format of the test, strategies for approaching problems, and the skills and knowledge necessary to perform at a high level that will strengthen a students’ eligibility for a variety of colleges and universities. The topics covered will likely be familiar to students but the SAT requires a much higher level of critical thinking skills as well as reading comprehension. Throughout the semester, students will be taking full length practice SATs (math sections only) to assess improvement and to reach individually set goals.

COLLEGE READY ENGLISH
**NOT UC APPROVED***

**Description:** The purpose of this course is to further support 11th grade students in reaching the level of reading and writing ability they will be expected to demonstrate in college courses. It is aligned with the common core English Language Arts standards, and focuses on expository, analytical, narrative, and
argumentative reading and writing. There will also be a test prep component with the goal of preparing students for the SAT, SAT II, and ACT college admission tests.

**COLLEGE READY ENGLISH 10A/10B (Year) Sophomore**
*NOT UC APPROVED*
**Description:** The purpose of this course is to further support 10th grade students in reaching the level of reading and writing ability they will be expected to demonstrate in college courses. It is aligned with the common core English Language Arts standards, and focuses on expository, analytical, narrative, and argumentative reading and writing. There will also be a test prep component with the goal of preparing students for the ACT college admission tests.

**COLLEGE READY SEMINAR A/B (Year) Freshman**
*NOT UC APPROVED*
**Description:** This elective course is designed to prepare students for rigorous college-prep courses by emphasizing collaborative discussion strategies, tutorial inquiry study groups, test taking strategies, Cornell note-taking and research into careers and colleges.

**COMPUTER LITERACY A/B (Year) Senior**
*NOT UC APPROVED*
**Description:** In this hands-on course, students will learn keyboarding skills, word processing protocols, database management, electronic presentation skills, electronic mail use and etiquette, internet research skills, and current computer terminology. At the completion of this course, students will be prepared to use current computer applications for communication and research in college & the in workforce.

**KEYBOARDING AND COMPUTER LITERACY (Semester) Junior, Senior**
*NOT UC APPROVED*
**Description:** Students will learn keyboarding and develop proficiency in Word, Excel, PowerPoint and Publisher. Students will develop skills necessary for success in high school and college.

**LEARNING RESOURCE LAB A/B (Year) Freshman, Sophomore, Junior, Senior**
*NOT UC APPROVED*
**Description:** This class is divided into components that address student needs in the areas of math, language, reading, and oral communication skills and the expected school-wide learning results. The goal of this class is to help students with special needs be successful in the general education program, by helping them understand their specific learning styles and to compensate for their needs with the use of academic, behavioral, technology supports.

**PEER MEDIATION A/B (Year) Senior**
*NOT UC APPROVED*
**Description:** This course is designed to develop students' leadership qualities, hone their communication skills, and deepen their understanding of themselves and others. In addition, students will acquire and practice mediation skills so that they can become informed and active “peace-makers” in the community.

**RESOURCE LAB A/B (Year) Freshman**
*NOT UC APPROVED*
**Description:** This class is divided into components that address student needs in the areas of math, language, reading, and oral communication skills, as indicated in the California Content Standards and the expected school-wide learning results. The goal of this class is to help students with special needs be successful in the general education program, by helping them understand their specific learning styles and to compensate for their weaknesses with the use of accommodations.
RESOURCE LAB 2A/2B (Year) Sophomore
NOT UC APPROVED
Description: This class is divided into components that address student needs in the areas of math, language, reading, and oral communication skills, as indicated in the California Content Standards and the expected school-wide learning results. The goal of this class is to help students with special needs be successful in the general education program, by helping them understand their specific learning styles and to compensate for their weaknesses with the use of accommodations.

RESOURCE LAB 3A/3B (Year) Junior
NOT UC APPROVED
Description: This class is divided into components that address student needs in the areas of math, language, reading, and oral communication skills, as indicated in the California Content Standards and the expected school-wide learning results. The goal of this class is to help students with special needs be successful in the general education program, by helping them understand their specific learning styles and to compensate for their weaknesses with the use of accommodations.

RESOURCE LAB 4A/4B (Year) Seniors
NOT UC APPROVED
Description: This class is divided into components that address student needs in the areas of math, language, reading, and oral communication skills, as indicated in the California Content Standards and the expected school-wide learning results. The goal of this class is to help students with special needs be successful in the general education program, by helping them understand their specific learning styles and to compensate for their weaknesses with the use of accommodations.

SUMMER BRIDGE ENGLISH 9 HS (Year) Freshmen
NOT UC APPROVED
Description: This course will cover specific English Language Arts standards in preparation for high school English 9. This class is intended to give students a “head start” on their ninth grade curriculum, and support their transition from middle to high school.

SUMMER BRIDGE MATH 9 HS (Year) Freshmen
NOT UC APPROVED
This course will cover specific math standards in preparation for high school Algebra. This class is intended to give students a “head start” on their ninth grade curriculum, and support their transition from middle to high school.
**Western Association of Schools and Colleges (WASC) Accreditation**

ACRAHS 16 earned an initial year accreditation in 2015. ACRAHS 16 will complete a full self-study report prior to the end of the 2020 school year.

Alliance Director of College Counseling oversees the WASC process and UC course approval process, with support from the Alliance Director of Special Projects. The Alliance Area Superintendent for ACRAHS 16 supports the school in preparing their self-study and interim reports for the WASC process.

**Academic Calendar**

![School Calendar 2016-2017](image-url)
### Instructional Days and Minutes Calculator

<table>
<thead>
<tr>
<th>Grades</th>
<th>Grades Offered</th>
<th>Number of Regular Days</th>
<th>Number of Instr. Minutes Per Regular Day</th>
<th>Number of Early Dismissal Days</th>
<th>Number of Instr. Minutes Per Early Dismissal Day</th>
<th>Number of Minimum Days</th>
<th>Number of Instr. Minutes Per Minimum Day</th>
<th>Number of [Other] Days</th>
<th>Number of Instr. Minutes Per [Other] Day</th>
<th>Total Number of Instr. Days</th>
<th>Minutes Req’d Per State Law</th>
<th>Total Number of Instr. Minutes</th>
<th>Number of Instr. Minutes Above/ Below State Req’t.</th>
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### Bell Schedules

#### Regular Day

<table>
<thead>
<tr>
<th>Mondays and Thursdays (Odd # Periods)</th>
<th>Tuesdays and Fridays (Even # Periods)</th>
<th>Start and End Times</th>
<th>Instructional Minutes (397 Total)</th>
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<tbody>
<tr>
<td>Advisory</td>
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<td>7:45 a.m. – 8:25 a.m.</td>
<td>40</td>
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<tr>
<td>Period ½</td>
<td></td>
<td>8:30 a.m. – 10:30 a.m.</td>
<td>120</td>
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<tr>
<td>Nutrition</td>
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<td>10:30 a.m. – 10:50 a.m.</td>
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<tr>
<td>Period ¾</td>
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<td>10:55 a.m. – 12:55 p.m.</td>
<td>120</td>
</tr>
<tr>
<td>Lunch</td>
<td></td>
<td>12:55 p.m. – 1:25 p.m.</td>
<td>30</td>
</tr>
<tr>
<td>Period 5/6</td>
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<td>1:30 p.m. – 3:30 p.m.</td>
<td>120</td>
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</table>

#### Early Dismissal Day

<table>
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<th>Wednesdays</th>
<th>Start and End Times</th>
<th>Instructional Minutes (300 Total)</th>
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<tbody>
<tr>
<td>Period 1</td>
<td>7:45 a.m. – 8:35 a.m.</td>
<td>50</td>
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<tr>
<td>Period 2</td>
<td>8:38 a.m. – 9:28 a.m.</td>
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</tr>
<tr>
<td>Period 3</td>
<td>9:31 a.m. – 10:21 a.m.</td>
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</tr>
<tr>
<td>Period 4</td>
<td>10:24 a.m. – 11:14 a.m.</td>
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<tr>
<td>Lunch</td>
<td>11:14 a.m. – 11:44 a.m.</td>
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<tr>
<td>Period 5</td>
<td>11:47 a.m. – 12:37 a.m.</td>
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<td>Period 6</td>
<td>12:40 a.m. – 1:30 p.m.</td>
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<td>Teacher Prof. Dev.</td>
<td>1:30 p.m. – 3:30 p.m.</td>
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Minimum Day

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<tr>
<th>Minimum Day</th>
<th>Start and End Times</th>
<th>Instructional Minutes (247 Total)</th>
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<td>Period 1</td>
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<tr>
<td>Period 2</td>
<td>8:28 a.m. – 9:08 a.m.</td>
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<tr>
<td>Period 3</td>
<td>9:11 a.m. – 9:51 a.m.</td>
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<tr>
<td>Period 4</td>
<td>9:54 a.m. – 10:34 a.m.</td>
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<tr>
<td>Lunch</td>
<td>10:34 a.m. – 11:04 a.m.</td>
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<tr>
<td>Period 5</td>
<td>11:07 a.m. – 11:47 a.m.</td>
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<tr>
<td>Period 6</td>
<td>11:50 a.m. – 12:30 p.m.</td>
<td>40</td>
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</table>

Sample Daily Student Course Schedules

6 periods per week: Monday/Thursday - odd periods; Tuesday/Friday - even periods; Wednesday – all periods.

9th Grade

<table>
<thead>
<tr>
<th>Advisory Period 1/2</th>
<th>Spanish 1 Native or Non Native /Advanced Physical Education 1</th>
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</thead>
<tbody>
<tr>
<td>Period 3/4</td>
<td>CC Integrated Math 1/ English Support 9</td>
</tr>
<tr>
<td>Period 5/6</td>
<td>CC English 9/Environmental Science</td>
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10th Grade

<table>
<thead>
<tr>
<th>Advisory Period 1/2</th>
<th>CC Integrated Math 2/ English Support 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Period 3/4</td>
<td>CC English 10/ Spanish 2 Native or Non Native</td>
</tr>
<tr>
<td>Period 5/6</td>
<td>World History/Biology</td>
</tr>
</tbody>
</table>

11th Grade

<table>
<thead>
<tr>
<th>Advisory Period 1/2</th>
<th>Chemistry or Physics/Integrated Math 3 or Pre Calculus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Period 3/4</td>
<td>Art 1 or Drama /CC English 11 or AP English Language</td>
</tr>
<tr>
<td>Period 5/6</td>
<td>US History/ Spanish 3 Native or Non Native /AP Spanish Language</td>
</tr>
</tbody>
</table>

12th Grade

<table>
<thead>
<tr>
<th>Advisory Period 1/2</th>
<th>Government- Economics/ Expository Reading &amp; Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Period 3/4</td>
<td>Pre Calculus or Calculus (AP) /Environmental Science, Physics or AP Physics</td>
</tr>
<tr>
<td>Period 5/6</td>
<td>Journalism or STEM / AP Spanish Language or Literature</td>
</tr>
</tbody>
</table>

Professional Development

Students learn best with teachers who are knowledgeable of their subject field and are well trained to deliver rigorous instruction and attend to the diverse needs of each student as an individual. ACRAHS 16, led by the principal, recruits highly qualified new and experienced credentialed teachers who demonstrate satisfactory progress toward full certification, fully meet the No Child Left Behind criteria as highly qualified teachers, and are committed to the school’s core values and beliefs. Recruitment of qualified candidates is begins early (by January) and is conducted via exposure at career fairs and recruitment events at targeted colleges and universities with strong programs in the areas of focus; use of relevant online tools such as EdJoin; referrals from current teachers within the school/Alliance, and careful screening by both Alliance Human Resources professionals and school administrators. Once selected, teachers participate in professional development before the opening of school and throughout the school year.
During school level and Alliance-wide professional development, teachers are supported by their principal and Alliance content directors in analyzing their data on a school, classroom and individual level, and planning their re-teaching week (the first week of any new quarter) to address the current needs of their students. Professional development agendas include content-based sessions, site-based sessions, and a variety of instructional workshops designed to address needs evidenced by data.

Below is a sample of current topics that are covered by the various professional development sessions held throughout the year. These topics are subject to change as, in order to be most effective, professional development must be adaptable to address topics/issues as they arise.

**Alliance-wide Summer Conference** – Held prior to the start of the school year, this annual conference is made up of general, site based and content-alike sessions that are organized by Alliance and school instructional leaders and include all teachers. Topics may include:

- Common Core transition plan and pathways
- Pacing/instructional guides
- Digital curriculum training and guidance
- Lesson and unit planning, scaffolding
- Deconstructing standards
- Reviewing assessment tools and designing/calibrating accompanying rubrics
- Sharing of research, resources and best practices
- Activities/project planning
- Data review and analysis
- Instructional workshops focused on topics including, but not limited to: use of apps and programs used in supporting instruction such as programs that monitor student technology use and that test student Lexile growth; creating more self-directed autonomous learners in a blended learning classroom; improving teacher effectiveness through analysis of revisions to the framework for effective teaching; engaging the reluctant reader; strategies for checks for understanding and student-led discussions; questioning, and strategies to empower student directed reading, to name just a few of the 25+ workshops offered.
- ELD Standards Overview
- Professional development regarding designated and integrated ELD
- Effective Strategies for English Language Learners
- Curriculum specific professional development (e.g. English 3D)

**Alliance-wide Pupil Free Days** – Held immediately following quarterly benchmark assessments, these sessions offer an opportunity for schools to come together to analyze data; plan adjustments to address needs identified by data; continue to build on topics covered during previous professional development sessions; and address other areas of need such as:

- Alternatives to suspension
- Coordination of support services
- Data systems mining and management
- Increasing the coaching capacity of school leaders in core content areas
- Literacy
- Increasing the instructional capacity of school leaders
- Implementing CC aligned curriculum
- Reading strategies to improve Lexile level
- Performance frameworks for assistant principals and counselors
- Other topics as they relate to Common Core such as: aligning instructional strategies with our Framework for Effective Teaching (FET); English learner support; how does blending learning support instructional strategies; making the best use of instructional time; and scoring extended response assessments
Alliance-wide, Regional PD – The Alliance Instructional Team provides targeted professional development to all Alliance schools that builds on Pupil Free PDs, is collaborative across schools via professional learning communities, and provides just-in-time content support and ongoing coaching throughout the year. Topics may include:

- History/Social Studies - unpacking Common Core Standards/ College, Career, and Civic Standards, and signature practices
- Math - previewing upcoming unit; unpacking common unit assessments
- Counselors – unpacking of counselor rubric standards, scheduling, and one-on-one counseling
- ELA - unpacking standards and aligning practice/assessments with the literacy framework
- Special Education - differentiation strategies; behavioral supports and interventions; and learning lab and common core
- Science - transition to NGSS; unpacking standards; planning & Implementation of NGSS Units and Lessons
- Integration of ELD Standards in the content areas

Ongoing School Site PD Sessions – Regular sessions are held at the school level on shortened Wednesdays. The calendar for the 16-17 school year follows and serves as a sample of topics typically covered:

<table>
<thead>
<tr>
<th>FALL 2016</th>
<th>Date</th>
<th>Topic(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>August</td>
<td>Classroom environment set-up &amp; establishing clear expectations. Advisory Planning. Short/Long-term goals established.</td>
<td>Domain 1 Lesson Template for Formal Observations &amp; Grading in Pinnacle. Department Meeting – vertical planning, student data (Lexile &amp; ELPAC) to inform grouping</td>
</tr>
<tr>
<td>September</td>
<td>Grade-level Meeting – horizontal planning, sharing rubrics/best practices</td>
<td>ALLI stations for Domain 3 indicators (3.3 a – d). Teacher facilitated. Discuss after-school tutoring program. Department Meeting – co-planning for content alike and implementation of literacy strategies. Grade-level Meeting – analyzing student work and summative assessments. Display student work in hallways/classrooms.</td>
</tr>
<tr>
<td>October</td>
<td>Advisory Planning for month of October</td>
<td>Grade-level meeting – sharing best practices to support student academic achievement &amp; horizontal planning. Department Meeting – vertical planning, analysis of BM1 data. Differentiated PD to meet needs of New Teachers (Domain 2) and Returning Teachers (Personalized based on teacher input) Grade-level Meeting – target intervention and share best practices for supporting students to increase academic achievement</td>
</tr>
<tr>
<td>November</td>
<td>Advisory Planning for month of November/Dec.</td>
<td>Department meeting – planning for BM2. Domain 4 discussion Analyze student work in grade-level meetings. Individual planning for summative assessments and interventions</td>
</tr>
<tr>
<td>December</td>
<td>Grade-level Meeting to analyze growth and restructure student action plans</td>
<td>Department Meeting – vertical planning to start semester 2. Whole Group reflection of short/long term goals established at start of year</td>
</tr>
</tbody>
</table>
### SPRING 2017

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic(s)</th>
</tr>
</thead>
</table>
| January | Advisory Planning & Individual Planning based on break-out sessions/resources from Pupil Free Days  
Grade-level Meeting – analyze semester 1 Gradebook data to inform intervention, acceleration, and group structures |
| February | Department Meeting – backwards planning from end of year academic goals.  
Grade-level meeting - sharing best practices to support student academic achievement & horizontal planning  
Analyze student work and update classroom walls  
Advisory Planning for March/April |
| March | Department Meeting – vertical planning  
Review of Spring Testing schedule (SBACC, AP, Lexile) to inform planning. Benchmark 3 logistics.  
Grade-level meeting – analyze student work w/ focus on reading/writing  
Discuss end of term and final intervention plans for end of year. |
| April | Spring Break  
Pupil Free Day  
Department meeting – Academic Discourse and Resources  
Advisory Planning for May  
Grade-level meeting - sharing best practices to support student academic achievement & horizontal planning |
| May | Advisory Planning through end of year.  
Department Meeting – analyze student data to inform planning  
Individual Planning – Domain 4  
Grade-level Meeting to target intervention/re-assessments to wrap up final semester. Prep for NWEA Map Testing 2 |
| June | Senior events reviewed. Reflection for short/long term goals  
Final Grade-level Meeting and school-wide data review. |

Teachers greatly benefit from professional development that provides time for teacher-to-teacher interaction in small learning communities focused on classroom practice. Our teachers have ongoing regular time for common planning, analysis of student work, and lesson study based on core content standards. ACRAHS 16 also assures that its staff attends and/or conducts professional development activities that support access by students with disabilities to its general education program.

**Meeting the Needs of All Students**

**English Learners**

ACRAHS 16 meets all requirements of federal and state law relative to equal access to the curriculum for those who are English Learners (ELs). The school has adopted and implemented the Alliance College-Ready Public Schools English Learner Master Plan. The goal is to provide high quality instructional programs and services for ELs that allow them to achieve the same challenging grade level and graduation standards, in the same proportions, as native-English speaking students and to gain proficiency in the English Language.

The English language literacy intensive component of the program supports ELs through:

- A teaching staff qualified in second language pedagogy
- Implementation of Integrated and Designated ELD
Use of SDAIE and EL strategies, including, but not limited to frontloading vocabulary, customizing graphic organizers for various writing tasks, modeling, chunked reading, visual aids, collaborative learning experiences mini-lessons (10-15 min), guided and independent practice which is product-driven (i.e. Exit and Entrance Slips, etc.), pre-reading and pre-writing strategies, text annotation, use of text-based evidence questions, 2-5 week immersion in genres, options for assessments, and multiple methods to check for understanding.

