City High School Charter Petition
Grades 9-12 Charter Petition
For a Five Year Term
(July 1, 2015 to June 30, 2020)

Submitted to:
Los Angeles Unified School District
Board of Education
June 18, 2014
# CITY HIGH SCHOOL CHARTER PETITION
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Assurances and Affirmations

City High School (also referred to herein as “CHS” “City” or “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 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).


- Except for existing students of the charter school, determine attendance by a public random drawing if the number of pupils who wish to attend the charter school exceeds the school’s capacity. Preference shall be extended to pupils currently attending the 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 the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. Ed. Code § 47605(d)(3).

- Meet all statewide standards and conduct the pupil assessments required pursuant to Ed. 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 the 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 element or section. The charter includes 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 should 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.” Cal. 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. 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).

**General Information**

- The contact person for City High School is Valerie Braimah, Executive Director.
- The contact address for City High School is 11625 W. Pico Blvd, Los Angeles, CA 90064
- The contact phone number for City High School is 310.273.2489
- The proposed address or target community of City High School is 3280 Motor Ave, which is located in Los Angeles Unified School District (“LAUSD” or “District”) Board District 1 and Educational Service Center West.
- The term of this charter shall be from July 1, 2015 to June 30, 2020.
- The grade configuration of Charter School is 9-12.
- The number of students in the first year (2014-15) will be 135.
- The grade level(s) of the students in the first year will be 9th.
- The scheduled opening date of Charter School is August 24, 2015.
- The admission requirements include:

City shall admit all pupils who wish to attend the school (Education Code Section 47605 (d)(2)(A)). If the number of students applying for enrollment exceeds the charter school’s capacity, entrance shall be determined by random public drawing in accordance with Education Code §47605(d)(2) and all federal requirements. Enrollment to the school shall be open to any resident of the State of California. Enrollment will be on a first come, first served basis. City affirms that the school shall be nonsectarian in all aspects of its programs and operations, including admissions and employment. City shall not charge tuition. City will not discriminate against any student on the basis of disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is...
The enrollment capacity is 540. (Enrollment capacity is defined as all students who are enrolled in Charter School regardless of student residency).

- The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be: traditional, 180 days.
- The bell schedule for Charter School will be: 8:00 am – 3:40 pm
- If space is available, traveling students will have the option to attend.

The Board of Directors for City High School (also referred to herein as “CHS”, “City” and “Charter School”) respectfully submits this charter petition to the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”) for a five (5) year charter to establish City High School, a grades 9-12 college preparatory, site-based program that will serve a diverse student population in Los Angeles.

Community Need for the School

City High School will provide an alternative option for families seeking a quality public education in a community where high-quality educational options are in demand, and the existing schools are failing to meet the needs of every child. In our target community (zip code 90034), the two large traditional public high schools are under-performing (See “Student Population to be Served,” below.): both Hamilton High School and Los Angeles Senior High School failed to meet subgroup growth targets and have APIs under 800, and comparison school ratings of 6 and 5, respectively. They are both also very large schools (almost 3,000 students and just under 2,000 students, respectively), and as such, are limited in their ability to provide personalized support to individual students. 80% of Alexander Hamilton High School’s 9th graders graduate in four years, and the rate is lower among Latino/Hispanic and African-American students (78%, compared to 85% among White students). Even more concerning, only 62% of Los Angeles Senior High School’s 9th graders graduate in four years, with only 45% of African-American students graduating. The Los Angeles Center for Enriched Studies (LACES) is a notable exception, with graduation rates over 90%, an API of 879 and comparable schools rating of 7, but as a gifted magnet, LACES draws applications in a centralized application process from across Los Angeles, with demand dramatically exceeding spots available for this prestigious program. Their waiting list of several hundred students suggests that parents in the community (and beyond) are looking for more high-performing, innovative schools, and that demand exceeds available seats.

City High School is committed to achieving a 95% graduation rate, and is designed to ensure that every student completes an A-G program of study and graduates college-ready. Our educational program is unique, offering an approach that is not available anywhere in the city of Los Angeles, and certainly not in the schools immediately surrounding our target location: In addition to offering a college-preparatory program for ALL students, our unique approach emphasizes a truly diverse student population (mixed

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1 Data from CDE DataQuest:
ethnicity and mixed socioeconomic status), a project-based constructivist curriculum that moves students toward standards mastery and applied skills, and strong parent involvement and community partnerships. City High School’s individual attention in a small school setting (we will top out with an enrollment of 540, with class sizes of 25 or fewer), with a focus on experiential education, civic responsibility, public speaking, and the written word, will produce students that are leaders and critical thinkers.

City Charter Schools, which will oversee and manage City High School, has already demonstrated our ability to develop and run high-performing, innovative schools that fulfill the vision of diversity, community, and excellence. Our existing middle school, City Charter Middle School (The City School), achieved an API of 859 in its first year of operation, and just graduated 100% of its first class of 8th graders. Parents at City Charter Middle School, 38% of whom live within two miles of the target community, have been clamoring for a high school since we opened the middle school in 2012. Over 50% of those parents have signed an interest form in support of this petition. City Charter Schools also runs City Language Immersion Charter (formerly City Charter Elementary School), a dual-immersion elementary school in the West Adams community. There is no state data as the school has only been in operation since Fall 2013. However, the school had nearly 200 applications for 56 open seats for the 2014-15 schools year, and has incredible family and community engagement, with a population that is 63% FRPL, and over 70% non-white. Based on its accomplishments to date, the school was recently granted a highly competitive $250,000 Walton Grant, and is receiving widespread recognition as an exceptionally diverse and innovative educational program. Based on the success of City’s Elementary and Middle Schools, we are confident that as we publicize the opening of our new high school, demand will significantly exceed our enrollment capacity as it has with our existing schools (currently, City Elementary has a waiting list of more than 70 students and City Middle has a waiting list of more than 600 students for 2014-15, with more applications added daily).