An optional after-school and summer school program with a strong language literacy focus determined by the individual assessed needs of each student

When possible, additional bilingual teacher’s aides in the classroom to assist ELs at ELD levels 1 and 2 in core area content classes.

The Emerging English Language Learner program at ACRAHS #16 is a multi-faceted approach to English acquisition and acculturation for a diverse group of English Learners. The program aims to create a specialized academic environment that serves a wide range of English Learners in our school. The main goals/outcomes of this program are to: help students acquire foundational English language skills, provide instruction in core content areas with support, guide students and families acculturation to the school systems (high school and beyond) in California and strengthen students’ native language literacy skills. Students who score a two or below on ELPAC English proficiency and or below and far below grade level on Lexile testing and ongoing classroom teacher assessments are identified for additional supports.

To ensure the environment needed to assure that students needing English as a second language are supported, ACRAHS 16 works to recruit teachers who have a credential as well as state authorization to teach EL’s such as BCLAD, CLAD, SB1969, and who not only have training in second language pedagogy but also have experience teaching second language learners and sheltered English classes. All teachers are trained in appropriate methods for teaching ELL’s at various levels of proficiency. These methods include using bilingual teacher aides and coaching, preview and review strategies, and after school tutoring programs that are coordinated with the regular curriculum and designed for EL’s.

Sheltered English – Sheltered Instruction is to provide meaningful instruction in content areas (social studies, math, science) for transitioning English Learners towards higher academic achievement while they are working towards English fluency. Instead of providing watered down curriculum for English Learners, sheltered instruction allows for the content to be equal to that of native English speakers while improving their grasp of the language. The teacher provides varied methods of instruction that allow students to create meaning of multifaceted content in classroom discussion, activities, reading and writing, causing teachers to build upon their abilities to take on the linguistically diverse classroom.

Preview/Review – A preview of a lesson (including key vocabulary) is given in a student’s L1.

Teachers present vocabulary prior to presenting core content

Digital Content – Allows individual students to develop auditory and verbal skills at their own pace use headphones and computing devices.

ACRAHS 16 administers the English Language Proficiency Assessments for California (ELPAC) to all new students whose home language is other than English on their Home Language Survey and to all English Learners annually to determine each student’s individual proficiency level and to assess student progress in acquiring English Proficiency according to State Board of Education ELD standards. To reclassify students, ACRAHS 16 administers ELPAC testing as stated above. Students who are ELPAC level 4 or higher and have scored at least a 3 in each of the four skill areas of the ELPAC are reviewed for reclassification based on basic proficiency on state assessments, score Basic or above on the Lexile level assessment, minimum grade of C for two consecutive semesters in ELA, teacher recommendation and parent consultation. Annually the Alliance Data team
provides each school with a list of students eligible for reclassification – beginning, early intermediate, intermediate, early advanced and advanced.

Non-standard English Speakers - Recognizing that many students at ACRAHS 16 may not be Standard English speakers, many of the same guidelines and programs listed above are followed for them so as to ease their transition into Standard English. The school’s objectives are to have all students achieve proficient/advance performance in oral and written English Language Arts. ACRAHS 16 school leaders and teachers monitor each student’s performance in their Personal Learning Plan and individual student growth profiles. Specific strategies include modeling standard English; building student communication skills through structured classroom participation in oral language presentations for project-based learning culminations; training teachers in recognizing non-standard English language interference with learning; establishing a culture of appreciation for home language usage and culture; and recognition of the importance of standard English usage in the world of work and education.

Annually the Alliance Research and Data Analysis team provides data reports and analysis of ACRAHS 16’s EL student progress including improvement in ELPAC level, progress in English language arts and Alliance assessment data disaggregated by subgroups. The North Area Superintendent and the Alliance Instruction team conduct site visits to review and give feedback on the degree to which the schools instructional support for EL students is aligned with the Alliance ELL Master Plan. Progress of Long-term English Learners is also monitored and support begins with identifying and tracking them as a subgroup. School and classroom-level identification and analysis of current levels of performance, strengths, and needs in addition to the specific obstacles for each individual student to meet reclassification is also evaluated. Assigning all ELs, including LTELs, to one counselor who tracks them from grade 9 through graduation, and monitors obstacles to reclassification. The counselor then works with administration, teachers, and coaches to communicate needs. The administration provides targeted and ongoing professional development based on research-based practices for supporting LTELs.

ACRAHS 16 has implemented a school-wide effort toward literacy intervention to align student academic achievement to Lexile level growth. This master strategy is especially important for EL students. Also, ACRAHS 16 offers after-school tutoring specific to EL students, grades 9-12. Our teachers are trained in properly analyzing ELPAC data to ensure that they can use the data to better group students, differentiate instruction, and implement EL strategies.

The Director of Instruction coordinates the monitoring of reclassified students. All RFEP students are monitored at the end of each reporting period semester for a minimum of two years following reclassification. Additionally, graduation criteria checks are monitored twice a year by the student’s counselor. If a student is not making satisfactory progress after reclassification, the school Leadership team meets with the classroom teacher(s) to develop a support/intervention instructional plan with specialized support. Appropriate support/intervention measures may include the following:

- Student/teacher/parent conference
- Content-based language development support classes
- Online primary language support
- Placement in reading, writing, or math support / differentiated intervention class
- After-school academic support, tutoring
- Online English Language Development Support
- Extended year/ Summer Session
Gifted and Talented Students and Students Achieving Above Grade Level

As all students are challenged to reach their intellectual potential within the instructional program, ACRAHS 16 will not offer a formal, separate gifted and talented program. Throughout the day, the staff will differentiate instruction based upon the individual needs of the students and will provide an opportunity to excel for those students who are achieving at high levels or demonstrate a specific ability or talent, as identified through student data or evidence of a pupil’s capacity. Teachers will differentiate in the forms of acceleration, depth, complexity, and novelty and will differentiate the process, content, or product to meet the needs of gifted and talented students. Examples of instructional models that may be employed with gifted and talented students at ACRAHS 16 are:

- AP and Honors courses
- Young Scholars Program is an online college classes offered to high school students through CSU Dominguez Hills.
- Project-based learning
- Discovery learning
- Computer activities, including online games, research, and targeted instruction through online content
- Utilizing higher levels of questioning and thinking skills
- Ensuring there is a wide variety of materials at different skill levels that engage a wide variety of interests
- Individual or group inquiry projects
- Field trips to broaden experience base
- Ensuring that the curriculum is sufficiently challenging

By using assessment information to monitor students’ progress, teachers will be able to make the necessary modifications and adjustments to best support students. Teachers will utilize workshop time, as well as differentiated choices for gifted and talented students throughout the day to support them in continual growth. All students at ACRAHS 16 will be valued for their individualism and their interests and passions will be cultivated. Further, the teachers will work together to develop plans to best support students in driving forward their academic achievement and pursuits in relation to the students’ learning profiles and specific talents. In order to ensure that the needs of all students are being met, the staff will utilize the Student Success Team (SST) process for students who have been identified as consistently achieving well above the norms (as measured by formative, summative, and standardized testing) just as they would use the process for identifying students who struggle. School counselors will monitor the progress of gifted and talented students as prompted by identifying needs for enrichment or faltering grades and recommend next steps in the students program.

StudentsAchievingBelowGradeLevel

In an effort to improve the performance for all students including low achieving or at risk of retention, ACRAHS 16 monitors student performance and progress of these students throughout the year, every 5 weeks, and 10 weeks. Our data warehouse makes data accessible to all schools for all students and all subgroups; through school leaders, school data teams and classroom teachers tracking standards based grading reports that identify all students earning below a grade of C generated through PowerSchool, flagging students at risk based on quarterly benchmarks, grades, and/or credit deficiencies.

1. To identify low-achieving students, all incoming students are given diagnostic tests within the first two weeks of school. State test results and grades showing students who are below and far below basic proficiency are also used to assess student achievement levels.
2. Parents are informed of the student’s academic standing within one week of identification.
3. The student receives supplemental support services through remediation support classes in ELA and math in addition to regular courses. In the areas where the student is struggling most, the classroom teacher, using blended learning digital resources, provides one-to-one instruction specific to individual needs.
4. The student is enrolled in a remediation program to accelerate learning. This is typically provided during the summer, after school and/or on Saturdays for students who are able to attend.
Advisory teachers review student data/progress reports of each of their advisory students. Parents review and sign 5-week progress. At the 10 week point Parents attend parent conferences and are provided with college-ready plans that detail student’s progress (10 week profess grades, lexile level and goal, ACT Aspire data and attendance data). Based on student progress a plan of action is developed with the parents and teachers that includes but is not limited to:

1. Addition student/teacher/parent conference
2. Support Classes
3. Online Support
4. After-school Academic Support
5. Referral to SST

Upon referral for SST process from Teacher/Staff/Admin/Parent a Student Success Team Data Collection form is completed and returned to the SST Coordinator. The SST coordinator will then send request to all the student’s teachers to fill out the SST Data collection form, gathers grades, discipline logs, assessment data, etc. and contacts parents. A Notification of Student Success Team meeting form and SST Data collection form is mailed home to the parent. The SST coordinator then schedules an SST meeting and invites all the stakeholders. During the meeting stakeholders review all collected data, identify student’s strength and concerns, define the intervention goal, select interventions and develop a detailed intervention plan to address the goal. The interventions are then communicated to all teachers and applied with fidelity. A follow up meeting is set for 4-6 weeks to review data and interventions and to determine if goal was met.

**Socio-Economically Disadvantaged/Low Income Students**

Low-income students will be identified by eligibility for the federal lunch program. Approximately 94.6% of students at ACRAHS 16 have qualified for this program in the past few years. As such, the overwhelming majority of all students enrolled at ACRAHS 16 meet this subgroup identification. Our school program is designed to meet their needs. We believe all students can learn at high levels regardless of economic status.

ACRAHS 16 advisory cohorts “loop” each year, remaining with the same advisory teacher from grade 9 through 12. Through the building of relationships, advisors are able to request more personalized services to support the individual’s student’s success academically, socially, and personally. Student support services vary based on student need. Needs are identified and progress is monitored through the SST model and based on disaggregated performance data. When we track performance data we disaggregate data by subgroup to insure that all subgroups are making progress and that appropriate interventions are provided. We do not believe that a student’s socio economic status should limit their capacity to learn at high levels. Specific interventions to support the needs of these students may include:

- After school support they do not have access to at home
- Fee waivers for college exams that they would not otherwise be able to pay for
- Role models from industry partners and volunteers who are represent careers and college backgrounds they would not otherwise see or hear about at home
- College Match programs to connect students to universities that reach out with the goal of providing opportunities for low income students
- Support for the parents through parenting classes where poverty impacts home support
- Provide tutoring on the ACT or SAT
- Provide tours to college/university campuses

The instructional model of the Alliance is designed to meet the educational needs of students of low socio-economic status, which vary as do those from all economic levels. The basic strategies for
identifying and addressing the specific educational needs of students within this group are the same as those detailed throughout this section.

Attention is also given to ensure that each student receives nutritious meals and is assisted with accessing health care and other resources if needed. A uniform is provided at no cost for students (and assistance will be provided for subsequent uniforms if necessary), and assistance is provided to ensure eligible students successfully access waivers for college applications. Parents and guardians are also supported through parent workshops held throughout the year.

**Students with Disabilities**

Please see District Required Language included at the beginning of this element.

**Students in Other Subgroups**

Prospective families complete an application form that only requests name, address and phone number. Factors such as Foster Youth, and related subgroups such as homeless students do not factor in when enrolling and do not present any limitations. Foster youth, and related subgroups such as homeless students, are identified by school personnel through the registration and enrollment process, and supported through coordinated activities with other entities/agencies. Once students have been identified, students will be indicated in PowerSchool, and the Alliance Director of Operations will work with the school to locate additional support services on a case by case basis. School counselors and our parent engagement specialist assist students and families with tutoring, counseling, transportation and coordination of services as needed to best meet their individual needs. A quarterly evaluation of academic performance for all students in this subgroup will be implemented by the administration and counselor to assess the level of response to services, and adjustments to curriculum will be made as necessary to nurture a positive environment.

“A Typical Day”

A visitor to our school would observe our core beliefs and values in practice on a typical day by “shadowing” any randomly selected student.

ACRAHS #16 implements its mission and vision of college readiness with a spirit of collegiality and dedication, in this way we foster a school environment in which each and every student is individually supported in their personal growth and academic development. The culture of the school begins with each morning’s advisory classes, where students participate in the Big-Little program, a mentorship program which pairs upperclassman, “bigs”, with an underclassman, a “little”. The program strengthens relationships, builds community and spirit within our school. The program promotes leadership and strives to create strong peer mentors. This familial atmosphere is bolstered throughout the day with rigorous academic curriculum across content areas. Students’ investment in their academic growth is supported through differentiated instruction and individualized student-teacher relationships.

Student assessment data (such as the CELDT and Lexile Levels) is used to identify students with additional needs. These students are then provided with one of several additional courses to support their individual needs. Students who are brand new to the country are enrolled in an ELD support class to augment the instruction in their grade-level classes. Additionally, this year we developed a new Common Core Reading class for a broader group of English Learners. Furthermore, core classes with a higher number of English Learners and or struggling students are provided with a bilingual teaching assistant who works closely with those students to ensure that their language abilities are not an impediment to learning.

Beyond the instructional day, ACRAHS #16 prides itself on being a family; created by student, faculty and parent involvement. All the students, parents and staff are dedicated to the school’s mission of college readiness. This singular focus on rigorous curriculum and facilitating increased opportunities for traditionally underserved students, sets ACRAHS #16 apart from neighboring schools, districts and other educational institutions serving similar student populations nationwide.
ELEMENT 2: Measurable Pupil Outcomes and
ELEMENT 3: Method by which Pupil Progress Toward Outcomes will be Measured
“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” Ed. Code § 47605(b)(5)(B).

“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.” Ed. Code § 47605(b)(5)(C).

**Measurable Goals of the Educational Program**

Charter School shall meet all statewide content and performance standards and targets. (Ed. Code §§ 47605(c)(1), 60605.)

Charter School shall comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula) and AB 484, as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

**Standardized Testing**

Charter School agrees to comply with and adhere to state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain up-to-date and accurate California Longitudinal Pupil Achievement Data System (CALPAS) data in accordance with the requirements of California Code of Regulations, title 5, section 861. Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as Charter School.

**Measurable Goals of the Educational Program**

ACRAHS 16 is committed to providing a consistent educational environment and experience for students that prepares them with the skills, experience, and knowledge to enter and succeed in college.

Annual goals set as a means of achieving this objective are outlined in the school’s Local Control and Accountability Plan (LCAP). For further information on these goals, actions and performance targets, please see the State Priorities table provided in Element 1.

The school is, however, committed to the following objectives:
- Our school-wide and subgroup API growth score will meet or exceed the growth target as established by the CA Department of Education based on our established API base score.
- Work toward achieving a score at or above 800, to be confirmed once CA determines new API criteria.
- The standardized testing participation rate will be at least 95%.
**Subject Area Objectives**

Understanding that ACRAHS 16 is responsible for following the California State Content/Common Core Standards for students in grades 9-12 specific emphasis is placed on those standards which ultimately prepare students for entry into and success in college. These include all or part of the following:

<table>
<thead>
<tr>
<th>Curricular Focus (Grades 9-12)*</th>
<th>Ultimate Objectives for Students School-wide and Subgroups</th>
</tr>
</thead>
<tbody>
<tr>
<td>English/Language Arts</td>
<td>▪ Students including all subgroups will read with comprehension, write with clarity, speak with meaning, and possess familiarity with literary works.</td>
</tr>
<tr>
<td>Applied Technology</td>
<td>▪ Students including all subgroups will demonstrate the ability to use new and developing technologies as they relate to 21st Century career paths and college-level courses as part of their completion of two capstone math/science projects completed using technology.</td>
</tr>
</tbody>
</table>
| Mathematics                     | ▪ Students including all subgroups will demonstrate an understanding of the symbolic language of mathematics and the use of mathematics in a variety of problem-solving situations.  
▪ Students including all subgroups will be able to use geometric skills and concepts. They will be able to construct formal, logical arguments and proofs in geometric settings and problems.  
▪ Students including all subgroups will gain experience with algebraic solutions of problems, including the solution of systems of quadratic equations, logarithmic and exponential functions, the binomial theorem, and the complex number system.  
▪ Students including all subgroups will be able to use trigonometric functions and the ability to provide basic identities regarding them for the study of more advanced mathematics and science.  
▪ Students including all subgroups will be able to apply mathematics and its intrinsic theory. |
| Biological/Physical Science     | ▪ Students including all subgroups will demonstrate proficiency in CC Literacy Standards and, through investigation and experimentation, an understanding of the principles of physical and life science as well as ecology. |
| History/Social Science          | ▪ Students including all subgroups will demonstrate proficiency in CC Literacy Standards and intellectual reasoning, reflections, and research skills related to chronological and spatial thinking, historical interpretations, and research, evidence and point of view. Students will demonstrate an understanding of American history, government, economics and a belief in the values of democracy and capitalism. |
| Foreign language and literature | ▪ Students including all subgroups will demonstrate the ability in a foreign language to read with comprehension, write with clarity and speak with meaning, as well as possess familiarity with literary works. |
| Visual and Performing Arts      | ▪ Students including all subgroups will demonstrate some facility with a fine or performing art. Students will understand the place of art in society. |
| Community Service               | ▪ Students including all subgroups will demonstrate that they are |
**Curricular Focus**

<table>
<thead>
<tr>
<th>(Grades 9-12)*</th>
<th>Ultimate Objectives for Students School-wide and Subgroups</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Education</td>
<td>Students including all subgroups will demonstrate that they value lifelong, positive health-related attitudes and behaviors towards their own well being through healthy physical, social and mental habits.</td>
</tr>
<tr>
<td>English Language Development</td>
<td>ELL Students will improve English language proficiency as measured by ELPAC assessment.</td>
</tr>
</tbody>
</table>

*Specific courses in each subject area (outlined in Element 1) are offered to students from grades 9-12, aligning with student preparedness for course curriculum and student interests. Students are required to satisfy A-G course requirements as outlined in Element 1.

**Measuring Pupil Progress Toward Outcomes**

Using the Common Core and CA Standards where applicable, ACRAHS 16 has clearly defined what students should know in each core subject at each grade/course level. We will monitor the progress of all subgroups against target goals by disaggregating data for all assessments and grades.

Student achievement in developing conceptual thinking, problem-solving skills, and content mastery is assessed using multiple measures, based on an assessment program that both improves learning and provides assurances of accountability. Students are able to demonstrate proficiency when measured against multiple measures. Proficiency is measured using an assessment model that is formative and summative, holistic and standardized, narrative and norm referenced. The approach is conducive to benchmarking students against statewide benchmarks and against themselves, evaluating groups of students and assessing the whole school from year to year for longitudinal study of our progress.

Common Core Online Assessments will be used to inform ongoing classroom practice. Student performance on Common Core units in English and Math as assessed by classroom teachers will be analyzed and shared across Alliance schools. As other reliable CCSS assessments become available we will consider adding to our assessment tools.

<table>
<thead>
<tr>
<th>Assessment Method</th>
<th>Frequency and Grade Level*</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Mandated Standardized Tests (ELPAC)</td>
<td>Annually, Fall Initial – Throughout the school year</td>
</tr>
<tr>
<td>Academic Performance Index</td>
<td>Annual as it may be amended by the State Superintendent of Instruction based on AB 484</td>
</tr>
<tr>
<td>Common Core Unit Assessments</td>
<td>At the end of each unit every 3 to 4 weeks</td>
</tr>
<tr>
<td>Interim School Wide Benchmark Assessments / ACT Aspire</td>
<td>Quarterly (every 8-10 weeks)</td>
</tr>
<tr>
<td>College Preparedness Exams, PSAT, ACT Aspire</td>
<td>Grades 9, 10 and 11</td>
</tr>
<tr>
<td>College Entrance Exams, SAT, ACT, CSU Entrance/Placement Exams</td>
<td>Beginning in Grade 11</td>
</tr>
<tr>
<td>AP Subject Exams</td>
<td>Annually, Spring End of course</td>
</tr>
<tr>
<td>Analysis of Student Projects</td>
<td>Quarterly (every 10 weeks)</td>
</tr>
<tr>
<td>Student Progress Reports</td>
<td>Quarterly (every 10 weeks)</td>
</tr>
<tr>
<td>Student Diagnostic Survey</td>
<td>After registration and enrollment in school</td>
</tr>
<tr>
<td>Ongoing Classroom Teacher Assessments</td>
<td>Daily, Weekly, Final Exams in 9th Week each Quarter</td>
</tr>
<tr>
<td>Student Conduct Records</td>
<td>Every 5 weeks</td>
</tr>
</tbody>
</table>
ACRAHS 16 tests independently of LAUSD. Assessments and standardized testing of students with disabilities is conducted using state and District guidelines and the student’s IEP for modifications and adaptations.

The assessment structure includes, in addition to other standards-based and performance-based assessment tools, comprehensive final exams in each of the core academic subjects, quizzes and tests, homework assignments, essays and research reports, and teacher evaluation of in class performance. These measurements are weighted and combined into a comprehensive educational program assessment to determine student achievement and promotion to the next grade level. The aggregate results are issued as a report card to the community evaluating the measurable goals and terms outlined in the charter.

Alliance interim benchmark assessments are administered online in order to prepare students for online assessments. Every student has a CAASPP ready computing device.

**Data Collection**

Ongoing data gathering and analysis guides and informs decisions for determining successful progress or the need for program adjustments.

<table>
<thead>
<tr>
<th>Data to Be Gathered By:</th>
<th>Purpose</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observing the lessons teachers are delivering and the nature of student participation in classroom activities Gathered by: Leadership Team</td>
<td>To measure effectiveness of instruction. Data is used to inform professional development needs.</td>
<td>Weekly</td>
</tr>
<tr>
<td>Classroom curriculum and instruction walk-throughs Gathered by: Leadership Team</td>
<td>To measure the degree of and consistency with which grade appropriate standards based instruction is taking place. Data is used to share best practices.</td>
<td>Weekly</td>
</tr>
<tr>
<td>Interviewing students about their courses of study Gathered by: School Counselors</td>
<td>Connect with individual students on their progress towards meeting graduation and college requirements, to develop student awareness of their progress and to assist them with maintaining their individual portfolio.</td>
<td>Ongoing in advisory periods and counseling sessions at least at 5 week and 10 week periods each semester.</td>
</tr>
<tr>
<td>Conducting student case studies Gathered by: SST Team</td>
<td>To learn how individual students and their families are affected by our instructional program and to learn about how they feel their needs are being met.</td>
<td>Selected students reflecting low and high achievement.</td>
</tr>
<tr>
<td>Shadowing/accompanying Attendance Accounting students during their school day Gathered by: School Counselors</td>
<td>To experience a school day from the perspective of individual students and to ensure that our school maintains a student centered focus.</td>
<td>Ongoing, at least once every 5 weeks.</td>
</tr>
<tr>
<td>Using rubrics and benchmarks to calibrate teacher assessments of student work projects Gathered by: Leadership Team</td>
<td>To insure consistency of high expectations in determining criteria for proficient student work.</td>
<td>Ongoing as part of weekly professional development</td>
</tr>
<tr>
<td>Using electronic pupil portfolios</td>
<td>To measure student progress towards</td>
<td>Annual</td>
</tr>
</tbody>
</table>
Data gathered is used to measure progress towards stated goals and to determine the effectiveness of our instructional program. Multiple opportunities for data analysis are available at ACRAHS 16 including the following:

- Regular assessments and common planning time provides consistent opportunities for teachers to work together to analyze student work and share classroom practices as they relate to student achievement.
- Programs that provide support for instruction include regular real-time performance data that teachers can use to structure classrooms, differentiate individual and group tasks, and provide more adapted options for students to demonstrate their learning.
- School level and Alliance-wide professional development, provides opportunities for teachers and school leaders – both within their school and across the Alliance Network of schools - to work with each other and with the Alliance instructional team to analyze data on a school, classroom and individual student basis.
- Alliance instructional coaches use data to work individually with teachers to improve classroom practice and assist them in planning and modifying the most effective instructional practices.
- Alliance also works third party evaluators evaluate the implementation of the Alliance school model and results. This helps to document best practices and provides longitudinal data for continuous improvement.

At each level, data informs our decisions regarding the need to continue, modify, improve, add to or discontinue instructional strategies to best meet the needs of our students and provide the necessary supports to help accelerate their progress. School administrators review and discuss trends, areas of strength and areas of growth with teachers. This shared inquiry of data leads to planning and implementing the type of instruction needed to meet the needs of our students.

**Student Progress Reports**

ACRAHS 16 issues student progress reports every ten weeks based on student proficiency on grade level/subject standards and expectations designated for the quarter. The student progress report is based on multiple measures including teacher assessments, portfolio/exhibits, and specific assessments to quantify student performance. Student progress reports reflect their progress towards advanced, proficient, basic or below proficient performance. Interim assessment results, daily student work, and final exams are used to determine student performance.

Student course grades to meet graduation requirements including A-G are A, B, C or NP (Not Proficient) grades. Student reports are issued and recorded through our PowerSchool data system. Parents of students performing below/far below proficient performance participate in a scheduled parent conference to discuss the parents’ and the teachers’ plan to improve their child’s performance. Teachers and advisors meet together to analyze these reports and to make necessary adjustments in the program being offered to students who are showing a lack of progress.

**Promotion and Retention of Students**

ACRAHS 16 is committed to helping students achieve the necessary skills to progress from grade to grade yearly and does not endorse social promotion. Because of the linguistic and socioeconomic barriers this student population may have faced, readiness to move to the next grade level is examined on an individual basis. Each student is assessed individually according to his/her total needs.
ACRAHS 16 has clearly defined expectations for what students should know and be able to do at each grade level in each subject in an effort to equip all students with the academic skills that enable them to be ready for entrance to and success in college. Promotion and retention of students is based on multiple assessment measures. Assessment measures include the student progress report and teacher recommendations. Students whose average rubric score classification is not at or above grade level on the final student progress report for the academic year are eligible for retention.

The principal and/or teaching staff prepares a written determination to specify the reasons for retention. The written determination includes recommendations for interventions that are necessary to assist the student to attain acceptable levels of academic achievement. The written determination is provided to and discussed with the student’s parents, teachers, and principal.

Student’s identified for retention will work closely with the counselor and are encouraged to participate in a remediation program that includes after-school activities, tutoring, and summer school. All students are also provided additional in-class support, which ensures that students who cannot participate outside of school hours are also supported. The student’s academic performance is reassessed at the end of the remediation program, and the decision to retain or promote the student is reevaluated at that time.

**Informing Stakeholders of School Performance**

The ACRAHS 16 principal is responsible and accountable to the school community for the same Title I accountability requirements as other non-charter public schools in California. Alliance is responsible and accountable for guarantees made to ACRAHS 16 in monitoring progress, and documenting and publishing results to the school community and the community of Los Angeles.

Once a month, ACRAHS #16 the principal hosts Town Hall meetings that are open to all families and community members. The purpose of the meetings is to share and review school performance data. This shared inquiry of data ensures that community stakeholders contribute to the decision making for the school and increases accountability for all involved.

Alliance also has memorandums of understandings to work with third party to document and evaluate the implementation of the Alliance school model and results. Ongoing evaluation serves to document best practices achieved, provide longitudinal data for continuous improvement, and most importantly, inform parents and the community on the degree to which ACRAHS 16 is achieving its stated goals for individual students.
ELEMENT 4: Governance

“The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement.” Ed. Code § 47605(b)(5)(D).

GENERAL PROVISIONS

As an independent charter school, Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School.

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amends the bylaws, Charter School shall provide a copy of the amended bylaws to CSD within 30 days of adoption.

Charter School shall send to the CSD copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the CSD copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on Charter School’s website will satisfy this requirement.

The District reserves the right to appoint a single representative to the Charter School governing board pursuant to Education Code section 47604(b).

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policy as it relates to charter schools, as they may be amended from time to time.

Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Education Code section 47604.33.

Charter School shall comply with the Brown Act and the Public Records Act.

All employees and representatives of Charter School, including members of Charter School’s governing board, members of Charter School or governing board committees or councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD’s charter school policies, regarding ethics and conflicts of interest.

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

Charter School shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and section 504 of the Rehabilitation Act of 1973 (“Section 504”), including any investigation of any complaint filed with Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School shall notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

Charter School shall adopt and publish complaint procedures providing for prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited by Title IX or Section 504.

Charter School shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or
professional organizations holding collective bargaining or professional agreements with Charter School, that Charter School does not discriminate on the basis of sex or mental or physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including but not limited to all applicable requirements of California Code of Regulations, title 5, section 4600 et seq.

Charter School shall adhere to all applicable federal and state laws and regulations regarding pupil fees, including Education Code sections 49010 - 49013, and extend its uniform complaint procedure to complaints filed pursuant to Education Code section 49013.

Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the Local Control Funding Formula legislation provisions set forth in Education Code section 52075.

RESPONDING TO INQUIRIES

Charter School, including its nonprofit corporation, shall promptly respond to all inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School, including its nonprofit corporation, acknowledges that it is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General. Charter School shall provide the District with current and accurate contact information for Charter School, Charter School administrators, and Board members.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School's operations, or breach of charter, is received or discovered by the District, Charter School shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

NOTIFICATION OF THE DISTRICT

Charter School shall notify the Charter Schools Division (CSD) in writing of any citations or notices of workplace hazards, investigations by outside regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g. loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the CSD within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

STUDENT RECORDS

Upon receiving a records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 16. Charter School shall comply with the requirements of Education Code section 49060 et seq., regarding rights to access student records and transfer of records for youth in foster care.

PARENT ENGAGEMENT

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child’s admission, continued enrollment, attendance, or participation in the school’s educational activities, or otherwise discriminate against a
student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.

**Public Operating Principles**

ACRAHS 16 is incorporated as a nonprofit corporation and such corporation is the corporate entity operating the Charter School. The Board of Directors of ACRAHS 16 is the governing board of the Charter School and holds the ultimate responsibility and authority for oversight of the Charter School. Charter School operates under the charter authorization of Los Angeles Unified School District. Charter School is and will be solely responsible for debts and obligations of Charter School.

**Governance Structure**

Alliance for College-Ready Public Schools, a California nonprofit public corporation (Alliance), elects all members of the Charter School Board of Directors other than the LAUSD representative, if any. Two of the nine members elected by Alliance are to be teachers employed by the Charter School, and two of such nine members are to be parents or guardians of pupils attending the Charter School. The election of the teacher and parent members of the Charter School Board of Directors is made after considering recommendations made by the principal of the Charter School.

Each parent and teacher elected to the Board holds office for a term ending on the next June 30 following his or her appointment and until a successor has been elected and qualified. Each other member holds office for a term ending on the third June 30 following his or her appointment and until a successor has been elected and qualified. A representative designated by a school district shall serve for such term of office as is specified by the school district. In electing the five non-teacher, non-parent members of the Board, Alliance takes into account the following considerations and qualifications: a candidate’s signed commitment to participate in 75% of school board meetings; a candidate’s knowledge of effective organizations and fiscal systems; a candidate’s commitment to visit and be knowledgeable of Alliance schools; a candidate’s background and experience as a successful leader of a school, company or other organization. The nine board members are voting members.

The nine directors of the Charter School Board are:
- Parent
- Parent
- Teacher
- Teacher
- Member (Educational expertise at the Secondary Level)
- Member (Fiscal expertise)
- Member (Business expertise)
- Member (Stakeholder and Community expertise)
- Member (Legal expertise)

The Charter School will abide by all conflict of interest laws applicable to the Charter School.

The Board of Directors of Charter School nominates and elects the officers of the Charter Schools. The current officers of the Charter School are: its President, Chief Financial Officer and Secretary

The school’s principal and assistant principals are charged with directing, evaluating and holding the staff of the school accountable. There is a comprehensive evaluation system in place for the school’s staff. The principal of the school attends all school board meetings and are available to address any staff concerns that the school board might have. The Board of Directors of Charter School, the Charter School administrative staff, and their respective representatives The Board of Directors of Charter School, the Charter School administrative staff, and their respective representatives are responsible for all aspects of the day-to-day operations of Charter School, including, but not limited to, making necessary provisions for accounting, budgeting, payroll, purchasing, liability, insurance, and the like. The Alliance staff can make
recommendations to the board and is called on to make reports at the request of the board, but the board is totally independent. The Alliance staff also provides support to school leadership and staff.

A quorum of the Charter School Board for the transaction of business requires a simple majority of official voting board members physically present for in-person meetings or on the phone for teleconferenced board meetings. All board voting action is taken by roll call voted. An act or decision made by majority vote of the directors then in office at a meeting duly held at which a quorum is present is the act of the Board, unless a different number, or the same number after disqualifying one or more directors from voting, is required by law, by the Articles of Incorporation, or by these Bylaws, including but not limited to those provisions relating to (i) approval of contracts or transactions in which a director has a direct or indirect material financial interest, (ii) appointment of committees, and (iii) indemnification of directors.

The Board may elect to use teleconferencing in connection with any meeting of the Board. If the Board elects to use teleconferencing, it shall post agendas at all teleconference locations and conduct teleconference meetings. Each teleconference location shall be identified in the notice and agenda of the meeting or proceeding, and each teleconference location shall be accessible to the public. The agenda shall provide an opportunity for members of the public to address the Board directly at each teleconference location. During the teleconference, at least a quorum of the members of the Board shall participate from locations within the boundaries of the District. Participation in a meeting through use of teleconferencing pursuant to this subsection constitutes presence in person at that meeting as long as all members participating in the meeting are able to hear one another. All votes taken during a teleconferenced meeting shall be by roll call. For the purposes of this subsection (i), "teleconference" means a meeting of the Board, the members of which are in different locations, connected by electronic means, through either audio or video, or both. Nothing in this subsection shall prohibit the corporation from providing the public with additional teleconference locations.

The Charter School Board is responsible for providing fiscal accountability by approving, monitoring the budget and the academic success of the program, which is initially reviewed and provided to the Charter School Board by the Charter School staff and Alliance as the back-office provider. The Charter School Board helps ensure effective organizational planning by approving long-range goals and annual objectives, monitoring the general policies including but not limited to: compliance mandates, health and safety and the academic success of the program, use and maintenance of facilities, and overseeing that Charter School resources are managed effectively.

The Charter School Board votes on contracts, financial dealings and other transactions between the Charter School and third parties.

The teachers who serve on the Charter School Board are required to annually sign a statement acknowledging any conflicts of interest and are required to recuse themselves from any discussion or voting that has any impact on their compensation or benefits.

The LAUSD representative, if LAUSD opts to exercise its statutory right to have a representative on the board, has the opportunity to facilitate communications and mutual understanding between Charter School and LAUSD. As the entity with ultimate oversight responsibility, LAUSD is provided with an annual programmatic and fiscal audit. The programmatic audit includes a summary of major decisions and policies established by the Charter School Board during the year. The annual audit abides by current audit guidelines established by the State of California for K-12 public schools.

Charter School has provided the LAUSD Charter Office with a copy of the articles of incorporation, bylaws and names of board members of Charter School. Any changes made to these documents that materially alter the charter must first be approved through the District’s charter amendment process in order to be effective.

Charter School complies with the Brown Act. It posts its Board of Directors schedule of quarterly meetings; it posts notices and agendas of regular meetings at least 72 hours in advance; and it records and posts actions of the Board. Postings occur by email and in a visible location in the Charter School.
office as well as on the Charter School’s website in English and Spanish or other dominant language as needed by the community served. Charter School maintains for its Board a record book of meeting agendas and minutes. Agendas and minutes are provided in English and Spanish. For easier access, Charter School posts the agendas and minutes on its website. The law requires no less than one meeting annually; however, the Board meets at least quarterly to conduct business plus special meetings, see pages 3-4 of Bylaws. All meetings of the Charter School Board are open to the public, excluding closed sessions as permitted by the Brown Act.

**Grievance Procedure for Parents and Students**

Charter School will implement the following:

1. Designate one certificated person to coordinate compliance with federal laws, specifically, Title IX and Section 504.
2. Adopt and publicize its internal grievance procedures.
3. Notify parents, students, and employees of its nondiscrimination policy.

Charter School will adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action which would be prohibited by Title IX, or Section 504.

Charter School will implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements...

**School Coordinating Council (Advisory)**

Charter School has a School Coordinating Council of 10 to 20 members consisting of the principal, parent representatives, teachers, classified staff, the student body president, and local community members. The School Coordinating Council typically meets monthly to provide suggestions and recommendations, advising the principal on day-to-day operations and issues including, but not limited to budgeting, curriculum, school policies, school/community participation, and the general direction of Charter School. The coordinating council meets at Charter School’s site. If requested by the principal and if the subjects to be discussed warrant it, members of the Charter School Board attend School Coordinating Council meetings.

**Parent/Community Town Hall Meetings**

Approximately once a month, Charter School holds meetings in a Town Hall Meeting format that all parents, community and staff members are welcome to attend. Topics for discussion or presentation include school-wide topics of interest related to achieving the goals of Charter School and its students. Meetings are generally attended by the principal and administrative staff of Charter School and, if the subjects to be discussed warrant it, members of the Charter School Board.