**Student Population to be Served**

We have secured a lease (pending a change of use permit) on a facility that would house our middle and high school, grades 6th-12th grades at the intersection of Motor and National, in the 90034 zip code. Once we finalize a long-term facility, our outreach efforts will focus on the area immediately surrounding the school site, yet in accordance with California law, the school will not have specific boundaries and will be open to all children in the State of California.

Our target area focuses on zip codes 90034, 90019 and 90035, along with nearby areas (including parts of 90005, 90057, 90016, 90018, and nearby zip codes), particularly areas most accessible with public transportation. Depending on the final site we are able to secure (illustrated by a pink plus sign in the center of the map below), we will heavily target block by block nearby, and along bus routes to and from the site.

These targeted neighborhoods represent a genuine diversity of families. Some neighborhoods are comprised of 46% Hispanic while others are 76% White. The percentage of African-Americans in these neighborhoods ranges from 3% to 24% and the percentage of Asians ranges from 6% to 19%. Socioeconomic status also ranges widely with some of the poorest sections of Los Angeles and more than 20% of families living in poverty, to areas where the median household income is higher than $81,000. We intend to reflect the diversity of the neighborhoods, the City of Los Angeles, and the demographics of the 26 cities of LAUSD, specifically in terms of creating an ethnically and economically diverse student body, which is approximately 40% families living in poverty. The vision of bringing children from all backgrounds together to learn with and from each other is a pillar of our program.
CHS will open in 2015-16, with 135 9th grade students, and grow to 540 students (9th-12th) by 2018.

Already, more than 80 families have signed up as meaningfully interested to attend City High School in 2015. In year 2, the school will grow by 135 students as it adds a new class of 9th graders. If space allows, we anticipate the student population will increase in the following increments over the first five year charter term:

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<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>9th</td>
<td>135</td>
<td>135</td>
<td>135</td>
<td>135</td>
<td>135</td>
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<tr>
<td>10th</td>
<td></td>
<td>135</td>
<td>135</td>
<td>135</td>
<td>135</td>
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<tr>
<td>11th</td>
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<td>135</td>
<td>135</td>
<td>135</td>
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<tr>
<td>12th</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>135</td>
</tr>
<tr>
<td>Total</td>
<td>135</td>
<td>270</td>
<td>405</td>
<td>540</td>
<td>540</td>
</tr>
</tbody>
</table>

The following information is derived from data referring to zip codes 90019, 90035, 90034 and 90064 (the four zip codes most represented in City’s 2013-14 enrollment) and from the demographic data of the student bodies in neighborhood public schools. An examination of the statistics reveals a rich diversity of ethnic, racial, socioeconomic, educational, and linguistic characteristics.
In these zip codes, 41-64% of residents speak English only at home, 9-44% speak Spanish at home, and 4-12% speak Asian languages at home. As noted earlier, family income also varies widely, with median incomes ranging from $43,000 to $81,000, and as many as 20.3% of families living in poverty.

As illustrated in the following table, most of the traditional high school options in the community are struggling, with the notable exception of the Los Angeles Center for Enriched Studies (LACES), a highly competitive and selective gifted magnet school for students in grades 6-12. City School will offer an important option for families in this community who seek an alternative educational option for their children.
Surrounding Schools Demographic and Performance Data

<table>
<thead>
<tr>
<th>LAUSD Schools</th>
<th># of Students 2013</th>
<th>% Students Eligible for Free/Reduced Lunch</th>
<th>% of Special Ed. Students</th>
<th>% of English Learners</th>
<th>% Black</th>
<th>% Latino</th>
<th>% White</th>
<th>2013 Growth API</th>
<th>2012 API Statewide Rank</th>
<th>2012 Similar Schools Rank</th>
<th>Met Schoolwide Growth Target?</th>
<th>Met Subgroup Growth Targets?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>HIGH SCHOOLS</strong></td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Hamilton Senior High (9-12)</td>
<td>3047</td>
<td>57%</td>
<td>11%</td>
<td>8%</td>
<td>26%</td>
<td>52%</td>
<td>16%</td>
<td>742</td>
<td>4</td>
<td>6</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Los Angeles Center for Enriched Studies Magnet (6-12)</td>
<td>1648</td>
<td>51%</td>
<td>4%</td>
<td>1%</td>
<td>14%</td>
<td>30%</td>
<td>29%</td>
<td>897</td>
<td>10</td>
<td>7</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>Los Angeles Senior High (9-12)</td>
<td>1745</td>
<td>69%</td>
<td>13%</td>
<td>25%</td>
<td>11%</td>
<td>81%</td>
<td>1%</td>
<td>644</td>
<td>1</td>
<td>5</td>
<td>NO</td>
<td>NO</td>
</tr>
<tr>
<td><strong>CHARTER SCHOOLS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Magnolia Science Academy #4 (6-12)</td>
<td>194</td>
<td>76%</td>
<td>10%</td>
<td>9%</td>
<td>18%</td>
<td>58%</td>
<td>16%</td>
<td>761</td>
<td>4</td>
<td>5</td>
<td>NO</td>
<td>NO</td>
</tr>
<tr>
<td><strong>MIDDLE SCHOOLS</strong></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Johnnie L Cochran Middle School (6-8)</td>
<td>1032</td>
<td>80%</td>
<td>16%</td>
<td>26%</td>
<td>21%</td>
<td>78%</td>
<td>0%</td>
<td>666</td>
<td>1</td>
<td>3</td>
<td>NO</td>
<td>NO</td>
</tr>
<tr>
<td>Palms Middle School (6-8)</td>
<td>1600</td>
<td>55%</td>
<td>8%</td>
<td>5%</td>
<td>26%</td>
<td>41%</td>
<td>18%</td>
<td>879</td>
<td>9</td>
<td>9</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Pio Pico Middle School (6-8)</td>
<td>664</td>
<td>100%</td>
<td>13%</td>
<td>22%</td>
<td>7%</td>
<td>92%</td>
<td>0%</td>
<td>743</td>
<td>3</td>
<td>8</td>
<td>NO</td>
<td>NO</td>
</tr>
</tbody>
</table>