**Business and Operations Assistance**

Alliance College-Ready Public Schools provides for Charter School certain back-office services, including budgeting/forecasting, accounts set up (insurance, benefits, attendance tracking), payroll, compliance, required reporting, service vendor contract negotiations and management, and purchasing. Alliance also provides oversight and monitors adherence by the Charter School Board to the charter process and any applicable law. The Los Angeles County Office of Education (LACOE) receives and forwards public funds for Charter School directly to the Charter School’s operating account. Alliance maintains separate financial records for Charter School and assures that all accounting complies with generally accepted accounting principles.
**Parent Engagement**

Parents have a right to choose to send their children to excellent high-performing schools and have a right and the responsibility to participate actively in insuring the success of their child and the school. Charter School understands the importance of active parent involvement in the education of their children.

Parents of Charter School students are meaningfully and actively engaged in their children’s education. Parents are responsible and accountable for supporting their children’s learning at school and at home through their participation in understanding what it takes for children to achieve college-readiness, and by their active voice in achieving the goals of the school through volunteering. At Charter School, it is anticipated that:

- Parents are actively engaged as members of the ongoing School Coordinating Council.
- Parents of participating Title 1 students participate in an Annual Charter School Title 1 meeting. Charter School applied for and obtained the status School-wide Program.
- Parents are guaranteed access to the school, school leaders and classroom teachers to support their children’s education.
- After the enrollment of a student, each parent and each student meet with the principal.
- Parents are provided multiple opportunities to develop awareness of college readiness benchmarks and what their children must achieve to be successful. Parents are supported in their participation in monitoring their child’s individual learning plan towards college readiness.
- Parents are encouraged to participate in a minimum of four Parent Education Academies each year.
- Each parent, their child and school leadership participate in annually developing and signing a Parent/Student/School Compact acknowledging their understanding, responsibility and commitment to support student learning and the academic goals of Charter School.
- Each parent, the student and their teacher advisor participate in developing a Personal Student Learning Plan, based on an initial assessment, student interests and needs. Parents are encouraged to accept responsibility and accountability for committing to volunteering time to support the school and to participate as parent mentors.
- Charter School seeks to establish partnerships with effective parent engagement leaders such as Families-in-Schools which has a proven track record of meaningfully engaging the voice of parents and the community as partners in schools.
- Meetings are arranged with individual classroom teachers, with the student’s instructional team and with the student’s advisor. These meetings are held on a regular basis.
- Individual parent-teacher conferences are held quarterly to share and discuss the progress and needs of each individual student.
- Parents are encouraged to participate in an active parent volunteer program, so that each parent feels part of the school and understands their responsibility to the school.

Charter School makes every effort to fully inform parents as to the curriculum offered and their child’s progress. In addition to representation on the School Coordinating Council, Charter School Parent/Community Town Hall Meetings are held to address school related issues, including, but not limited to, parent/teacher/student relations. A failure of a parent to meet volunteer hours or to participate in Charter School’s programs has no effect on a student’s enrollment, grades, credits or ability to graduate.

**Community Engagement**

Charter School also understands that if Charter School is to be effective, it must be part of the community. To that end, Alliance employs a Director of Parent and Community Engagement who reports to the Alliance Chief Academic Officer. The Director of Parent and Community Engagement provides
services to the Charter School principal to support him or her in representing the interests of the community.

- The Alliance Director of Parent and Community Engagement and the principal of Charter School involve the community in the Charter School. Students are encouraged to perform community service as part of their graduation requirements. Students develop community service projects as part of advisory. Community service prepares students to be positive contributing members of society. Students develop proposals to serve the school community that are reviewed and approved by the advisory teacher based on the students ability to identify extracurricular activities and describe how these activities could enhance their own lives and benefit their school environment.

- Members of the community at large are solicited to serve in Charter School in various functions, including serving as mentors to students.

- Community resources, such as parks, libraries, athletic and classroom facilities may be used at times by the Charter School. Charter School believes that by using community facilities, it becomes an integral member of the community in which it is located.

- The Charter School consults with all stakeholders, including parents, teachers, staff, administrators and students in the development and updating of the school's LCAP and the educational program at School Town Hall meetings, School Advisory meetings, Parent meetings, and monthly Coffee with the Principal meetings.

**Organization Chart**
ELEMENT 5: Employee Qualifications

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

EQUAL EMPLOYMENT OPPORTUNITY

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

ESEA/NCLB AND CREDENTIALING REQUIREMENTS

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers meet applicable state requirements for certificated employment, including the provisions of Education Code section 47605(l). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

ACRAHS 16 adheres to California laws, including fingerprinting and prohibitions regarding the employment of any person who has been convicted of a violent or serious felony.

All employees must furnish or be able to provide:
- Verification of tuberculosis (TB) testing
- Complete a live scan for purposes of verifying criminal background history
- Provide a full disclosure statement regarding prior criminal record
- Prior to the first day of work for every employee, ACRAHS 16 will process all background checks through the Department of Justice and/or Federal Investigation Bureau
- Legal documents establishing identity and employment authorization

Employee Recruitment

Various resources are used to recruit and hire the most qualified candidates to fill both classified and certificated positions, including utilizing various online job search tools, partnering with teacher recruitment organizations, and participating in local university job fairs. The principal interviews and selects the faculty and staff. All candidates are screened, formally interviewed and expected to complete a background check, as described in this element.

Code Of Conduct

Employees are expected to engage in professional behavior with fellow employees, students, parents, and others with whom interaction is made on behalf of or while representing ACRAHS 16. Unprofessional behavior includes unlawful harassment including, but not limited to jokes, threats, put-downs, decorations, and innuendoes related to gender, sex, race, ethnicity, religion, age, disability, and/or sexual orientation. Employees are expected to refrain from such activity and to report alleged improprieties in accordance with state and federal laws.

ACRAHS 16 shall comply with all provisions of the Educational Employment Relations Act (EERA).
Employment Eligibility Requirements

Background Check – As previously stated in the District Required Language, any candidate selected to fill a position at an Alliance school is required to complete a background investigation by using the Live Scan Service Request form. Since the Alliance has been authorized by the Department of Justice to receive background response information, the Department of Justice (DOJ) sends the applicant’s background investigation results directly to Alliance Secure Mail Server System. Designated members of the Alliance Human Resources Department are the only confidential employees of Alliance College-Ready Public Schools with access to this information. After reviewing the investigation results, if the results indicate that no criminal history exists for the applicant, then he/she is considered eligible to continue the hiring process. If the results indicate that a criminal history does exist for the applicant then the results are thoroughly reviewed by the Alliance Director of Human Resources, who determines if there are any convictions that would disqualify the applicant from employment.

Teaching Credential Verification - All teacher candidates are required to possess a valid teaching credential with an appropriate authorization for their assignment. All credential documents are verified with the California Commission on Teacher Credentialing (CCTC) by a Human Resources representative. The applicant’s credential subject authorization must meet state and federal (NCLB) requirements to teach the subject that he/she is being hired to teach. Since Alliance College-Ready Public Schools supports the employment of university intern eligible candidates, we work very closely with the universities to ensure that the candidate is eligible for an internship permit, that the subject authorization meets state and federal (NCLB) requirements, and that the applicant is able to complete the teaching credential program within two years. Teachers are also required to possess an English Learner Authorization, which is either embedded in their credential or an added authorization.

TB Verification - Candidates are required to submit current TB verification. TB verifications are required to reflect negative results for active tuberculosis and are required to be no older than 60 days from the date the candidate is hired for employment. All Alliance school employees are required to submit TB verification every four years.

Work Agreements - Employees’ job duties and work basis are negotiated in individual agreements. General job descriptions have been developed for all positions, including certificated and classified staff. Salaries are competitive with those of LAUSD.

Nepotism Policy – ACRAHS 16 complies with conflict of interest laws that apply to all public entities per Government Code section #1090.

Administrative Structure

The principal and assistant principal are the primary school site administrators. The chairman of the School Board, the designated Alliance Area Superintendent and the principal confer regularly to address planning and management issues, student progress, and progress with the implementation of the educational program.

Principal - The Alliance Area Superintendent interviews potential principals on an application basis. Selection of the principal is based on proven experience in educational leadership; educational vision for, experience and success with low-income and/or minority children; demonstrated ability in program design and development; and interest in and commitment to educational reform. The Alliance Area Superintendent recommends viable candidates to Charter School officers (Chief Schools Officer and Chief Academic Officer), who then select the principal. Responsibilities of the principal include, but are not limited to:

- Instructional leadership and accountability for implementation of curriculum and instruction
- Overseeing the development and implementation of all programs
- Facilitating communication between all school stakeholders
- Hiring and terminating (with cause) all other employees according to the mission, philosophy, and obligations defined in the charter petition
• Maintain a positive ongoing program of teacher supervision and evaluation in support of established school mission goals and procedures.
• Overseeing the day-to-day operations of the school
• Organizing professional development, with the support of the Alliance
• Supervising and assisting in carrying out student discipline measures
• Monitoring and reporting progress to the School Board of Directors (Alliance staff prepares data reports as a service to ACRAHS 16 and reports data to LAUSD and the Alliance Board of Directors)
• Assuming responsibility for security and pupil safety within the building; developing procedures designed to protect and enhance safety of students and staff, and promoting the security of property and equipment.
• Opening and closing the campus
• Maintaining a balanced budget and drafting an annual budget proposal for School Board review (Principal reports annual budget proposal to the School Board of Directors).

REQUIRED QUALIFICATIONS:
• A graduate degree in education, educational leadership, public administration or a related field from an accredited college or university.
• Two or more years of extensive, directly related and progressive experience.
• Possess and maintain a valid California Teaching Credential & Administrative Services credential.
• Articulates a vision, strategy and a set of goals that align with the mission of Alliance College-Public Schools.
• Leads a culture of high expectations for ALL and a relentless focus on college-readiness.
• Uses meaningful data and statistics to make informed decisions on school improvement.
• Expertise in and values instructional technology as an educational tool.
• Possesses a working knowledge of small school reform, elements of 21st Century learning environments, and distributive leadership models.
• Ensures there is effective instruction occurring every minute, every period, every day.
• Has a commitment to knowledge of and competences in inclusion of all students.
• Attracts hires, supervises, and develops all school staff members to create a high-functioning team focused on student success.
• Builds and maintains a positive and supportive staff culture based on trust, risk-taking, respect, reflective learning and collaboration.
• Builds strong relationships with parents.
• Embraces and fosters a culture of innovation and creativity.
• Collaborates actively with other colleagues

Administrative Staff - The principal selects an assistant principal and/or director of instruction depending on their desired program structure. ACRAHS 16 employs two Assistant Principals for the 2015-2016 school year.

Assistant Principal: The assistant principal will have experience in successful school leadership and management. The position assists the principal in supervising and providing education and administrative leadership to the professional staff and students. Responsibilities include, but are not limited to:
• Projecting and encouraging a positive, cooperative atmosphere within the school and seeking to motivate all staff toward the fulfillment of the school’s mission.
• Promoting curriculum improvement and ensuring that instructional programs and courses are implemented within standards.
• Enforce rules consistent with the approved Charter petition, the school’s philosophy and current law.
• Assisting in the supervision and evaluation of teachers and staff.
• Maintaining a positive school climate in which students can mature and develop a sense of responsibility, self-worth, and good citizenship.
- Developing a program of orientation and acclimation for all new students.
- Promoting the general health, safety and welfare of the student body, guiding, supervising and/or coordinating all student activities to include school related activities outside of regular school hours, e.g. career exploration, field trips, service learning, etc.
- Coordinating student enrollment, programming, and maintenance of cumulative records.
- Maintaining effective relations with parents and parent groups.
- Submitting all reports required by state, authorizer or other regulatory agency.
- Assuming assigned roles and responsibilities of the director of instruction in their absence.

**MINIMUM QUALIFICATIONS**
Generally, any combination of education and experience that would provide the required knowledge and skills for successful performance.

**EDUCATION:**
A Master’s Degree in Education.

**EXPERIENCE:**
- Experience in secondary school teaching and leadership.
- Experience in charter schools preferred.

**LICENSES OR CERTIFICATES:**
Possess and maintain a valid California secondary teaching credential and Administrative Credential.

**KNOWLEDGE, SKILLS, AND ABILITIES:**
- Experience with differentiated instruction and alternative assessments
- A track record as a successful and progressive educator
- Entrepreneurial spirit
- Experience with diverse student populations in urban settings
- Strong computer skills; e.g. Microsoft Office Suite, school information systems
- Spanish speaker (preferred)
- Ability to be flexible and be a team player

**TYPICAL PHYSICAL DEMANDS**
These physical demands are representative of the physical requirements necessary for an employee to successfully perform the essential functions of the job.
- Requires sitting, standing, bending, and reaching on a daily basis
- May require lifting up to 50 pounds
- Sufficient manual dexterity (repetitive movement of hands and fingers) to operate keyboard, laptop/PC, copier/printer, fax, and other office equipment
- Eyesight correctable to 20/20 to read numbers and reports
- Hearing within normal range

**TYPICAL MENTAL DEMANDS**
- Must understand vague and implicit instructions and react favorably in all work situations.
- Must be mentally adaptable and flexible in dealing with a variety of people and situations.
- Must be able to communicate providing verbal or written feedback in a professional manner.
- Requires public contact and good interpersonal skills.

Director of Instruction: The director of instruction shall meet teacher qualifications and have a record of successful teaching experience. The position assists the principal in leading the implementation of the educational model and core values, ensuring that the school’s academic achievement goals are met, and ensuring classrooms consistently reflect rigorous standards-based instruction. Responsibilities include, but are not limited to:
• Assuming responsibility for the supervision of programs and improvement of instruction within the school.
• Providing assistance to new and experienced teachers in: effective teaching practices, planning and assessing student proficiency on content standards, and analyzing data to inform instruction.
• Keeping informed and up to date regarding new developments in curriculum, instruction and administration, i.e. workshops, meetings, credit classes, etc.
• Securing substitute teachers and assuming responsibility for the proper reception, instruction, and appraisal of substitute teachers assigned to the school.
• Assuming assigned roles and responsibilities of the assistant principal in their absence.

MINIMUM QUALIFICATIONS
Generally, any combination of education and experience that would provide the required knowledge and skills for successful performance.

EDUCATION:
A degree in teaching, curriculum and instruction or a related field from an accredited college or university is desired.

EXPERIENCE:
Three or more years of successful secondary teaching experience.

LICENSES OR CERTIFICATES:
Possess and maintain a valid California secondary teaching credential.

KNOWLEDGE, SKILLS, AND ABILITIES:
• Principles, theories, practices, methods, and techniques used in classroom instruction
• Methods and approaches to planning specialized instructional programs
• Evaluation and assessment techniques used in determining proper teaching and instructional methods
• Federal, state, and local laws, codes, ordinances and regulations as they pertain to charter schools
• Personnel management principles and practices, including selection, training, supervision, and performance evaluation.
• Assume responsibility for the administration of a school
• Provide effective education leadership to assigned teachers and instruction support staff
• Identify, plan, and articulate future educational programs, approaches, and methods to meet student needs
• Participate in the process of staff development and teacher training
• Communicate, effectively, orally and in writing.

TYPICAL PHYSICAL DEMANDS
These physical demands are representative of the physical requirements necessary for an employee to successfully perform the essential functions of the job.
• Requires sitting, standing, bending, and reaching on a daily basis
• May require lifting up to 50 pounds
• Sufficient manual dexterity (repetitive movement of hands and fingers) to operate keyboard, laptop/PC, copier/printer, fax, and other office equipment
• Eyesight correctable to 20/20 to read numbers and reports
• Hearing within normal range

TYPICAL MENTAL DEMANDS
• Must understand vague and implicit instructions and react favorably in all work situations.
• Must be mentally adaptable and flexible in dealing with a variety of people and situations.
• Must be able to communicate providing verbal or written feedback in a professional manner.
Requires public contact and good interpersonal skills.

**Teaching Staff** - Teachers shall meet the requirements for employment as stipulated by the California Education Code section 47605(l) and the applicable provisions of *No Child Left Behind*. Teachers of core, college preparatory subjects (English language arts, language, mathematics, science, history, special education) shall hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in a non-charter public school would be required to hold. To insure that the needs of English learners are met, teachers selected will have a valid EL authorization, such as CLAD or BCLAD certification and all teachers shall be trained in the effective use of sheltered-English. These documents will be maintained on file at the Alliance office and will be subject to periodic inspection by LAUSD. The Alliance Vice President Human Resources is responsible for monitoring teacher and administrator credentials. The principal selects ACRAHS 16’s teachers on an application and interview basis. Selection of teachers shall be based on their teaching experience, the degree of subject matter expertise, and their ability to demonstrate classroom instructional capabilities. Inexperienced teachers will be hired on educational experience (i.e. former paraprofessional, school volunteer, child care, etc.), work experiences found beneficial to education, and resumes with good references. Responsibilities for the teachers include, but are not limited to:

- Creating and maintaining a nurturing and engaging classroom environment.
- Preparing and implementing lesson plans that lead to student understanding of the pre-established curriculum content.
- Employing a wide variety of teaching methods designed to create opportunities for deep understanding and differentiated instruction for students at all levels of ability within a class.
- Regularly assessing student progress and maintaining accurate records.
- Participating regularly in professional development opportunities.
- Maintaining frequent communication with students, student’s families, colleagues, and other school stakeholders to promote academic success for all students.
- Submitting completed report cards and school-wide assessment records on time.

**Office Personnel (classified staff)** - The principal selects their office personnel on an application and interview basis. Selection shall be based on the ability to perform the job duties for that position. Office personnel duties include, but are not limited to:

- Maintaining a welcoming atmosphere in the school office for parents, students, staff, and visitors.
- Maintaining employee time reporting and student attendance records.
- Answering telephones.
- Assisting with the student application and registration process.
- Searching records and obtaining information from other schools, offices and agencies.
- Managing and monitoring office operations.
- Ordering and purchasing office and classroom supplies and managing vendors.
- Developing and implementing clerical and administrative procedures for daily school operations.
- Preparing correspondence, reports, bulletins, files, forms, memorandums, and performing other clerical and administrative duties as assigned.
- Providing bilingual translation and communication with parents and community members.
- Maintaining accounts of all expenses and assist in using Alliance Financial Management system.

**MINIMUM QUALIFICATIONS**
Generally, any combination of education and experience that would provide the required knowledge and skills for successful performance.

**EDUCATION:**
BA or AA in Business
EXPERIENCE:
No previous experience required.

LICENSES OR CERTIFICATES:
No requirement.

KNOWLEDGE, SKILLS, AND ABILITIES:
- Excellent interpersonal skills and demonstrated success building trusting relationships with teachers and school site administrators.
- Ability to set priorities and manage multiple projects simultaneously while meeting customer expectations.
- Strong customer service orientation, responding to customer needs in a timely manner
- Analytical and problem-solving skills.
- Strong oral and writing skills.
- Ability to learn quickly.
- Flexibility to adapt to constantly changing environments.
- Passion for improving urban public education and a willingness to make a long-term commitment to K-12 education.