Data from CDE Dataquest ([http://data1.cde.ca.gov/dataquest/](http://data1.cde.ca.gov/dataquest/)) for schools surrounding 3280 Motor Ave, Los Angeles, CA 90034)
## ELEMENTARY SCHOOLS (Serving 6th graders)

<table>
<thead>
<tr>
<th>School</th>
<th>Enrollment</th>
<th>6th Grade</th>
<th>5th Grade</th>
<th>4th Grade</th>
<th>3rd Grade</th>
<th>2nd Grade</th>
<th>1st Grade</th>
<th>Full</th>
<th>Free</th>
<th>Reduced</th>
<th>Target</th>
<th>Status</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Webster Middle School (6-8)</td>
<td>637</td>
<td>81%</td>
<td>25%</td>
<td>15%</td>
<td>24%</td>
<td>63%</td>
<td>9%</td>
<td>711</td>
<td>2</td>
<td>4</td>
<td>NO</td>
<td>NO</td>
<td></td>
</tr>
<tr>
<td>Charnock Road Elementary (K-6)</td>
<td>365</td>
<td>71%</td>
<td>13%</td>
<td>38%</td>
<td>11%</td>
<td>67%</td>
<td>9%</td>
<td>808</td>
<td>4</td>
<td>5</td>
<td>YES</td>
<td>YES</td>
<td></td>
</tr>
<tr>
<td>Richland Elementary (K-6)</td>
<td>229</td>
<td>61%</td>
<td>16%</td>
<td>23%</td>
<td>12%</td>
<td>73%</td>
<td>10%</td>
<td>786</td>
<td>4</td>
<td>3</td>
<td>NO</td>
<td>NO</td>
<td></td>
</tr>
</tbody>
</table>
Goals and Philosophy

Our Mission

The mission of City High School will be to provide an exceptional college preparatory education to a diverse student body. Through individual attention in a supportive and dynamic learning environment, students become college- and career-ready creative and critical thinkers who ask questions, debate, and express ideas fearlessly and respectfully. With a focus on civic responsibility, public speaking, and the written word, City students are prepared for a lifetime of meaningful work and ongoing service to a cause greater than themselves. We accomplish these outcomes by:

- Providing a constructivist, problem-based learning environment in which teachers guide students through active learning processes in a block schedule to develop conceptual understanding.
- Implementing a rigorous, subject-specific curriculum – including meeting all University of California/California State University “A-G” requirements for high school grades -- that incorporates multiple assessments and projects in order to develop academic, interpersonal, intrapersonal and artistic skills.
- Prioritizing a small class size in teaching writing, speech and debate to ensure students develop excellent communication skills.
- Providing support and freedom for faculty to analyze research studies on learning and to experiment with its applications in order to help all students succeed.
- Giving faculty time, resources, autonomy and a collaborative atmosphere to continually develop their skills and create, evaluate and refine curricula, and reflect on the learning of their students.
- Communicating regularly with students’ families, seeking family involvement in the life of the school, and continually reaching out to all families in the neighborhood to ensure a diverse and inclusive learning community.

Our Vision

Our vision is the creation of a community of learners founded on three pillars: Educational Excellence, Diversity, and Community.

By Educational Excellence, we mean the use of best practices to provide a child-centered, thoughtful, inspired education that rigorously challenges students to do their best in a college preparatory environment. It’s an education on a par with the best schools in the country. It not only means attaining high standardized test scores but also the far harder to quantify goals of a talented, well-rounded person. City students will be thinkers and debaters; students who care, engage, argue, and respect; students who question; students who empathize, help, and lend dignity to those in need – good kids with great minds.

By Diversity, we mean we are committed to serving a diverse student body and creating a mixed socioeconomic status student population (“mixed SES”). The City will embody Horace Mann’s concept of “the common school”– where children of all backgrounds gather under one roof to learn together and from each other. While school districts across the country are “re-segregating” by race and socioeconomic status (particularly after the Supreme Court struck down race-based desegregation), there is a nascent movement towards mixed SES schools and school districts. In Los Angeles, a city that is known as both the wealth and poverty capital of the world, schools like Open Charter, Larchmont Charter, Valley Charter, and City Charter Middle School bridge this divide. There is evidence that low-income
children see significant academic gains from attending a mixed SES school (David Rusk). Our goal is to be 40-50% low-income, and 50% non-white.

By Community, we mean we harness the energy and spirit of our community through volunteerism and partnerships to better serve our students. Parents are asked to give 30 hours a year in volunteer time, though a student’s enrollment or participation in school activities will in no way be impacted by his/her family’s ability or willingness to volunteer and no family will be required to volunteer. This community involvement translates into more financial stability and a richer educational environment.