TYPICAL PHYSICAL DEMANDS
These physical demands are representative of the physical requirements necessary for an employee to successfully perform the essential functions of the job.
- Requires sitting, standing, bending, and reaching on a daily basis
- May require lifting up to 50 pounds
- Sufficient manual dexterity (repetitive movement of hands and fingers) to operate keyboard, laptop/PC, copier/printer, fax, and other office equipment
- Eyesight correctable to 20/20 to read numbers and reports
- Hearing within normal range for telephone use

TYPICAL MENTAL DEMANDS
- Must understand vague and implicit instructions and react favorably in all work situations.
- Must be mentally adaptable and flexible in dealing with a variety of people and situations.
- Must be able to communicate providing verbal or written feedback in a professional manner.
Requires public contact and good interpersonal skills.

Parent Engagement Specialist (classified staff) - The principal selects the school’s Parent Engagement Specialist on an application and interview basis. Selection shall be based on the ability to perform the job duties for that position. Office personnel duties include, but are not limited to:

POSITION SUMMARY:
Under the leadership of the school principal and in collaboration with school staff members and community stakeholders, coordinate parent engagement activities to uphold the Alliance core value of working in partnership with parents. Primary job duties include organizing the school’s parent volunteer program to secure active and meaningful parent engagement at school and at home; educating parents to support learning and college-readiness; supporting recruitment and fundraising activities.

ESSENTIAL FUNCTIONS:
- Plan, carryout, and evaluate parent engagement activities in partnership with school staff members and community partners
- Establish a regular workshop series and serve as the school’s parent educator
- Identify and promote parent volunteer activities
- Track parent volunteer hours
- Create a welcoming school environment
• Establish and staff the school’s parent center
• Refer families to school and/or community resources
• Train parent leaders to support charter advocacy activities
• Support school recruitment activities
• Support school fundraising activities
• Participate in professional development
• Satisfy reporting requirements
• Provide translation services when needed
• Perform related duties as assigned

Instructional Assistants (classified staff) - The school principal selects instructional assistants on an application and interview basis. Instructional assistants work in classrooms and provide assistance to students in A-G core academic courses. They are directly supervised by highly qualified teachers and meet No Child Left Behind qualification requirements including: high school diploma, General Equivalency Diploma (GED) or equivalent; and two years of college (minimum 48 semester or 72 quarter units) or associate’s degree or higher; or pass a local assessment of knowledge and skills in assisting in instruction. Responsibilities include, but are not limited to:

• Working with individual students or small groups to reinforce learning material or skills introduced by the teacher.
• Operating and caring for equipment or instructional materials used in the classroom for instructional purposes.
• Helping students master equipment or instructional materials assigned by the teacher.
• Distributing and collecting workbooks, papers, and/or instructional materials.
• Guiding independent study, enrichment work, and remedial work as assigned by the teacher.
• Assisting with the supervision of students during meals, emergency drills, assemblies, break periods, or field trips.
• Providing information and assistance to a substitute teacher should one be assigned.
• Participating in appropriate staff development as required to ensure professional growth.

MINIMUM QUALIFICATIONS
Generally, any combination of education and experience that would provide the required knowledge and skills for successful performance.

EDUCATION:
A high school diploma or equivalent and at least 48 college semester units.

EXPERIENCE:
0-2 years of related experience. Prior experience working with children, preferably in an instructional setting.

LICENSES OR CERTIFICATES:
No requirement.

KNOWLEDGE, SKILLS, AND ABILITIES:
• Knowledge of appropriate and effective approaches to discipline
• Knowledge of school objectives, policies and regulations
• Ability to work with students and staff in maintaining a safe and welcoming school campus
• Ability to establish and maintain cooperative relationships with all members of the school community
• Follow verbal and written instructions
• Ability to work cooperatively with others and maintain a positive attitude in the work environment
• Ability to use good judgment in problem-solving and decision-making
• Use time productively
• Ability to follow district policies and procedures
• Ability to accept supervisory direction and desire to improve job skills
• Ability to demonstrate tact, courtesy and helpfulness in dealing with staff, students, parents, and visitors to the school

TYPICAL PHYSICAL DEMANDS
These physical demands are representative of the physical requirements necessary for an employee to successfully perform the essential functions of the job.
• Requires sitting, standing, bending, and reaching on a daily basis
• May require lifting up to 50 pounds
• Sufficient manual dexterity (repetitive movement of hands and fingers) to operate keyboard, laptop/PC, copier/printer, fax, and other office equipment
• Eyesight correctable to 20/20 to read numbers and reports
• Hearing within normal range for telephone use

TYPICAL MENTAL DEMANDS
• Must understand vague and implicit instructions and react favorably in all work situations.
• Must be mentally adaptable and flexible in dealing with a variety of people and situations.
• Must be able to communicate providing verbal or written feedback in a professional manner.
Requires public contact and good interpersonal skills.

Campus Assistants (classified staff) - The school administrators select campus assistants on an application and interview basis. Selection shall be based on qualifications, experience and the ability to perform the job duties. Responsibilities include, but are not limited to:
• Developing appropriate interpersonal relationships with students in order to earn their respect and cooperation in following directions and school rules.
• Assisting in supervising student activity areas during the break and lunch periods.
• Assisting in general supervision of the campus as directed by the principal.
• Assisting in communicating school policies and procedures regarding student behavior and discipline; reporting incidents to administrators.
• Positively interacting with parents and other members of the school community.

MINIMUM QUALIFICATIONS
Generally, any combination of education and experience that would provide the required knowledge and skills for successful performance.

EDUCATION:
High School Diploma or equivalent.

EXPERIENCE:
0-2 years of related experience.

LICENSES OR CERTIFICATES:
No requirement.

KNOWLEDGE, SKILLS, AND ABILITIES:
• Knowledge of appropriate and effective approaches to discipline
• Knowledge of school objectives, policies and regulations
• Work with students and staff in maintaining a safe and welcoming school campus
• Establish and maintain cooperative relationships with all members of the school community
• Follow verbal and written instructions

TYPICAL PHYSICAL DEMANDS
These physical demands are representative of the physical requirements necessary for an employee to successfully perform the essential functions of the job.
**TYPICAL PHYSICAL DEMANDS**
- Requires sitting, standing, bending, and reaching on a daily basis
- May require lifting up to 50 pounds
- Sufficient manual dexterity (repetitive movement of hands and fingers) to operate keyboard, laptop/PC, copier/printer, fax, and other office equipment
- Eyesight correctable to 20/20 to read numbers and reports
- Hearing within normal range for telephone use
- May be subject to extreme physical acts of others (i.e. restraining students involved in altercations.)

**TYPICAL MENTAL DEMANDS**
- Must understand vague and implicit instructions and react favorably in all work situations.
- Must be mentally adaptable and flexible in dealing with a variety of people and situations.
- Must be able to communicate providing verbal or written feedback in a professional manner. Requires public contact and good interpersonal skills.

**Custodian (classified staff)** – The school administrators select the custodian on an application and interview basis. Selection shall be based on qualifications, experience and the ability to perform the job duties. The custodian is charged with maintaining building and classroom maintenance at the facility. Responsibilities include, but are not limited to:
- Ensuring classrooms, restrooms, lunch areas and other common areas are cleaned and well maintained.
- Emptying waste receptacles.
- Cleaning restrooms and replenishing supplies.
- Securing the building in the evening.
- Performing small painting jobs and minor building and grounds repairs.
- Ordering cleaning products and maintaining stock of supplies.

**MINIMUM QUALIFICATIONS**
Generally, any combination of education and experience that would provide the required knowledge and skills for successful performance.

**EDUCATION:**
High School Diploma or equivalent.

**EXPERIENCE:**
0-2 years of related experience.

**LICENSES OR CERTIFICATES:**
No requirement.

**KNOWLEDGE, SKILLS, AND ABILITIES:**
- Knowledge of appropriate and effective approaches to discipline
- Knowledge of school objectives, policies and regulations
- Work with students and staff in maintaining a safe and welcoming school campus
- Establish and maintain cooperative relationships with all members of the school community
- Follow verbal and written instructions

**TYPICAL PHYSICAL DEMANDS**
These physical demands are representative of the physical requirements necessary for an employee to successfully perform the essential functions of the job.
- Requires sitting, standing, bending, and reaching on a daily basis
- May require lifting up to 50 pounds
- Sufficient manual dexterity (repetitive movement of hands and fingers) to operate keyboard, laptop/PC, copier/printer, fax, and other office equipment
- Eyesight correctable to 20/20 to read numbers and reports
• Hearing within normal range for telephone use
• May be subject to extreme physical acts of others (i.e. restraining students involved in altercations.)

TYPICAL MENTAL DEMANDS
• Must understand vague and implicit instructions and react favorably in all work situations.
• Must be mentally adaptable and flexible in dealing with a variety of people and situations.
• Must be able to communicate providing verbal or written feedback in a professional manner.
Requires public contact and good interpersonal skills.

Alliance Vice President, Human Resources – Vice President of Human Resources for the Alliance is selected by and reports to the Alliance Chief Operating and Financial Officer and works closely with the Alliance President/CEO, Chief Academic Officer and VP of Finance, principal and school employees. Experience in professional human resource functions is required, and technical experience in employee recruitment, selection, position classification, labor relations, staff development, or salary administration is desirable. A master’s degree in human resources, personnel, public or business administration is desirable. This position performs professional-level, technical human resources work in the area of classification, compensation, human resources rules and legislation, recruitment, and selection; and assists with more complex assignments for all Alliance schools. Duties and responsibilities include, but are not limited to:

• Working with school leadership to develop job descriptions for school positions.
• Coordinating advertising and recruitment for teachers through RISE, Edjoin, Monster.com, Job Fairs, Universities, etc.
• Providing information regarding eligibility requirements to teacher and classified candidates.
• Conducting initial screening of applications for eligibility criteria. Verifying compliance with hiring criteria for principals, financial services before employees begin work.
• Collecting completed employee agreements.
• Maintaining current record of all school employees and required employment data.
• Analyzing laws, rules, reports, publications, and court cases for information relating to human resources.
• Assist in designing, constructing and conducting surveys to gather compensation, classification, training, entrance requirements, rules, employee selection, or other human resources data.
• Formulating or assisting in formulating recruitment and training plans and assists in implementing plans by arranging for facilities, equipment, advertising, informational materials, and other details.
• Composing or assist in composing a variety of technical written materials, including rules, procedures, class descriptions, salary reports, job market trend reports, and other specialized reports.
• Developing and designing recruitment literature including advertisements, and brochures.
• Overseeing the development, planning and implementation of employee recruitment strategies and procedures.

REQUIRED QUALIFICATIONS:
• A graduate degree in education, educational leadership, public administration or a related field from an accredited college or university.
• Seven to ten years of management-level human resources experience in a high growth organization or mid-to-large-size school system.
• · Proven track record of effective leadership and ability to navigate complex issues and drive strong performance results.
• · Deep understanding of all HR functions, including but not limited to culture development, change management, recruiting, employee retention, workforce planning, organization development, compensation, benefits, professional development, HRIS and administration.
• · Possess strong interpersonal skills, with the ability to develop strong relationships with a variety of stakeholders.
- Proven strategic planning and project management skills with the ability to translate strategies from plans to action.
- Excellent communication skills with an ability to articulate a clear and compelling vision and lead others to implement it.
- PHR/SPHR certification preferred.
ELEMENT 6: Health and Safety Procedures

"The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237." Ed. Code § 47605(b)(5)(F).

HEALTH, SAFETY AND EMERGENCY PLAN

Charter School shall have a comprehensive site-specific Health, Safety and Emergency Plan, including but not limited to the acquisition and maintenance of adequate onsite emergency supplies, in place prior to beginning operation of Charter School each school year. Charter School shall ensure that all staff members receive annual training on Charter School's health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014). Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by SB 1266 (2014). Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Charter School. Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety and Emergency Plan, and keep it readily available for use and review upon CSD request.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Charter School, including its employees and officers, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

Charter School shall comply with all requirements of Education Code sections 44237 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of school-site services and/or any contact with students and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, in accordance with Education Code section 49406. Charter School shall maintain TB clearance records and certifications on file.
Charter School shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

**SAFE PLACE TO LEARN ACT**

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

**POLICIES**

In order to provide for the safety of all students and staff, ACRAHS 16 has adopted and implemented a comprehensive set of student health, safety and risk management policies that are reviewed regularly with staff and that address the following:

- A comprehensive health and safety plan that describes how the school will maintain campus safety;
- Policies and procedures for response to natural disasters and emergencies, including fires and earthquakes;
- A policy for reporting child abuse and other improprieties as mandated by federal, state, and local agencies;
- A requirement that school staff receives training in emergency response, including “first responder” training or its equivalent as appropriate;
- A policy relating to the administration of prescription drugs and other medicines;
- A policy relating to bloodborne pathogens;
- A policy establishing that the school functions as a drug, alcohol, and tobacco free workplace;
- A requirement that all enrolling students provide records documenting immunizations to the extent required for enrollment in non-charter public schools;
- A requirement for student health screenings for vision, hearing and scoliosis, as applicable under CA Ed Code section 49450 et seq.;
- Compliance with all health and safety laws and regulations that apply to non-charter public schools, including those regarding auxiliary services (e.g., food services, transportation) and those required by CAL/OSHA, the California Health and Safety Code, and EPA.

**Facilities**

The school is housed in facilities that have received state Fire Marshal approval, and that have been evaluated by a qualified structural engineer who has determined that the facilities present no substantial seismic safety hazard. Periodic facilities inspections are undertaken, as necessary, to ensure safety standards are met.

**Background/TB Clearances and Custodian of Records**

Employees of ACRAHS 16 shall submit to a criminal background check and furnish a criminal record summary as required in Education Code section 44237. The school also requires that employees are examined and determined to be free of active tuberculosis as described in Education Code section 49406. Alliance’s Human Resources Manager serves as the Custodian of Records per California Department of Justice requirements. Staff records are maintained by the Alliance Human Resources department.
Health and Wellness

ACRAHS 16 supports and promotes the health and wellness of students through physical education courses, nutrition and various after-school programs. The school participates in the National School Lunch Program (NSLP), which is a federally-assisted meal program operating in public and nonprofit private schools and residential child care institutions. NSLP provides nutritionally balanced, low-cost or free lunches to children each school day. The school and its food vendors comply with federal and state regulations and requirements of the program, including, but not limited to, the nutritional requirements of food served that promote a healthy growth in physique and the stimulation of the mind.
ELEMENT 7: Means to Achieve Racial and Ethnic Balance

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

COURT-ORDERED INTEGRATION

Charter School shall comply with all requirements of the Crawford v. Board of Education, City of Los Angeles court order and the LAUSD Integration Policy adopted and maintained, pursuant to the Crawford court order, by the District’s Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD.

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD’s Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)). The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District’s Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary to achieve the District’s goal. Upon request, Charter School shall provide the District with a copy of its current written plan.

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. Instead, the District now receives the Targeted Instructional Improvement Block Grant (TIIBG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIBG funding, where available, and cannot guarantee the availability of this funding.

FEDERAL PROGRAM COMPLIANCE

As a recipient of federal funds, including federal Title I, Part A funds, Charter School has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB)) and other applicable federal grant programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of NCLB and other applicable federal programs, including, but not limited to, documentation related to funding, required parental notifications, qualifications and credentialing of teaching and paraprofessional staff, the implementation of Public School Choice and Supplemental Educational Services, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB, Title I, Part A include, but are not limited to, the following:

- Notify all parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher
- Notify each individual parent, in a timely manner, if and when the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact
- Hold an annual Title I meeting for parents of participating Title I students
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy
- Submit biannual Consolidated Application to California Department of Education (CDE) requesting federal funds
• Complete and submit Local Education Agency (LEA) Plan to CDE

• Complete reform planning process with stakeholders and submit to CDE all appropriate documents for Title I School-wide Program eligibility and status, if applicable; otherwise, identify and maintain roster of eligible students for the Title I Targeted Assistance School Program

• Maintain inventory of equipment purchased with categorical funds, where applicable

• Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable

• Participate in any applicable federal program monitoring conducted by the California Department of Education

• Conduct an annual evaluation of the effectiveness of funds allocated through the Consolidated Application

Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.

Written Plan to Achieve and Maintain LAUSD Ethnic Balance Goal

• Distribute notification about enrollment opportunities at ACRAHS 16 to all communities in Los Angeles Unified School District including communities that serve diverse populations.
• Publicize ACRAHS 16 through publicity flyers, the Alliance Website, notices to school administrators about available openings and through media.
• While open to all students, Bloomfield High School will seek to serve the students who reside in the Huntington Park area, with efforts to achieve racial and ethnic balance in accordance with the charter petition and standards of charter legislation.

ACRAHS 16 will make every effort to recruit students of various racial and ethnic groups to achieve a balance that is reflective of the general population residing within the territorial jurisdiction of LAUSD.

ACRAHS 16 will conduct annual orientation sessions in English and in Spanish prior to the opening of school. The typical schedule for these orientation sessions is at least one weekday and one Saturday per month from January to August.

Information and orientation sessions will be advertised through direct mail to the parents of eligible students who attend middle and high schools in the target community of ACRAHS 16 and surrounding neighborhoods using flyers (printed in English and Spanish) distributed at local businesses and community organizations, youth organizations, social service providers, faith-based organizations, grocery stores, public libraries, overcrowded middle and high school campuses, and at school bus stops where students are sent out of the community. Orientation sessions will be conducted in English and in Spanish and held at different venues throughout the community. Open houses and school tours will also be offered on a regularly scheduled basis.

• Anticipated schedule of annual school tours: September, November, February, April
• Open House Prior to the Opening of School – Anticipated Date: First Week in August

Annual outreach will include:

• Posting banners in front of the school announcing, “now enrolling”
• Distributing printed flyers announcing the enrollment period, deadline for applications, dates and times of orientation sessions via US mail to all households within a 3-mile radius of the school campus.
Orientation sessions include presenting the school’s performance track record, the Alliance school mission, Alliance and school goals, what it means to be an Alliance school, school policies and procedures, and school calendar.

ACRAHS 16 will make every effort to recruit and maintain students of various racial and ethnic groups to achieve a balance that is reflective of the general population residing within the territorial jurisdiction of LAUSD by targeting enrollment and marketing efforts to surrounding communities. Information with regard to race and ethnicity of students is not, however, gathered until students have been enrolled.
ELEMENT 8: Admission Requirements

"Admission requirements, if applicable." Ed. Code § 47605(b)(5)(H).

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

HOMELESS AND FOSTER YOUTH

Charter School shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment. Charter School shall comply with all applicable provisions of Education Code sections 48850 – 48859.

NON-DISCRIMINATION

Charter School shall not require a parent/legal guardian/student to provide information regarding a student’s disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

Admission to ACRAHS 16 Element 8

ACRAHS 16 will admit all students who wish to attend the school as outlined in Education Code section 47605(d)(2)(A). Admission to ACRAHS 16 will not be determined according to the place of residence of his/her parent or legal guardian, within California. If the number of students who wish to attend the school exceeds capacity, enrollment will be determined by a random public drawing.

Student Recruitment

The intent of ACRAHS 16 is to serve students living in and attending schools within a three to four-mile radius of the campus. As such, the school’s marketing efforts will be targeted to students residing in the community or attending schools in the community served, which includes primarily students within LAUSD.

Targeted neighborhoods and communities include, but are not limited to:
- Echo Park
- Westlake
- Downtown Los Angeles

ACRAHS 16 is committed to serving all students, including students with a history of low academic performance, socio-economically disadvantaged students, and students with disabilities. Enrollment will
be monitored to ensure that, to the fullest extent possible, students enrolled in the school reflect the diversity of its community

Methods of recruiting students may include:
- Announcements mailed to families attending neighboring middle and senior high schools
- Flyers distributed throughout the local community that welcome students with special needs
- Community meetings open to all interested parents and community members
- Local newspaper announcements
- Open houses at the school site
- Open House at the school site prior to the opening of school
- The use of English and Spanish collateral and materials.

Intent to Enroll

Each student interested in enrolling at ACRAHS 16 must be a resident of California and must submit an application form to the school. If more applications than seats available are received by the posted application deadline, a public random lottery will be held. The date and time of the lottery will be determined each year once it is determined that a lottery is required.

Open Enrollment Period

ACRAHS 16 anticipates that the open enrollment period may start as early as October 1 and last until the lottery takes place (as needed), and no later than May 30. Parents/guardians of students who submitted applications and interested parties will be provided information about the timeline and procedures to be followed during the open enrollment and lottery process. This information will be made available verbally, online and in print form.

Lottery Preferences

Existing students will be exempt from the public random drawing.
- Preferences will be extended to siblings currently attending ACRAHS 16. These siblings will be automatically accepted and will not be part of the lottery.
- Preferences will be extended to students living within the boundaries of LAUSD.

Lottery Procedures

Typically, the lottery will be held at the school or a large community center, auditorium, or public venue. If needed, the lottery will take place on a weekday evening or weekend morning to help ensure all interested parties can attend. Interested parties are welcome to observe the random public drawing should one be necessary.

All students who complete an application will receive a lottery form (a copy of the application form) which will be numbered in order of its submission. If the number of applicants on the preference list exceeds the available seats on the application due date, the forms will be placed in a barrel and the number of seats available will be randomly drawn. Remaining applicants on the preference list will be placed on the waiting list in the order their names are drawn.

The applications not on the preference list will then be placed in the barrel and randomly drawn in the lottery to determine acceptance if available seats remain, or their order of placement on the waiting list. All applications and a record of the order in which they are drawn will be kept on file at the school. Also, the school may choose to conduct the lottery using an automated online system to ensure that the process is fair and equitable for all participants.
Filling Vacancies

Once the enrollment capacity is reached, as vacancies occur spaces will be filled from the waiting list by grade level, on a first come, first served basis by the date the application was received, unless there was a lottery. Parents will have 5 school days to respond in person or by phone to the designated contact person. If there was a lottery, vacancies will be filled in the order that the applications were drawn.

Communication

The acceptance and waiting lists will be made available following the lotter (if needed) and upon request. Parents/guardians of applicants on the enrollment list and waiting list will be contacted by designated school office staff via phone and/or in writing. Multiple communications on different days will be attempted. Communication attempts will be logged by school office staff. Parents/guardians of applicants will have 10 school days from initial contact to respond to the designated contact person. If parents do not respond within the timeline, the applicant will be removed from the waiting list and the next applicant’s parents/guardians on the waiting list will be contacted.

Student Records

ACRAHS 16 will adhere to procedures related to confidentiality and privacy of records. In the event that a student enters the school upon transfer from another school, the student’s records (i.e. IEP, cumulative, bilingual) will be requested by ACRAHS 16 from the respective school. Upon exit from ACRAHS 16, the student’s records will be forwarded to the receiving school upon request.

Transportation

Transportation will be the responsibility of families who choose to attend ACRAHS 16. The school will not provide transportation for students from home-to-school or school-to-home, except in instances of compliance with the Americans with Disabilities Act, the McKinney-Vento Act or the Individuals with Disabilities Education Act ("IDEA") with regards to providing transportation to eligible students.
ELEMENT 9: Annual Financial Audits

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

The annual audit shall be conducted in compliance with Education Code section 47605(b)(5)(I) as it is amended from time to time.

The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD, each year:

- a. Provisional Budget – Spring prior to operating fiscal year
- b. Final Budget – July of the budget fiscal year
- c. First Interim Projections – November of operating fiscal year
- d. Second Interim Projections – February of operating fiscal year
- e. Unaudited Actuals – July following the end of the fiscal year
- f. Audited Actuals – December 15 following the end of the fiscal year
- g. Classification Report – monthly according to Charter School's Calendar
- h. Statistical Report – monthly according to Charter School's Calendar of Reports

In addition:

- i. P1, first week of January
- j. P2, first week of April
- k. Instructional Calendar – annually five weeks prior to first day of instruction
- l. Other reports as requested by the District

Annual Audit Procedures

The Alliance Controller is responsible for selecting and contracting with an accountant chosen from the California state list of auditors approved to conduct charter school audits (available at CPADS.SCO.CA.GOV) to conduct the required annual financial audit, and works with the auditor to complete the audit. Any findings are reported to school and Alliance leadership to provide an improvement strategy and reported to the State Controller’s Office. The auditor presents the audited financial statements to the school’s board, and the Chief Financial Officer and Controller addressing any findings, deficiencies, material weaknesses or audit exceptions. Immediately after the presentation, the CFO or designee (e.g., Controller) will contact the School Principal directly to address and resolve any issues or events that arise. The improvement strategy will be reported to the State Controller’s Office, as needed. The Alliance Controller ensures that the auditor sends the completed audit to the required agencies by the statutory deadline.

Direct Funding

ACRAHS 16 elects to receive direct funding from the State Fund to be deposited into its own operating account at the Bank of the West. All revenue generated by ACRAHS 16 is deposited directly into its operating account. All payments (including payroll) are drawn on the operating account, which allows for complete segregation of assets, liabilities and financial records.

Revolving Accounts

The charter school receives full and equitable funding pursuant to the Charter School Funding Model for all funds included in the funding model. This includes, but is not limited to, local control funding formula (LCFF), environmental protection account (EPA), and state lottery funds. ACRAHS 16 receives revenue payments based on student attendance (ADA) records and eligibility requirements.

In accordance with applicable law, California’s Superintendent of Public Instruction is authorized to make payments and/or apportionment directly to the charter school, or to an account held in the name of ACRAHS 16. The charter school notifies the superintendent of schools of the county in the affected year. Funds transferred directly from the State Fund to ACRAHS 16 are transferred to the charter school.
account in the County Treasury by the County in the most expeditious manner possible. Charter school funds still flowing through the District will be paid to ACRAHS 16 in a timely manner.

ACRAHS 16 applies directly for funds not included in the charter school LCFF funding, but for which charter schools can apply directly. This includes, but is not limited to, programs such as Title 1, and the After-School Learning and Safe Neighborhood Partnership Program. ACRAHS 16 reports to federal and state taxing authorities, as required by law. The charter school is responsible for payment of Social Security and all other applicable taxes.

ACRAHS 16 responds to the California Department of Education request for confirmation that it receives funding directly on an annual basis. The school notifies the county superintendent of schools and LAUSD by June 1st prior to the affected fiscal year if it opts for local instead of direct funding.

A copy of the approved charter is provided to the Los Angeles County Board of Education and the California Board of Education.

**Attendance Accounting**

ACRAHS 16 procedures satisfy the requirements for LAUSD, LACOE, and CDE and are audited by an approved external auditor. Classroom teachers record daily attendance in Alliance’s student information system or on attendance rosters. When a student is absent school office staff verifies absences with parents/guardians and maintain the appropriate documentation. All required reports are completed regarding daily, weekly and monthly attendance and are submitted to requesting agencies.

**Food Service Program**

Alliance College-Ready Public Schools applies as its own sponsor for participation in the federal school nutrition programs. Eligible students are provided meals for free or at a reduced rate in accordance with the guidelines established by the USDA and in accordance to the National School Lunch Act. The school works with an approved vendor to provide lunches and breakfasts to students. The vendor prepares meals daily and organizes deliveries in accordance with state and federal guidelines for food services. Under this arrangement, all food is prepared on a daily basis at the vendor’s facility and delivered by the vendor to the school. Food is served by the vendor’s staff members who are trained and certified by the vendor. The school nutrition program is re-evaluated on an annual basis by ACRAHS 16.

**Financial Plan**

The ACRAHS 16 financial plan contains a multiyear budget and forecast for the next five years of operation and monthly cash flow. Revenue entitlements are calculated based on published information on the state direct funding model, and by identifying any additional federal, state, and local funding for students in grades six through twelve typically available to a district-sponsored charter school based on characteristics of the school’s programs and student make-up. ACRAHS 16 applies directly for funds not included in the charter school categorical block grant, but for which charter schools can apply directly.
ELEMENT 10: Suspension and Expulsion Procedures

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

GENERAL PROVISIONS

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District's Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School's student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

STUDENTS WITH DISABILITIES

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center.

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District’s Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, Charter School’s administrator will convene a Link Determination meeting to ask the following two questions:

A. Was the misconduct caused by, or directly and substantially related to the student’s disability?
B. Was the misconduct a direct result of the Charter School’s failure to implement 504?

NOTIFICATION OF THE DISTRICT

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed “Notification of Charter School Expulsion” [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School’s policies and procedures were followed
- Copy of parental notice of expulsion hearing
Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student’s compliance for reinstatement, appeal process, and options for enrollment

If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP

If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
A. Was the misconduct caused by, or directly and substantially related to the student’s disability?
B. Was the misconduct a direct result of Charter School’s failure to implement 504 Plan?

Notwithstanding the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student’s district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

Outcome Data

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

Rehabilitation Plans

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School’s governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

Readmission

Charter School’s governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School’s governing board shall readmit the pupil, unless Charter School’s governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil’s parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil’s parent/guardian within a reasonable time.

Reinstatement

Charter School’s governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

Gun-Free Schools Act

Charter School shall comply with the federal Gun-Free Schools Act.
Student Suspension and Expulsion Policy

The Student Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at ACRAHS 16. The policy, procedures and grounds for suspension/expulsion are based on Education Code 48900 et seq. As required by the Modified Consent Decree, ACRAHS 16 also follows the District’s Discipline Foundation Policy, including the school-wide positive behavior support plan and alternatives to suspension.

ACRAHS 16 provides all students a safe and clean school environment as a result of a collaborative effort among students, staff and parents/guardians. The school’s suspension rate for 2014-15 was less than 1%, including zero expulsions. This is indicative of having a positive school environment and strong supports in place for student safety and learning. The foundation of our success starts with our annual freshmen orientation. All students and families are informed of the school’s policies and expectations for student conduct in the student-parent handbook upon enrollment. Following orientation, ACRAHS 16 holds an annual Summer Bridge program for all incoming freshmen students to attend. During this time, apart from academics, teachers also help students become familiar with the policies and expectations for appropriate student conduct. Also, during the Summer Bridge program, ACRAHS 16’s Associated Student Body meets with the incoming freshmen to mentor them on leadership and citizenship skills. The student conduct expectations are reinforced in Advisory class for all students at the start of each school year to remind and encourage students to behave in a manner that supports safety and academic environment.

When students are identified as presenting challenging behavior, there are several systems in place to support them. The foundation of the school’s support structure comes from a tiered system of interventions aligned to the Positive Behavior Intervention Supports (PBIS) and is influenced by the Restorative Justice model. These students are identified at grade-level meetings where school administrators and teachers review and analyze the data gathered about the student. During the meeting, teachers have an opportunity to share their concerns and review best practices in working with the students. As a team, the school’s administrators and teachers create Positive Behavior and Academic Support Plans for these students that are implemented in all classes.

Additionally, in lieu of suspension, ACRAHS 16 provides students with academic opportunities in the form of tutoring and Saturday school to support their growth. The school’s counseling team also provides ongoing support. Counselors meet with students weekly or bi-weekly, one-on-one or in groups to build coping skills. ACRAHS 16 also recognizes that challenging behavior can stem from other socio-emotional concerns. In these cases, the counseling team may work with families to connect them with outside resources and service centers. These resources may provide socio-emotional mental health services for students and their families including evaluation and assessment, individual and family counseling.

When the school discipline policy is violated, it may be necessary to suspend a student from regular classroom instruction. The following procedures shall serve as ACRAHS 16’s policy for student suspension and expulsion. The policy may be amended from time to time without the need to amend the charter. to align with LAUSD’s policies, the School Climate Bill of Rights, all applicable laws and if necessary will require District’s Material Revision process. ACRAHS 16 staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This policy and its procedures will be printed and distributed as part of the charter school’s parent-student handbook and will clearly describe discipline expectations. In addition, these policies and procedures will be available on request in the school’s main office.

Suspended students and in in-house suspension shall be excluded from participating in all school and school-related activities unless otherwise agreed by the principal and the parent/guardians during the period of suspension. The maximum number of days a student may receive out-of-school or in-school suspension for is five (5) school days per incident. Expelled students shall be excluded from participating in all school and school-related activities.
**Code of Conduct**

Student responsibilities include, but are not limited to:
- Following all rules of behavior and conduct set by the classroom teacher and contained within this policy.
- Respecting fellow students and school personnel.
- Attending classes regularly and on time.
- Completing all assigned work (to the best of the student’s ability).
- Being prepared for class (bringing materials such as books, homework, etc.).
- Participating in all assessment measures (e.g., tests).
- Respecting the property of the school and others.
- Keeping the campus clean.
- Wearing the school uniform. One school uniform shall be provided to each student per year at no cost. Should a student require an additional or replacement uniform that their family cannot purchase due to financial hardship, the school will provide support.

Alliance believes in a student discipline philosophy that is progressive in nature, but also emphasizes positive behavior to provide students with supports and opportunities to improve. Positive behavior supports will be provided as part of this progressive discipline policy. These include, but are not limited to: positive recognition, increased family and community collaboration, acknowledgement and reinforcement of appropriate behavior, clear definition of expectations, team-based implementation, and data-based decision making.

Students who violate the school rules are subject to, but not limited to the following progressive actions:
- Verbal warning
- Loss of privileges (e.g. attending afterschool activities, interscholastic sports, special non-instructional activities held during the school day)
- Detention
- Written notice to parents/guardian
- Conference with student and parent/guardian
- Suspension
- Opportunities for voluntary transfers to other Alliance schools—only considered if the school can clearly demonstrate and document that comprehensive intervention strategies have been fully utilized without success
- Expulsion - for Category I offenses or Category II offenses (only if additional findings are substantiated)

**Grounds for Suspension and Expulsion**

A student may be suspended or expelled for prohibited misconduct, as outlined in the section below, if the act is related to a school activity or school attendance occurring at ACRAHS 16, a ACRAHS 16 sponsored event, within a school under the jurisdiction of the superintendent of the school district, or at a school within any other school district. The act may occur at any time, including, but not limited to:
1) While on school grounds,
2) While going to or coming from school,
3) During the lunch period whether on or off the school campus,
4) During, or while going to or coming from, a school-sponsored activity.

**Student Offenses**

Students may be suspended or expelled for any of the following acts, consistent with the requirements for Category I, Category II and Category III offenses as defined below, when it is determined that the pupil has:
(a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.
    (2) Willfully used force or violence upon the person of another, except in self-defense.

(b) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless,
    in the case of possession of any object of this type, the pupil had obtained written permission to possess
    the item from a certificated school employee, which is concurred in by the principal or the designee of the
    principal.

(c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled
    substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety
    Code, an alcoholic beverage, or an intoxicant of any kind.

(d) Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2
    (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage,
    or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another
    liquid, substance, or material and represented the liquid, substance, or material as a controlled
    substance, alcoholic beverage, or intoxicant.

(e) Committed or attempted to commit robbery or extortion.

(f) Caused or attempted to cause damage to school property or private property.

(g) Stole or attempted to steal school property or private property.

(h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not
    limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets,
    and betel. However, this section does not prohibit use or possession by a pupil of his or her own
    prescription products.

(i) Committed an obscene act or engaged in habitual profanity or vulgarity.

(j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined
    in Section 11014.5 of the Health and Safety Code.

(l) Knowingly received stolen school property or private property.

(m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm
    that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person
    to conclude that the replica is a firearm.

(n) Committed or attempted to commit a sexual assault or committed a sexual battery.

(o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school
    disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating
    against that pupil for being a witness, or both.

(p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

(q) Engaged in, or attempted to engage in, hazing.

(r) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic
    act directed specifically toward a pupil or school personnel.

(t) Aided or abetted the infliction or attempted infliction of physical injury to another person (suspension
    only).

48900.2 Committed sexual harassment.
48900.3 Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.

48900.4 Intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils.

48900.7 Made terroristic threats against school officials or school property, or both.

Alliance’s policy prohibits suspension and expulsion be utilized as corrective measures in response to student misconduct of willful defiance as described in Education Code section 48900(k).

It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against any pupil who is truant, tardy, or otherwise absent from school activities. (48900[w])

As used in this section, "school property" includes, but is not limited to, electronic files and databases.

A superintendent of the school district or the principal may use his or her discretion to provide alternatives to suspension or expulsion, including, but not limited to, counseling and an anger management program, for a pupil subject to discipline under this section.

The offenses noted above are annotated excerpts from California Education Code Section 48900. (ACRAHS 16's student discipline code will conform as the law changes.)

**Matrix for Student Suspension and Expulsion Recommendations**

<table>
<thead>
<tr>
<th>Category I</th>
<th>Category II</th>
<th>Category III</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal shall immediately suspend and recommend expulsion when the following occur at school or at a school activity off campus. [E.C. 48915(c)]</td>
<td>Principal must recommend expulsion when the following occur at school or at a school activity off campus, unless the principal determines that the expulsion is inappropriate. [E.C. 48915(a)(1)]</td>
<td>Principal may recommend expulsion when the following occur at any time, including, but not limited to, while on school grounds, while going to or coming from school during the lunch period, whether on or off the campus, or during any school-sponsored activity. [E.C. 48915(b) and (f)]</td>
</tr>
<tr>
<td>Possessing, selling, or furnishing a firearm. E.C. 48900(b)</td>
<td>1. Causing serious physical injury to another person, except in self-defense. E.C. 48915(a)(1); 48900(a)(1).</td>
<td>1. Causing, attempted to cause, or threatened to cause physical injury to another person. (Unless, in the case of &quot;causing,&quot; the injury is serious. [See 5.1]) E.C. 48900(b); 48915(b)</td>
</tr>
<tr>
<td>2. Brandishing a knife at another person. E.C. 48900(c)</td>
<td>2. Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil. E.C. 48915(a)(1); 48900(a).</td>
<td>2. First offense of possession of marijuana of not more than one ounce, or alcohol. E.C. 48900(c); 48915(a)</td>
</tr>
<tr>
<td>3. Unlawfully selling a controlled substance. E.C. 48900(c)</td>
<td>3. Unlawfully possessing any controlled substance except the first offense of one ounce of marijuana, and over-the-counter and prescribed medication. E.C. 48915(a)(1); 48900(c)</td>
<td>3. Sold, furnished, or offered a substitute substance represented as a controlled substance. E.C. 48900(c); 48915(b)</td>
</tr>
<tr>
<td>4. Committing or attempting to commit a sexual assault or committing a sexual battery (as defined in 48900(e)). E.C. 48900(e)</td>
<td>4. Robbery or extortion. E.C. 48915(a)(1); 48900(c)</td>
<td>4. Caused, attempted to cause, or threatened to cause, or participated in an act of hate violence. E.C. 48900(a)(2); 48915(a)</td>
</tr>
<tr>
<td>Possession of an explosive. E.C. 48915(c)</td>
<td>5. Assault or battery upon any school employee. E.C. 48915(c).</td>
<td>5. Made terroristic threats against school officials or school property, or both. E.C. 48900; 48915(c)</td>
</tr>
</tbody>
</table>

*For Categories I and II, the school must provide evidence of one or both of the following additional findings: (1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct. (2) Due to the nature of the act, the student’s presence causes a continuing danger to the physical safety of the pupil or others.