Our Educational Philosophy

At the foundation of our educational philosophy is a belief that learning should be an active experience that involves a community of educators, students and families. We believe that effective schools create a culture of caring and respect that supports all members in achieving their potential academically, socially, emotionally, artistically, and physically. To enable all to work together toward these ends, we believe in explicitly expressing our learning goals – derived from academic standards and school-defined behavioral and attitudinal objectives. We expect all involved with the school to support these convictions and to endorse a constructivist learning environment that nurtures, challenges, and values every member of the community. We also adhere to the belief that students should be given opportunities to direct their own learning. Our students will be asked to explore their interests through the process of choosing specific projects and formulating essential questions that drive their learning experiences.

Current research shows that a constructivist approach to teaching and learning develops deep and long-lasting conceptual understanding in students (Sagor & Cox, 2003. At-Risk Students: Reaching and Teaching Them; Pransky, 2002. “To meet your students where they are, first you have to find them”). When coupled with data driven instruction and problem-based lessons, constructivism is even more effective. We, therefore, embrace these three practices fully. Teachers continually assess each student’s progress through observation, interaction, and testing, and then design lessons in response to student needs. Similarly, teachers will assess their own pedagogy’s effectiveness in promoting student learning by examining their practices through action research projects.

City will prepare an educated citizenry for the 21st century

City’s definition of an “educated person in the 21st century” will be reinforced in explicit school guidelines of conduct in the classroom, throughout the campus, and in the larger community.

First and foremost, City defines an educated person in the 21st century as one who graduates fully prepared for college and career. This means developing students who have not only mastered the performance standards in their grade level and completed a challenging college preparatory course of study, but who are able to think, solve problems, and navigate new situations independently and with initiative and creativity. Our definition draws upon concepts regarding the purpose of education. We see value in the views of Nel Noddings who asserts that, “the main aim of education should be to produce competent, caring, loving, and lovable people.” We also look to the complex - albeit often quoted and oversimplified - perspective of John Dewey who challenges educators to consider several ideas: “The purpose of education is to enhance individual effectiveness in society and give learners practical knowledge and problem-solving skills,” and “Education is not preparation for life; education is life itself” and, “A person who has gained the power of reflective attention, the power to hold problems, questions, before the mind, is in so far, intellectually speaking, educated... Without this the mind
remains at the mercy of custom and external suggestions." These concepts lead to the views of Paulo Freire - an inspiration to all involved in establishment of the City:

*There is no such thing as a neutral education process. Education either functions as an instrument which is used to facilitate integration of the younger generation into the logic of the present system and bring about conformity or it becomes the practice of freedom, the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world.*

*Paulo Freire (Pedagogy of the Oppressed)*

We, therefore, believe an educated person in the 21st century is one who possesses both Academic and Social Intelligence, critical thinking and the interest and capability of contributing positively to the transformation of our world. We define Academic and Social Intelligence as:

**Academic Intelligence**

- A mastery of the English language (reading, writing, speaking);
- Knowledge and a strong grasp of concepts in the sciences, mathematics, technology, the arts and humanities;
- An appreciation for and an ability to make use of a variety of media;
- An ability to think creatively and critically to problem-solve independently or in groups;
- An ability to translate plans into action, use a multitude of resources to gather information, and follow a project to completion;
- A desire to develop understanding through questioning, critical evaluation, thoughtful reflection and the pursuit of new information and alternative viewpoints.

**Social Intelligence**

- Flexibility in assuming either a leadership role or a collaborative position in order to best explore different lines of inquiry;
- Desire and ability to listen and hear empathetically;
- Consistent demonstration of honest and respectful communication;
- Self-motivated to take responsibility for one’s actions, words, learning, deeds;
- Perseverance in the face of difficult challenges and setbacks;
- An appreciation for people with abilities other than one’s own;

**How learning best occurs: City’s educational philosophy**

In keeping with our respect for the backward design approach to developing an educational program, our educational philosophy begins with the end in mind. After reviewing research and schools that share similar learning goals to City, we have concluded that a constructivist approach to teaching and learning

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3 *Understanding by Design* (Wiggins & McTighe, 2005, 1998) is a theory of curriculum construction that involves the following process: 1) Identify desired results – learning outcomes; 2) Determine acceptable evidence – assessment data; 3) Plan learning experiences and instruction.
is the most effective way of developing student mastery of both state standards and habits of heart and mind described as learning outcomes in this charter.

**Model Schools.** While the content of what we teach – following the state standards and Common Core -- will be no different than at any other public secondary school in Los Angeles, our methods of instruction aim to recognize and support the individual talents and challenges of each student in ways that will help each individual student succeed. Our instructional methodologies are not new, and are employed with tremendous success at schools serving diverse populations. At Renaissance Arts Academy, for example (grades 6-12), a diverse student body which is 51% Latino, 28% White, 11% Black and 7% Asian/Filipino, with 65% of students qualifying for Free or Reduced Price Lunch (FRPL), an engaging, inquiry-based, thematic/integrated curriculum that emphasizes differentiated, student-centered instruction resulted in a 2011 API of 877. Other local charter schools serving high school grades such as Camino Nuevo, Granada Hills Charter School, Da Vinci Schools, and others have shown that typically under-performing students residing in low income, inner city neighborhoods can reach rigorous academic benchmarks when high expectations are connected to quality teaching and a student-centered approach:

- Camino Nuevo’s high schools have achieved tremendous results: Temple Campus: API of 783 with 97% FRPL and 10% ELL; Miramar Campus: API of 788 with students who are 98.7% FRPL and 97% non-white.
- Grenada Hills High School: 38% qualify for free/reduced lunch, 36% Hispanic, 32% White, 26% Asian, 5% African-American. CAHSEE results: 92% ELA, 95% Math, without achievement gap (for example on Math CAHSEE, proficiency rates are 90% African American, 93% Hispanic, and 94% White).
- Da Vinci Schools (grades 9-12 in Wiseburn District, near LAX): 16% African American, 50% Latino, 34% Caucasian and other, 55% FRPL. API ranging from 762-833, 98% of class of 2013 graduated with A-G requirements met, 100% of graduates accepted to college, 78% to 4-year universities.

These are just a few examples of high-performing public schools employing the same or similar instructional methodologies that will be used at City. These same methodologies have long been in favor in acclaimed private schools throughout Los Angeles and beyond.

**Research.** Evidence from research in the fields of cognitive science, brain function and education lead us to the following conclusions about the way learning best occurs. In order to ensure that all students have access to, and success in mastering the state content standards, an educational program must begin, naturally, with the students themselves. The commitment to constructivism and problem-based learning at City resides in our belief that learning best occurs when instruction is student-centered and presented in a meaningful context that is relevant to students’ lives and the diverse experiences they bring with them to school. The notion that there exists a fixed world that the learner must come to know and that students are “empty vessels to fill” with knowledge is inconsistent with what we now know about how learning actually occurs (Brooks and Brooks, 1999). Students come to the classroom with prior knowledge that must be addressed if teaching is to be effective (Donovan and Bransford, 2005). In other words, if what students already know and believe is not engaged, learners may fail to grasp the new concepts and information that are taught, or they may learn for purposes of a test but not be able to apply them elsewhere, reverting to their preconceptions outside the classroom. This means that teachers must understand what students are thinking and how to connect with their prior knowledge if they are to ensure real learning (Darling-Hammond, 2008).
For this reason, we believe that learning must “invite students to experience the world’s richness, empower them to ask their own questions and seek their own answers, and challenge them to understand the world’s complexities”, (Brooks and Brooks, 1999) through instruction that:

- Is culturally relevant with authentic meaning for the learner, incorporating language learning, multi-cultural education and relevant reflection on cultural and individual diversity;
- Is rigorous and demanding, promoting depth of learning and high level thinking within students’ Zone of Proximal Development as determined by ongoing assessments;
- Provides a variety of modalities to learning — visual, auditory, and kinesthetic – to ensure that each student’s individual abilities are maximized;
- Offers students autonomy to self-select reading, writing and other learning, and simultaneously demands students responsibility for their own learning and their community via self-reflection and self-assessment; and
- Is conducted in a psychologically and emotionally safe community where character development is taught, moral standards are high, and parents/families are integral partners in the educational process.

Research on specific curricular choices is in Section H.

Goals to Enable Students to be Self-Motivated, Competent, Life-Long Learners

In addition to specific academic benchmark goals based on California state standards including the Common Core and new Next Generation Science Standards, City will work towards:

- **Developing self-motivated learners**: City believes that self-motivation requires students to internalize the benefits of learning. City will, therefore, seek to connect students’ personal interests and questions with curricular and extra-curricular opportunities. Students will be empowered to choose single subject-focused projects that have personal meaning to them. By beginning with each student’s interests and questions, City can provide students with the means of making connections between their studies, themselves and life beyond the school’s walls.

- **Developing competent learners**: Students who can effectively express how they learn best can own their education and be both competent and life-long learners. City will approach this goal in three ways:

1) A study skills course through the Advisory program will guide students in accessing meta-cognitive processes in order to learn how they learn best. The course will guide students as they progress through high school grades in implementing strategies that will improve their approach at each level to learning, studying, planning, organizing and taking responsibility for their growth as students and human beings.

2) A school-wide constructivist pedagogy that emphasizes problem-based learning and differentiated instruction are the means by which the California state content standards/Common Core are mastered. Hands-on, inquiry-based learning provides challenging and meaningful ways to master skills and concepts with a level of understanding that allows students to apply their knowledge to new situations. It is important to note that direct instruction, including the explicit teaching of skills particularly in the content areas of reading, writing and mathematics, will be provided regularly at all grade levels as well. Skill-specific academic needs will be identified through formative and summative assessments and subsequently addressed through direct instructional techniques as needed via teachers working with students individually, in small groups, or the class as a whole, to ensure that each and every student
possesses the tools her or she needs to complete more complex projects successfully and to ensure that all students become fully proficient in all academic strands.

3) The “backward design” approach that teachers will take in creating all lessons and curriculum was chosen to ensure that learning objectives – tied directly to California state content standards and the Common Core Standards -- are clearly identified and met by students. In these ways, students will develop a solid foundation of knowledge and a competence in learning upon which they can build in the future.

- **Developing lifelong learners:** City’s emphasis on responsible citizenship throughout the program will foster student appreciation for the many positive impacts their skills and abilities can have on the world – a critical component of student success and confidence building during the formative adolescent years. In addition, students will participate in a daily Advisory class. The aim of this class will be to demonstrate to students as they move from one grade to the next that the more they know and can do, the more they can improve the world and their own futures via enrollment and persistence in college and successful careers.

Every aspect of our instructional program is designed to ensure that all students achieve success in mastering the California State Standards (including the new Common Core Standards), as indicated in the tables included in the Curriculum section of this Element. The standardized testing (including new Smarter Balanced Assessments) and benchmarking required by the District and the State of California will be just as much a part of our assessments as our faculty-constructed rubrics, project goals, and student portfolios.