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Source: Los Angeles Unified School District Student Discipline & Expulsion Support Unit (August 14, 2014)
**Process for Suspension**

Suspension is preceded by a conference conducted by the principal or designee with the student and the student’s parent/guardian. The conference may be omitted if the administrative staff determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or school personnel. If the student is suspended without a conference, the parent/guardian is notified of the suspension, a request for a conference is to be made as soon as possible, and the conference is to be held as soon as possible.

**Notice to Parents/Guardians**

At the time of suspension, the principal makes a reasonable effort to contact the parent/guardian by telephone or by meeting. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice shall also state the date and time the student may return to school. If ACRAHS 16 administrators shall request to confer with the parent/guardian regarding matters pertinent to the suspension, the notice may request that the parents/guardians are strongly encouraged to respond without delay and that student violations of school rules may result in student expulsion from the school.

**Length of Suspension**

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the principal or principal’s designee (e.g. assistant principal), the pupil and the pupil’s guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the principal or designee upon either of the following: 1) the pupil’s presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil’s suspension will be extended pending the results of an expulsion hearing. Students who receive an extended suspension will be offered an interim placement at another Alliance school campus when possible, or independent study from the attending school. Students shall not be suspended for more than a total of twenty (20) school days in a school year, unless a suspension has been extended pending an expulsion hearing.

**Suspension Appeals**

The suspension of a student is at the discretion of the principal or designee of ACRAHS 16. Parents/guardians shall be notified in advance of the enactment of the suspension and can appeal a student’s suspension. A suspension appeal shall be submitted to the Chief Schools Officer and shall be heard if requested within five (5) school days of the notification of suspension by the principal or designee. Upon consideration, the Chief Schools Officer’s decision shall be final. The student shall be considered suspended until a meeting is convened to hear the appeal. The decision regarding on the appeal will be made within one (1) school day of the appeal hearing. Parents/guardians will be notified of the decision in writing within three (3) school days. For students who are recommended for expulsion, any appeal of the suspension will be considered concurrently with the expulsion process.

During the term of the suspension, ACRAHS 16 shall provide the student with meaningful access to education. Missed assignments can be accessed virtually through class websites or arranged for pick-up or delivery with the parent/guardian. The student shall also be given the opportunity to take make-up tests if they were missed during the term of the suspension.
**Authority to Expel**

A student may be expelled by a three (3) member panel, known as the Expulsion Panel that is designated by the ACRAHS 16 Board of Directors. The Expulsion Panel shall be selected by the Board President and will consist of Alliance staff. The members of the Expulsion Panel shall meet the following criteria:

1. The members shall have no knowledge or previous familiarity of the student or situation, and
2. The members are not ACRAHS 16 school employees.

**Process for Expulsion**

Upon a recommendation of expulsion by the principal or principal's designee, the pupil and the pupil’s parent/guardian or representative will be invited, by letter or by phone, to a pre-expulsion conference within five (5) school days. During the conference, they will have the right to respond to the allegation. If necessary, they will be given three (3) additional school days after the conference to respond. This conference will also provide an opportunity to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the principal or designee.

**Expulsion Hearing**

A hearing to determine whether the student should be expelled is required for recommendation for expulsion. The hearing shall be held within 30 school days after the principal makes his/her expulsion recommendation. The hearing shall be presided over by the Expulsion Panel described above.

The principal or designee provides written notice of the hearing to the student and the student’s parent/guardian within ten (10) calendar days before the date of the hearing. This notice shall include:

a) The date and place of the expulsion hearing.
b) A statement of the specific facts, charges, and offense(s) upon which the proposed expulsion is based.
c) A copy of the charter school’s disciplinary rules which relate to the alleged violation;
d) Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;

e) The opportunity for the student or the student's parent/guardian to appear in person and/or to employ and be represented by counsel or a non-attorney advisor;
f) The right to inspect and obtain copies of documents to be used at the hearing;
g) The opportunity to confront and question witnesses who testify at the hearing;
h) The opportunity to question evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.
i) Information on the family's right to postponement.

**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 determination by the 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 Expulsion Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

The decision of the Expulsion Panel shall be in the form of written findings of fact. The final decision by the panel shall be made within three (3) school days following the conclusion of the hearing.

If the Expulsion Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program or be given the opportunity to transfer to another Alliance school with mutual
agreement of the parent and the other Alliance school.

Written Notice to Expel

Following a decision of the Expulsion Panel to expel, the principal or designee shall send to the student and parent/guardian written notice of the decision to expel within five (5) school days. This notice to expel a student will be sent by certified U.S. mail and will include the following:

a) The panel’s adopted findings of fact.

b) The reinstatement eligibility review date. The student must have successfully completed the conditions outlined in the rehabilitation plan.

c) A copy of the rehabilitation plan. The rehabilitation plan typically includes one or more of the following categories: 1) academic performance (i.e. maintain a certain grade); 2) satisfactory behavior expectations (i.e. no suspensions related discipline referrals); and 3) other (i.e. counseling or other social services support that will have a direct impact on remedying the identified issue).

d) The type of educational placement or study plan during the period of expulsion.

e) Appeal procedures.

f) The specific offense(s) committed by the student.

g) Notice of the student’s or parent’s obligation to inform any new school district in which the student seeks to enroll that the student has been expelled from ACRAHS 16.

Appeal of Expulsion

An expulsion decision may be appealed within 30 calendar days of the date of the Expulsion Panel’s written decision to expel. The parent/guardian must submit the appeal in writing to the School Board President. The Expulsion Appeal Panel shall be convened within 30 school days of receipt of the written appeal, at which time the student’s parent/guardian must attend to present his/her appeal either verbally or in writing. The Expulsion Appeal Panel shall have three (3) members. The panel shall be selected by the School Board President and will consist of Alliance staff. Panel members shall not be ACRAHS 16 or Alliance employees, shall have no familiarity of the incident or student, and shall not be the same individuals that served on the Expulsion Panel. The scope of review of the panel shall be limited to whether there is relevant and material evidence which, in the exercise of reasonable diligence, could not have been produced or which was improperly excluded at the expulsion hearing. The decision of the Expulsion Appeal Panel shall be final. Parents will be notified of the Expulsion Appeal Panel’s decision, in writing, within two (2) school days of the hearing. In the event that Expulsion Appeal Panel reverses the expulsion, the student shall be immediately reinstated.

Expelled Pupils/Alternative Education

In the event of a decision to expel a student from ACRAHS 16, the school will work cooperatively with the county and/or other schools to find alternative placement for the student. The school shall communicate any incident of violent and/or serious student behavior to the district/school in which the student matriculates.
ELEMENT 11: Employee Retirement Systems

"The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security." Ed. Code § 47605(b)(5)(K).

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School’s participation in, and/or coverage of its staff members by, the State Teachers’ Retirement System (CalSTRS), the Public Employees’ Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g. CalPERS), upon dissolution or final liquidation of Charter School, notwithstanding any provision in Element 16 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan’s requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School’s existence under the same CDS code

ACRAHS 16 assures that the school provides retirement information in a format required by LACOE.
ELEMENT 12: Public School Attendance Alternatives

"The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools." Ed. Code § 47605(b)(5)(L).

Pupils who choose not to attend Charter School may choose to attend other public schools in their district of residence or pursue inter-district transfers in accordance with existing enrollment and transfer policies of the District.

ACRAHS 16 is a school of choice; no student is required to attend.

ACRAHS 16 will support families interested in learning about their enrollment options by guiding them to nearby schools using resources such as LAUSD’s Resident School Finder and connecting them to the Local District Operations for placement.
ELEMENT 13: Rights of District Employees

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

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

Job applicants for positions at ACRAHS 16 are considered through an open process and, if hired, enter into a contractual agreement with the Charter School.
**ELEMENT 14: Mandatory Dispute Resolution**

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

The staff and governing board members of Charter School agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and Charter School, except any controversy or claim that is in any way related to revocation of this Charter ("Dispute"), pursuant to the terms of this Element 14.

Any Dispute between the District and Charter School shall be resolved in accordance with the procedures set forth below:

1) Any Dispute shall be communicated in writing ("Written Notification"). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

All Written Notifications to the District and Charter School shall be addressed respectively as follows:

<table>
<thead>
<tr>
<th>Address Details</th>
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</thead>
<tbody>
<tr>
<td>Director</td>
</tr>
<tr>
<td>Charter Schools Division</td>
</tr>
<tr>
<td>Los Angeles Unified School District</td>
</tr>
<tr>
<td>333 South Beaudry Avenue, 20th Floor</td>
</tr>
<tr>
<td>Los Angeles, California 90017</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Address Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director/Principal</td>
</tr>
<tr>
<td>Charter School</td>
</tr>
<tr>
<td>1552 Rockwood Street</td>
</tr>
<tr>
<td>Los Angeles, CA 90026</td>
</tr>
</tbody>
</table>

2) A written response ("Written Response") shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorneys’ fees, costs and expenses associated with the mediation. The mediator’s fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of either party’s request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

4) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings...
shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California. Each party shall bear its own attorney's fees, costs and expenses associated with the arbitration. The arbitrator's fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney’s fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.

**Disputes Arising Within ACRAHS 16**

Disputes arising from within ACRAHS 16 including disputes among and between students, staff, parents, volunteers, and partner organizations shall be resolved by the ACRAHS 16 principal and/or Board of Directors.

Below are the general complaint procedures to address internal disputes which may arise and include:

- Parent *Internal* Complaint Resolution Procedures – Depending on the issue, ACRAHS 16 shall provide the following recourses to resolve parent complaints
  - Classroom Teacher
  - Principal
  - Chief Schools Officer (as needed)
  - School Board of Directors (as needed).
- **School Staff (certificated, classified) Internal Complaint Resolution Procedures** – ACRAHS 16 shall provide the following recourse to resolve staff member complaints
  - Supervisor
  - Employee Relations (as needed)
  - School Board of Directors (as needed)
ELEMENT 15: Exclusive Public School Employer

"A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code." Ed. Code § 47605(b)(5)(O).

Charter School is deemed the exclusive public school employer of all employees of Charter School for collective bargaining purposes. As such, Charter School shall comply with all provisions of the Educational Employment Relations Act ("EERA"), and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.
ELEMENT 16: Charter School Closure Procedures

"A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” Ed. Code § 47605(b)(5)(P).

The Alliance Chief Financial Officer and Chief Operating Officer are designated as the Charter School’s closure agent in the event the school closes.

REVOCATION OF THE CHARTER

The District may revoke the Charter if Charter School commits a breach of any provision set forth in a policy related to charter schools adopted by the District Board of Education and/or any provisions set forth in the Charter Schools Act of 1992. The District may revoke the charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.
- Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Charter School violated any provision of law.

Prior to revocation, and in accordance with Education Code section 47607(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

CLOSURE ACTION

The decision to close Charter School, either by the governing board of Charter School or by the LAUSD Board of Education, must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the LAUSD Board of Education; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.
Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of the person(s) designated to be responsible for conducting and overseeing all closure activities and the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.

2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.

3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

5. The retirement systems in which Charter School’s employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of this notification and correspondence to the CSD.

6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.

7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.

8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students’ school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements
In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record, which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of such letters to the CSD.

**Records Retention and Transfer**
Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.

2. Charter School’s process for transferring student records to receiving schools shall be in accordance with LAUSD procedures for students moving from one school to another.

3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student’s identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.

5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

6. Charter School must provide to the CSD a copy of student attendance records, teacher grade books, Charter School payroll and personnel records, and Title I records (if applicable). Personnel records must include any and all employee records including, but not limited to, records related to performance and grievance.

7. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.

8. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.

2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.

3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School’s annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent, licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. If Charter School chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District's Required Language provisions in Element 11 if this Charter, Charter School’s governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.

2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.

3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.

4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated by a non-profit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School’s governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
b. File a Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).

c. Make final federal tax payments (employee taxes, etc.)

d. File its final withholding tax return (Treasury Form 165).

e. File its final return with the IRS (Form 990 and Schedule).

This Element 16 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 16. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 16 or any provision of this Element 16 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.
ADDITIONAL PROVISIONS

FACILITIES

District-Owned Facilities
If Charter School is using District facilities as of the date of the submittal of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

Notwithstanding any provision of any existing agreement for the use of District facilities, no agreement for the use of District facilities shall automatically renew or extend its term with the renewal of the charter petition. The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

Prop. 39 Single Year Co-Location Use Agreement shall be limited to one (1) school year and expire on the date stated in said instrument. There is no automatic renewal.

For the Sole Occupant Agreement or any other use agreement that is not a lease issued through the Notice of Intent and bid process, the term shall not exceed five (5) years or shall be co-terminus with the charter petition, whichever is shorter. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education’s approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. All District facilities (i.e. schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e. schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- **Use**: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. The District shall have the right to inspect District facilities upon reasonable notice to Charter School.
- **Furnishings and Equipment:** The District shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.

- **Leasing; Licensing:** Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.

- **Programs, Services, and Activities Outside Instructional Program; Third Party Vendors**
  - Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
  - Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

- **Minimum Payments or Charges to be Paid to District Arising From the Facilities:**
  - **Pro Rata Share:** The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
  - **Taxes; Assessments:** Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.

- **Maintenance & Operations Services:** In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
  - **Co-Location:** If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
  - **Sole Occupant:** If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD’s policies on operations and maintenance services for facilities and F&E. **NOTWITHSTANDING THE FOREGOING,** the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.
• **Real Property Insurance**: Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD’s property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

**Non-District-Owned Facilities**

**Occupancy and Use of the Site**: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

**Facility Compliance**: Prior to occupancy or use of any school site or facility, Charter School shall provide adequate documentation to the CSD that the facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located; federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, or notices issued by the authorized building and safety agency or the District. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and provide such documentation to the CSD upon request.

**Pest Management**: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

**Asbestos Management**: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

**INSURANCE**

**Insurance Requirements**

No coverage shall be provided to Charter School by the District under any of the District’s self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School’s responsibility, not the District’s, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:
1. Commercial General Liability, including Fire Legal Liability, coverage of $5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles ("Board of Education") as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above $15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.

2. Workers’ Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers’ Compensation Act (Statutory Coverage). The Workers’ Compensation Insurance coverage must also include Employers Liability coverage with limits of $1,000,000/$1,000,000/$1,000,000.

3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of $1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student bus service. If Charter School provides student bus services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.

4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment or other assets. Minimum amount of coverage shall be $50,000 per occurrence, with no self-insured retention.

5. Professional Educators Errors and Omissions liability coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

6. Sexual Molestation and Abuse coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.

7. Employment Practices Legal Liability coverage with limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

8. Excess/umbrella insurance with limits of not less than $10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies. The policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

Evidence of Insurance
Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 days of all new policies inceptions, renewals or changes, certificates or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

"Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed."
Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

**Hold Harmless/Indemnification Provision**
To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys’ fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys’ fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School’s vendors, contractors, partners or sponsors.

**FISCAL MATTERS**

**District Oversight Costs**
The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School’s revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

**Cash Reserves**
Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

**Third Party Contracts**
Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

**Special Education Revenue Adjustment/Payment for Services**
In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State’s adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.
Audit and Inspection of Records
Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.
- The District’s statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School’s financial information,
- Charter School’s debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School’s enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24- hours notice.

Internal Fiscal Controls
Charter School will develop and maintain sound internal fiscal control policies governing all financial activities.

Apportionment Eligibility for Students Over 19 Years of Age
Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan
In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a “listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)” of section 47606.5(a). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” (Ed. Code § 47606.5(b).)
ADDENDUM DISTRICT REQUIRED LANGUAGE

Assurances and Affirmations

Alliance College-Ready Academy High School 16 (also referred to herein as “ACRAHS 16” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).)

- Not charge tuition. (Ed. Code § 47605(d)(1).)

- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. (Ed. Code § 47605(d)(1).)

- Except as provided in Education Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(d)(1).)

- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A).)

- Except for existing students of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). (Ed. Code § 47605(d)(2)(B).)

- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(d)(3).)

- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(c)(1).)

- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(c)(2).)
NOTE: This Charter contains specific “District Required Language” (DRL), including the Assurances and Affirmations above. The DRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the DRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the DRL for any given section of the Charter. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the DRL contained in the addendum, the provisions of the DRL addendum shall control.
Element 1 – The Educational Program

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

“A description, for the charter school, of annual goals, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.” (Ed. Code § 47605(b)(5)(A)(ii).)

“If the proposed school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements.” (Ed. Code § 47605(b)(5)(A)(iii).)

LOCAL CONTROL FUNDING FORMULA (LCFF) AND LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Los Angeles County Superintendent of Schools and the Charter Schools Division (CSD) on or before July 1. In accordance with Education Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the annual update.” (Ed. Code § 47606.5(e).)

ACADEMIC CALENDAR AND SCHEDULES

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in Education Code section 47612.5, and the number of school days required by California Code of Regulations, title 5, section 11960.

TRANSITIONAL KINDERGARTEN

Charter School shall comply with all applicable requirements regarding transitional kindergarten.
**WASC Accreditation**

If Charter School serves students in grades 9-12, Charter School shall obtain Western Association of Schools and Colleges (WASC) accreditation before Charter School graduates its first class of students.

**English Learners**

Charter School is required to timely identify potential English Learners (ELs) and provide them with an effective English language acquisition program that affords meaningful access to Charter School’s academic core curriculum. Instructional plans for English Learners must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis (on or about October 1), Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School will either adopt and implement LAUSD’s English Learner Master Plan or implement Charter School’s own English Learner Master Plan. If Charter School chooses to implement its own EL plan, the plan shall include, but is not limited to, the following:

- How English Learners’ needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How Charter School will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

Each year, Charter School shall provide to the CSD a report on its annual EL program assessment. Upon request, Charter School shall provide a copy of its current EL Master Plan to the CSD.

Charter School shall administer the CELDT/ELPAC annually in accordance with federal and state requirements.

Charter School shall reclassify English Learners in accordance with federal and state requirements.