**Goals and Actions aligned to California’s Eight State Priorities**

*Local Control Funding Formula (LCFF) and Local Control and Accountability Plan (LCAP)*

City High 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 City High School shall annually submit a Local Control and Accountability Plan (LCAP) or LCAP update, as appropriate, to the Charter Schools Division and the Los Angeles County Superintendent of Schools on or before July 1. In accordance with Ed. 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 Ed. 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. City High School shall comply with all requirements of Ed. Code section 47606.5, including but not limited to the requirement that City High School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the annual update.” Ed. Code § 47606.5(e).

A chart detailing the school’s annual goals, for all pupils pursuant to California Education Code § 52052, for each of the eight (8) state priorities identified in California Education Code § 52060(d) can be found in Element 2/3, below. The chart in that section also details the specific annual actions the school will take to achieve each of the identified annual goals.

**Instructional Design**

**Instructional Design and Methodologies**

The main academic goal of City is to enable its students to meet or exceed the Common Core State Standards/California Academic Content Standards (including new Next Generation Science Standards) in
all areas of instruction. To do this, City teachers will accommodate the diverse learning styles and backgrounds of students. Our overarching goal is to ensure that all students master the standards in the four core content areas of English language arts, mathematics, social studies/history, and science. The Head of School and teachers also will closely examine national standards, for inclusion within City’s curricular goals in order to provide a program that is comprehensive and rigorous.

To be clear, all instruction at City High School starts first with the content standards, which drive the creation of lesson plans and the assessment of both student and teacher achievement. The following describes in more detail the methods by which students at City will master the content standards. Our instructional methodologies – constructivism, problem-based learning, backwards design, block scheduling -- are supported by the work of leading educational thinkers and validated by practitioners. The teaching practices included within the instructional framework practices have demonstrated success in schools serving students with similar backgrounds and academic needs.

It is important to note that direct instruction, including the explicit teaching of skills particularly in the content areas of reading, writing and mathematics, will be provided regularly at all grade levels as well. Skill-specific academic needs will be identified through formative and summative assessments and subsequently addressed through direct instructional techniques as needed via teachers working with students individually, in small groups, or the class as a whole, to ensure that each and every student possesses the tools her or she needs to complete more complex projects successfully and to ensure that all students become fully proficient in all academic strands.

We will utilize a variety of instructional methodologies to ensure all students are achieving academic success in meeting the state content standards and developing the qualities City deems essential for an ‘Educated Person’:

1) Backward Design, Multiple Assessments and Data-Driven Instruction
2) Family participation and community involvement in the educational process
3) Constructivism and Problem-Based Learning
4) Active Learning Strategies in a Block

The strategies listed above and described below are critical to effectively serving the diverse population that City anticipates serving. The research base for each strategy is described in the corresponding section, and establishes the validity of each strategy for maximizing the learning of all students. As detailed below, these strategies have proven particularly effective in working with English Learners, students with special needs and other “at-risk” populations.

1. Backward Design, Multiple Assessments and Data-Driven Instruction

Quite simply, we believe instruction can only be effective when there is a clear understanding at the outset about the goals and objectives desired to be achieved, whether those goals are broad and overarching (e.g., develop students’ capacity to be critical thinkers) or narrowly focused on a specific lesson at hand (e.g., determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text). City teachers will plan all units of study with other departmental faculty using the backward design guidelines described in Understanding by Design (Wiggins & McTighe, 2005, 1998). This strategy advises teachers to “begin with the question, ‘What would we accept as evidence that students have attained the desired understandings and
proficiencies’ – before proceeding to plan teaching and learning experiences.” There are three steps to this process:

1) Identify desired results: Starting with the state content standards/common core standards and additional goals of our learning community, teachers will use Norman Webb’s Depth of Knowledge (DOK) schema, to analyze the cognitive demand of each standard. The four levels of DOK are:

1. Recall and Reproduction
2. Skills and Concepts
3. Strategic Thinking and Reasoning
4. Extended Thinking

Teachers will explore three questions to help them organize the standards into a scope and sequence that progressively scaffolds students toward the highest DOK level required by a standard or cluster of standards within a unit:

- What is the complexity of cognitive processes demanded by the standard, assessment, objective and task?
- What is the depth of understanding this standard requires of students?
- What is the cognitive demand (mental processing) required by the central performance standard?

2) Determine acceptable evidence: Teachers will select multiple forms of assessment (formative and summative) that can be used to provide evidence that objectives have been achieved throughout the unit of study. These include: released assessment and practice items from the CDE (including performance tasks, multiple choice, and constructed response tasks), publishers’ end-of-unit curriculum tests, informal checks, observation/dialogue, standards based quiz/test, open-ended prompts, performance tasks, projects and presentations. At least one extended learning performance task will be required per semester, in each subject area. Thus, all instructional units will be anchored by a Common Core-aligned performance task, to ensure that students are able to synthesize unit concepts at the deepest level of understanding. Assessments leading up to the performance tasks will progress along the Common Core “Depth of Knowledge” levels to progressively scaffold students toward the deepest level of knowledge: Extended Thinking.

3) Data-Driven Instruction: Through multiple and varied assessments, City faculty along with the Head of School will review and assess their own instructional efficacy and develop and refine their instructional strategies to ensure that each and every student is meeting the defined criteria for academic success. At least monthly, the Head of School will facilitate data conferences to engage teachers in conversations, reflection, and planning based on student achievement data. In order to support this process, the school will systematically collect and analyze student data on key demographic, behavioral, and proficiency indicators. Data will be collected through the implementation of

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of a robust set of diagnostic and benchmark assessments that complement the state standardized test data (SBAC, CELDT, etc.) and provide continuous information about student progress towards standards. The school will implement diagnostic assessments such as the NWEA MAPS. These formalized diagnostic assessments will provide data at least three times per year that informs student grouping, lexile levels, math placement, intervention and enrichment needs, and pre-teaching and re-teaching needs.

Furthermore, teachers will be able to generate and administer (at least every 6 weeks) standards-based benchmark assessments aligned to their grade-level content standards. They will have access to standards-based test item banks, and/or computer-based adaptive assessments that provide ongoing data about students’ real-time mastery of grade level standards. Data-driven conversations will also focus on teacher-generated grades to ensure that grading policies are fair, equitable, and focused on student proficiency (as opposed to behavior, homework completion, or compliance). Each progress reporting period (every 5-6 weeks), the Head of School will examine grade distributions, and engage in reflective conversations with any teacher demonstrating an excessive number of failing students.

Utilizing a data management system (e.g. Illuminate, Power Schools, etc.) the school leadership will be able to track student growth on state standards and run analyses such as pivot tables to compare growth on two dimensions, correlation analyses (to address assumptions about student demographic factors and links to student achievement), and identify patterns of behavior and achievement that can be addressed through instructional and behavioral policies and practices. School leaders will also be able to access teacher efficacy in real-time, ensuring that teachers who are struggling to achieve intended outcomes in specific subject areas, or with specific students, receive targeted training, support and professional development to improve their teaching practice.

Data-driven conversations will be Head of School led initially, but will eventually be the responsibility of departmental and grade-level leaders, who will develop the capacity to design common formative assessments, run data reports, and analyze data to inform instruction. Departments and grade levels will be provided with common planning time that they will use to examine data at least monthly. Even as the responsibility transitions to departmental leads, the Head of School will continue to supervise the use of data by teachers (through meetings with department leads and collection of data conferencing agendas and notes, and to monitor actual student progress through weekly examination of the data. In particular, the Head of School will monitor the progress of all subgroups (particularly language learners and special education students), and patterns of academic achievement or behavior that may indicate declining progress or inequitable outcomes among different sub groups. Any problematic data trends will be directly addressed through meetings with individual teachers and departments, and through the examination of policies that may be contributing to declining achievement or inequities. At all times, teachers will be expected to be able to articulate data patterns in their classrooms and describe what they are doing to raise the achievement of all students, and close any gaps that may exist.

Through backward design, multiple assessment and practice of data-driven instruction, City will be able to truly differentiate instruction for all learners. By clearly defining what standards students need to master for each unit, teachers can more effectively assess their level of mastery in relation to standards and develop targeted instruction to help all students meet those expectations. For example, in the backward designed environment, teachers are knowledgeable about their curriculum and “can more effectively support the academic language development of our English Language Learners” by providing them with “the main ideas, the content specific vocabulary, and the sentence structures related to upcoming lessons” (Carrier, 2005). Then, through assessments and data analysis, teachers can then
identify which instructional strategies are most effective with individual learners, and which need to be revised or supplemented to achieve student mastery.

2. Prioritizing community and family participation

The participation of families and the surrounding community is critical in meeting the needs of the whole child. According to “A New Wave of Evidence”, a 2002 report by the Southwest Educational Development Laboratory, “When schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more.” The report, a synthesis of research on parent involvement over the past decade, also found that, regardless of family income or background, students with involved parents are more likely to:

- Earn higher grades and test scores, and enroll in higher-level programs
- Be promoted, pass their classes, and earn credits
- Attend school regularly
- Have better social skills, show improved behavior, and adapt well to school
- Graduate and go on to postsecondary education (see A New Wave of Evidence, Southwest Educational Development Laboratory, 2002 - in references below).

At City High School family participation is a top priority. Per the Brown Act, the public will be given time at pre-announced, publicized meetings to share views, concerns and questions with the Board. Parental voice and input is essential to the mission of the school and parent surveys play a significant role in the Board’s assessment of the school. Furthermore, in order to maximize participation and create an inviting school environment for all parents, education and outreach materials will be provided in English, Spanish, Korean and any other languages needed for our diverse population, and translators will be available at all school events.

Formal structures will include:

• Family education

Teachers, Administrators, parents, and community members will conduct socio-culturally sensitive, hands-on workshops with parents of current students and prospective parents to enable them to help their children develop in mathematics and language arts. Workshops will also help educate parents about A-G requirements, college applications and admissions, financial aid, and much more. Over time, we hope to partner with community based organizations to provide parent education that will informs parents about opportunities to reach their own academic and career goals, offering workshops and opportunities on our campus where possible.

• Parent/Teacher/Student conferences

5 A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement (PDF, 1.2 MB, 241 pgs.) A. T. Henderson & K. L. Mapp. (Southwest Educational Development Laboratory, 2002) Report Conclusion. (PDF, 87 KB, 5pp)
Students will co-lead, with their Advisory teacher, a conference two times a year in order to demonstrate complete understanding of their academic achievements, challenges and plans.

- **Parent volunteers**

Parents will always be welcome and encouraged to volunteer in the office and at school events as arranged with the teachers and office staff. In this way, parents may provide valuable and needed services and are empowered to effectively shape school programs and operations. As part of the Family Agreement with City, a degree of parent involvement will be requested, though a student’s enrollment or participation in school activities will in no way be impacted by his/her family’s ability or willingness to volunteer and no family will be required to volunteer. All volunteering will be coordinated with respect to the family members’ abilities and schedules and could take the form of volunteering at the school or volunteering from a more convenient location, in a way that suits the skills and interests of the family.

- **Parent Council**

As detailed more fully in Element 4: Governance, all parents/guardians will automatically be members of the school’s Family Committees and encouraged to participate in school-wide meetings and events. All parents will have the opportunity to self-nominate and then vote each year in an election to determine parent representatives to the school’s Parent Council, an advisory body comprised of elected parent and faculty representatives who will work with the Head of School to provide advice and input to the school’s Board of Directors (see Element 4: Governance.)