Charter School shall ensure that it will provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding Charter School matters to the same extent as other parents.

**Students with Disabilities**
**Federal Law Compliance**
Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004.

**Special Education Program**
Charter schools must ensure that no student otherwise eligible to enroll in their charter school will be denied enrollment due to a disability or to the charter school’s inability to provide necessary services. Policies and procedures are in place to ensure the recruitment, enrollment and retention of students with disabilities at charter schools.

Prior to LAUSD Board of Education approval, Charter School will execute a Memorandum of Understanding (“MOU”) by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with the requirements of the LAUSD Special Education Local Plan Area (“SELPA”) Local Plan for Special Education.

**SELPA Reorganization**
The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code section 56195.1(a) and intends to continue operating as a single-District SELPA as in the current structure but has created two school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the reorganized LAUSD SELPA commenced in the 2013-2014 school year requiring all District-authorized charter schools to elect one of the three options available under the LAUSD SELPA. Prior to an Option election, all District-authorized charter schools were required to participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that had previously executed an Option 3 Memorandum of Understanding (“MOU”), were required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated Program schools do not have LEA status but will function in a similar role in that each charter school will be responsible for all special education issues including services, placement, due process, related services, special education classes, and special education supports. Charter schools may apply for membership in the Charter-operated Program section of the SELPA. These schools will receive support from a Special Education Director for the Charter-operated Programs.

**Modified Consent Decree Requirements**
All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of the *Chanda Smith* Modified Consent Decree (“MCD”) and other court orders imposed upon the District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes nineteen statistically measureable outcomes and facilities obligations that the District has to
achieve to disengage from the MCD and federal court oversight. All charter schools are required to use the District’s Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs (“IEPs”) and tracking of related services provided to students during the course of their education.

As part of fulfilling the District’s obligations under the MCD, student level data requests from District-operated and Charter-operated schools are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s (“OIM”) required format in accordance with the OIM’s required timelines and as follows:

- **End of Year Suspension**
  
  District ID, CSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.

- **Statewide Assessment Data (Including Charter Schools)**
  
  The usual file including District ID.

- **Norm day**
  
  District ID, CSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- **CBEDS (Including Charter Schools)**

- **All Students enrolled as of December 1 of each school year**
  
  District ID, CSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- **Dropout (Including Charter Schools)**
  
  District ID, CSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district

- **Monthly SESAC and Suspension data (Including Charter Schools)**

- **Graduation roster from all LAUSD schools (Including Charter Schools) with 12th grade SWD**

The MCD requires charter schools to implement the District’s integrated student information system which is referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All charter schools are required to utilize MiSiS in compliance with the requirements of the MCD and applicable timelines and upon the release of Milestone 8 which includes the final set of functionalities
required to comply with the MCD. Upon charter school full utilization of MiSiS, the list of required data above will automatically be captured within MiSiS.
Element 2 – Measurable Pupil Outcomes and
Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured

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

“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.” (Ed. Code § 47605(b)(5)(C).)

**MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM**

Charter School shall meet all statewide content and performance standards and targets. (Ed. Code §§ 47605(c)(1), 60605.)

Charter School shall comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula) and AB 484, as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

**STANDARDIZED TESTING**

Charter School agrees to comply with and adhere to state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain up-to-date and accurate California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with the requirements of California Code of Regulations, title 5, section 861. Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as Charter School.

**Element 4 – Governance**

“The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement.” (Ed. Code § 47605(b)(5)(D).)

**GENERAL PROVISIONS**

As an independent charter school, Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School.
Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amends the bylaws, Charter School shall provide a copy of the amended bylaws to CSD within 30 days of adoption.

Charter School shall send to the CSD copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the CSD copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on Charter School’s website will satisfy this requirement.

The District reserves the right to appoint a single representative to the Charter School governing board pursuant to Education Code section 47604(b).

**LEGAL AND POLICY COMPLIANCE**

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policy as it relates to charter schools, as they may be amended from time to time.

Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Education Code section 47604.33.

Charter School shall comply with the Brown Act and the Public Records Act.

All employees and representatives of Charter School, including members of Charter School’s governing board, members of Charter School or governing board committees or councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD’s charter school policies, regarding ethics and conflicts of interest.

**TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES**

Charter School shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and section 504 of the Rehabilitation Act of 1973 (“Section 504”), including any investigation of any complaint filed with Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School shall notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

Charter School shall adopt and publish complaint procedures providing for prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited by Title IX or Section 504.
Charter School shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Charter School, that Charter School does not discriminate on the basis of sex or mental or physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including but not limited to all applicable requirements of California Code of Regulations, title 5, section 4600 et seq.

Charter School shall adhere to all applicable federal and state laws and regulations regarding pupil fees, including Education Code sections 49010 - 49013, and extend its uniform complaint procedure to complaints filed pursuant to Education Code section 49013.

Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the Local Control Funding Formula legislation provisions set forth in Education Code section 52075.

**RESPONDING TO INQUIRIES**

Charter School, including its nonprofit corporation, shall promptly respond to all inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School, including its nonprofit corporation, acknowledges that it is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General. Charter School shall provide the District with current and accurate contact information for Charter School, Charter School administrators, and Board members.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School’s operations, or breach of charter, is received or discovered by the District, Charter School shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

**NOTIFICATION OF THE DISTRICT**

Charter School shall notify the Charter Schools Division (CSD) in writing of any citations or notices of workplace hazards, investigations by outside regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g. loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the CSD within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.
**STUDENT RECORDS**

Upon receiving a records request from a receiving school/school district, Charter School shall transfer a copy of the student’s complete cumulative record within ten (10) school days in accordance with Education Code section 49068. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 16. Charter School shall comply with the requirements of Education Code section 49060 et seq., regarding rights to access student records and transfer of records for youth in foster care.

**PARENT ENGAGEMENT**

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child’s admission, continued enrollment, attendance, or participation in the school’s educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.

**Element 5 – Employee Qualifications**

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

**EQUAL EMPLOYMENT OPPORTUNITY**

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

**ESEA/NCLB AND CREDENTIALING REQUIREMENTS**

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers meet applicable state requirements for certificated employment, including the provisions of Education Code section 47605(l). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.
Element 6 – Health and Safety Procedures

“The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237.” (Ed. Code § 47605(b)(5)(F).)

HEALTH, SAFETY AND EMERGENCY PLAN

Charter School shall have a comprehensive site-specific Health, Safety and Emergency Plan, including but not limited to the acquisition and maintenance of adequate onsite emergency supplies, in place prior to beginning operation of Charter School each school year. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person’s employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014). Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by SB 1266 (2014). Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Charter School. Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety and Emergency Plan, and keep it readily available for use and review upon CSD request.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Charter School, including its employees and officers, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

Charter School shall comply with all requirements of Education Code sections 44237 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal
background clearances for its employees prior to provision of schoolsite services and/or any contact with students and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records.

**IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS**

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, in accordance with Education Code section 49406. Charter School shall maintain TB clearance records and certifications on file.

Charter School shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

**SAFE PLACE TO LEARN ACT**

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

**Element 7 – Means to Achieve Racial and Ethnic Balance**

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

**COURT-ORDERED INTEGRATION**

Charter School shall comply with all requirements of the Crawford v. Board of Education, City of Los Angeles court order and the LAUSD Integration Policy adopted and maintained, pursuant to the Crawford court order, by the District’s Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD.
Charter School has set forth below its initial plan for achieving and maintaining the LAUSD’s Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)). The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District’s Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary to achieve the District’s goal. Upon request, Charter School shall provide the District with a copy of its current written plan.

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. Instead, the District now receives the Targeted Instructional Improvement Block Grant (TIIBG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIBG funding, where available, and cannot guarantee the availability of this funding.

**Federal Program Compliance**

As a recipient of federal funds, including federal Title I, Part A funds, Charter School has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB)) and other applicable federal grant programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of NCLB and other applicable federal programs, including, but not limited to, documentation related to funding, required parental notifications, qualifications and credentialing of teaching and paraprofessional staff, the implementation of Public School Choice and Supplemental Educational Services, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB, Title I, Part A include, but are not limited to, the following:

- Notify all parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher
- Notify each individual parent, in a timely manner, if and when the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact
- Hold an annual Title I meeting for parents of participating Title I students
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy
• Submit biannual Consolidated Application to California Department of Education (CDE) requesting federal funds

• Complete and submit Local Education Agency (LEA) Plan to CDE

• Complete reform planning process with stakeholders and submit to CDE all appropriate documents for Title I Schoolwide Program eligibility and status, if applicable; otherwise, identify and maintain roster of eligible students for the Title I Targeted Assistance School Program

• Maintain inventory of equipment purchased with categorical funds, where applicable

• Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable

• Participate in any applicable federal program monitoring conducted by the California Department of Education

• Conduct an annual evaluation of the effectiveness of funds allocated through the Consolidated Application

Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.

Element 8 – Admission Requirements

“Admission requirements, if applicable.” (Ed. Code § 47605(b)(5)(H).)

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

HOMELESS AND FOSTER YOUTH

Charter School shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment. Charter School shall comply with all applicable provisions of Education Code sections 48850 – 48859.
**NON-DISCRIMINATION**

Charter School shall not require a parent/legal guardian/student to provide information regarding a student’s disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

Charter School shall not request or require submission of a student’s IEP, 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

**Element 9 – Annual Financial Audits**

*The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.* (Ed. Code § 47605(b)(5)(I).)

The annual audit shall be conducted in compliance with Education Code section 47605(b)(5)(I) as it is amended from time to time.

The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD, each year:

- k. Provisional Budget – Spring prior to operating fiscal year
- l. Final Budget – July of the budget fiscal year
- m. First Interim Projections – November of operating fiscal year
- n. Second Interim Projections – February of operating fiscal year
- o. Unaudited Actuals – July following the end of the fiscal year
- p. Audited Actuals – December 15 following the end of the fiscal year
- q. Classification Report – monthly according to Charter School’s Calendar
- r. Statistical Report – monthly according to Charter School’s Calendar of Reports
  
  In addition:
  - • P1, first week of January
  - • P2, first week of April
- s. Instructional Calendar – annually five weeks prior to first day of instruction
- t. Other reports as requested by the District
Element 10 – Suspension and Expulsion Procedures

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

GENERAL PROVISIONS

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District’s Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School’s student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

STUDENTS WITH DISABILITIES

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center.

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to
comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District’s Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, Charter School’s administrator will convene a Link Determination meeting to ask the following two questions:

C. Was the misconduct caused by, or directly and substantially related to the student’s disability?

D. Was the misconduct a direct result of the Charter School’s failure to implement 504?

NOTIFICATION OF THE DISTRICT

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed “Notification of Charter School Expulsion” [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School’s policies and procedures were followed
  - Copy of parental notice of expulsion hearing
  - Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student’s compliance for reinstatement, appeal process, and options for enrollment
  - If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
  - If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
    C. Was the misconduct caused by, or directly and substantially related to the student’s disability?
    D. Was the misconduct a direct result of the Charter School’s failure to implement 504 Plan?

Notwithstanding the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student’s district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).
OUTCOME DATA

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

REHABILITATION PLANS

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School’s governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

READMISSION

Charter School’s governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School’s governing board shall readmit the pupil, unless Charter School’s governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil’s parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil’s parent/guardian within a reasonable time.

REINSTATEMENT

Charter School’s governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

GUN-FREE SCHOOLS ACT

Charter School shall comply with the federal Gun-Free Schools Act.

Element 11 – Employee Retirement Systems
Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School’s participation in, and/or coverage of its staff members by, the State Teachers’ Retirement System (CalSTRS), the Public Employees’ Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g. CalPERS), upon dissolution or final liquidation of Charter School, notwithstanding any provision in Element 16 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan’s requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School’s existence under the same CDS code, per applicable legal and retirement plan requirements.

**Element 12 – Public School Attendance Alternatives**

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

Pupils who choose not to attend Charter School may choose to attend other public schools in their district of residence or pursue inter-district transfers in accordance with existing enrollment and transfer policies of the District.

**Element 13 – Rights of District Employees**

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

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

**Element 14 – Mandatory Dispute Resolution**
“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” (Ed. Code § 47605(b)(5)(N.).)

The staff and governing board members of Charter School agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and Charter School, except any controversy or claim that is in any way related to revocation of this Charter (“Dispute”), pursuant to the terms of this Element 14.

Any Dispute between the District and Charter School shall be resolved in accordance with the procedures set forth below:

5) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

All Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Director/Principal
Charter School
[See Element 14]

6) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

7) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorneys’ fees, costs and expenses associated with the mediation. The mediator’s fees and
the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of either party’s request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

8) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California. Each party shall bear its own attorney’s fees, costs and expenses associated with the arbitration. The arbitrator’s fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney’s fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.

Element 15 – Exclusive Public School Employer

“A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.” (Ed. Code § 47605(b)(5)(O).)

Charter School is deemed the exclusive public school employer of all employees of Charter School for collective bargaining purposes. As such, Charter School shall comply with all provisions of the Educational Employment Relations Act (“EERA”), and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

Element 16 – Charter School Closure Procedures

“A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” (Ed. Code § 47605(b)(5)(P).)

Revocation of the Charter

The District may revoke the Charter if Charter School commits a breach of any provision set forth in a policy related to charter schools adopted by the District Board of Education and/or any provisions set forth in the Charter Schools Act of 1992. The District may revoke the charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:
- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.

- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.

- Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.

- Charter School violated any provision of law.

Prior to revocation, and in accordance with Education Code section 47607(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

**Closure Action**

The decision to close Charter School, either by the governing board of Charter School or by the LAUSD Board of Education, must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the LAUSD Board of Education; the governing board of Charter School votes to close Charter School; or the Charter lapses.

**Closure Procedures**

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

**Designation of Responsible Person(s) and Funding of Closure**

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.
Notification of Closure Action
Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

9. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of the person(s) designated to be responsible for conducting and overseeing all closure activities and the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.

10. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.

11. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

12. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

13. The retirement systems in which Charter School’s employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of this notification and correspondence to the CSD.

14. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.

15. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.

16. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification to the CSD.
Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

5. The effective date of the closure of Charter School

6. The name(s) and contact information for the person(s) handling inquiries regarding the closure

7. The students’ school districts of residence

8. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

3. A description of the circumstances of the closure

4. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

4. Information on how to enroll or transfer the student to an appropriate school

5. A certified packet of student information that includes closure notice, a copy of the student’s cumulative record, which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results

6. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

4. The effective date of the closure of Charter School

5. The name(s) and contact information for the person(s) handling inquiries regarding the closure

6. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of such letters to the CSD.

Records Retention and Transfer
Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

9. Charter School shall provide the District with original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.

10. Charter School’s process for transferring student records to receiving schools shall be in accordance with LAUSD procedures for students moving from one school to another.

11. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student’s identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.

12. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.

13. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

14. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, Charter School payroll and personnel records, and Title I records (if applicable). Personnel records must include any and all employee records including, but not limited to, records related to performance and grievance.

15. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.

16. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student’s district of residence.
**Financial Close-Out**

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

4. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.

5. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.

6. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School’s annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

5. Preliminary budgets
6. Interim financial reports
7. Second interim financial reports
8. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. If Charter School chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.
For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets
The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School’s governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

5. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District’s personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.

6. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.

7. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.

8. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School’s governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.
Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

f. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.

g. File a Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).

h. Make final federal tax payments (employee taxes, etc.)

i. File its final withholding tax return (Treasury Form 165).

j. File its final return with the IRS (Form 990 and Schedule).

This Element 16 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School’s authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 16. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 16 or any provision of this Element 16 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

Additional Provisions

FACILITIES

District-Owned Facilities
If Charter School is using District facilities as of the date of the submittal of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

Notwithstanding any provision of any existing agreement for the use of District facilities, no agreement for the use of District facilities shall automatically renew or extend its term with the renewal of the charter petition. The circumstances of Charter School’s occupancy of District
facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

Prop. 39 Single Year Co-Location Use Agreement shall be limited to one (1) school year and expire on the date stated in said instrument. There is no automatic renewal.

For the Sole Occupant Agreement or any other use agreement that is not a lease issued through the Notice of Intent and bid process, the term shall not exceed five (5) years or shall be co-terminus with the charter petition, whichever is shorter. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education’s approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. All District facilities (i.e. schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e. schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- **Use**: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. The District shall have the right to inspect District facilities upon reasonable notice to Charter School.

- **Furnishings and Equipment**: The District shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter
School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.

- **Leasing; Licensing**: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.

- **Programs, Services, and Activities Outside Instructional Program; Third Party Vendors**
  - Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
  - Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

- **Minimum Payments or Charges to be Paid to District Arising From the Facilities**:
  - **(iii) Pro Rata Share**: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
  - **(iv) Taxes; Assessments**: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.

- **Maintenance & Operations Services**: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.

  - **(iii) Co-Location**: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
  - **(iv) Sole Occupant**: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some
operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD’s policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

- **Real Property Insurance**: Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD’s property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

**Non-District-Owned Facilities**

**Occupancy and Use of the Site**: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

**Facility Compliance**: Prior to occupancy or use of any school site or facility, Charter School shall provide adequate documentation to the CSD that the facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, or notices issued by the authorized building and safety agency or the District. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and provide such documentation to the CSD upon request.
Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

Insurance

Insurance Requirements
No coverage shall be provided to Charter School by the District under any of the District’s self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School’s responsibility, not the District’s, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

5. Commercial General Liability, including Fire Legal Liability, coverage of $5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles (“Board of Education”) as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School’s insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above $15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.

6. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers’ Compensation Insurance coverage must also include Employers Liability coverage with limits of $1,000,000/$1,000,000/$1,000,000.

7. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of $1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student bus service. If Charter School provides student bus services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.
8. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment or other assets. Minimum amount of coverage shall be $50,000 per occurrence, with no self-insured retention.

9. Professional Educators Errors and Omissions liability coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

10. Sexual Molestation and Abuse coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.

11. Employment Practices Legal Liability coverage with limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

12. Excess/umbrella insurance with limits of not less than $10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies. The policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

**Evidence of Insurance**
Charter School shall furnish to the District’s Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 days of all new policies inceptions, renewals or changes, certificates or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

“Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed.”

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

**Hold Harmless/Indemnification Provision**
To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys’ fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys’ fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless “the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School’s vendors, contractors, partners or sponsors.

**FISCAL MATTERS**

**District Oversight Costs**
The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School’s revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

**Cash Reserves**
Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

**Third Party Contracts**
Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

**Special Education Revenue Adjustment/Payment for Services**
In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State’s adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in
lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

**Audit and Inspection of Records**
Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.
- The District’s statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School’s financial information,
- Charter School’s debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School’s enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24-hours notice.

**Internal Fiscal Controls**
Charter School will develop and maintain sound internal fiscal control policies governing all financial activities.

**Apportionment Eligibility for Students Over 19 Years of Age**
Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in
public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

**Local Control and Accountability Plan**
In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a “listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)” of section 47606.5(a). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” (Ed. Code § 47606.5(b).)