3. **Constructivism and Problem-Based Learning**

As detailed throughout this petition, the content of what students will learn at City is the same as every other secondary school in LAUSD and California, grounded solidly in the state content standards/Common Core standards. The means by which students master these standards, and learn *how to learn*, however, are based largely on constructivist learning theory and standards based instruction, as described in previous sections of this charter. Constructivism provides the guiding principles for lessons whether they are in the format of direct instruction or problem-based learning. Constructivism calls for the learning experience to be differentiated, beginning with each learner’s level of understanding and guiding students in building upon prior knowledge in a hands-on way. In simplest terms, differentiated instruction involves creating multiple paths to learning for diverse learners (Tomlinson, 1999). This differentiated, student-centered approach to instruction enables teachers to focus on the specific needs, skills, challenges and learning styles of each individual student to ensure that each and every student meets our high expectations for standards mastery.

The perspective outlined above is derived from a number of educational models: situated learning theory, expeditionary learning, experiential learning, project-based learning, and collaborative learning. In order to bring these theories to life, we will support our teachers in developing and implementing curriculum that includes real-world activities, multiple representations, metacognition, and critical theory.

So what does a constructivist classroom look like at City? Our teachers will be guided by five key elements evident in constructivist classrooms (Brooks and Brooks):

1. Seek and Value the Student’s Point of View. Rather than presenting the same material to all students simultaneously without regard to students’ individual perspectives on the material, in constructivist classrooms, teachers start by asking about students’ understanding of concepts in
order to identify misconceptions, assess understanding relative to the grade level standards for the topic at hand, and to challenge students’ thinking. Teachers are also encouraged to adapt lessons and shift strategies to meet student need and interest, and nurture students’ natural curiosities to engage students in the learning process.

2. Challenge Students’ Suppositions. All students – indeed, all humans – approach each experience with a history of life experience that leads them to presume certain truths about how the world works. The job of the teacher is to support or contravene these suppositions as students master subject content. Teachers encourage students’ autonomy and initiative to explore, investigate, hypothesize, correct, adjust, reflect, and assess all while taking responsibility for their own learning.

3. Pose Complex Problems That Are Relevant and Encompass Skills and Concepts in the Standards. Relevance, meaning, and interest are not automatically embedded within subject areas or topics. A specific state standard in social science relating to the role of Native Americans in the developing history of California may hold significantly different meanings for different students in California – one may at first glance find the topic uninteresting and irrelevant to her own life, while another may find it a fascinating and deeply personal topic. In other words, relevance emerges from the learner. So while all students in California seek to master the same content, constructivist teachers, acknowledging the central role of the learner, structure classroom experiences that both honor the initial curiosities and passions of students, and foster the creation of personal meaning among all students as they learn the designated facts and skills.

4. Build units of study around “big ideas” and interrelated concepts across curricular areas. Rather than study isolated, disconnected topics with no real-world application or contextual relationship between discrete standards, at City, our teachers will ensure that students see the ways in which different lessons relate and apply to other areas and “real life.” Learning at City is not about memorizing isolated facts or skills necessary to pass tests, but rather, mastering facts and skills so that this learning can be applied to new and different contexts and gain understanding of how the parts relate to the wholes. Teachers will ask open-ended, thoughtful questions, encourage students to ask questions throughout their own learning, seek elaboration of initial ideas to encourage deeper thinking, and challenge students to connect their learning.

5. Assess student mastery in the context of daily instruction. School time will not be spent in distinct activities of learning and assessing, but rather, assessment will be embedded throughout the learning as students engage in dialogue and debate with one another and their teacher, ask questions and go deeper into their learning, and reflect on their own learning through writing, projects and other presentations.

Directly related to the constructivist approach is the concept of problem-based learning (PBL), in which:

- Curriculum is organized around problems rather than disciplines, with an emphasis on cognitive skills as well as knowledge.
- The learning environment uses small groups, active learning, and independent lessons, and it is student centered. Teachers are facilitators, providing knowledgeable structure for the learners.

Outcomes focus on skills development and motivation, as well as abilities, for lifelong learning (Newman et al., 2003; see also the Project on the Effectiveness of Problem Based Learning (PEPBL), a consortium of educational researchers organized by professors at England’s Middlesex University, which established these criteria for defining the PBL instructional model in 2000). As with the broader concept of
constructivism, extensive research has demonstrated that PBL strategies are highly effective with diverse learners, including English Learners and urban minority “at-risk” high school students, especially in science instruction (Amaral, Garrison, & Klentschky, 2002; Bredderman, 1983; Gibbons, 2003; Valadez, 2002; Gordon, Rogers, Comfort, Gavula, McGee, 2001; Liu, Hsieh, Cho, Schallert, 2006). Overall, “young adolescents are more likely to engage in the classroom when they connect content and learning tasks with life beyond the classroom walls” (Caskey & Anfara, 2007; Learning Point Associates, 2005).

Similarly, numerous independent researchers have documented the success of the constructivist model of education with historically under-served populations, their test scores and more importantly their self-confidence and whole development excel (Amaral, 2002; Mester, 2008; Hollins, King, J. and Hayman, 1994; Mathison & Young, 1995; Thornton & McEntee, 1995; McCombs, 1994; O’Neil & Drillings, 1997; Freire, 1995).

The active learning strategies inherent in the constructivist approach are validated by the findings of How People Learn: Brain, Mind, Experience, and School (1999), an authoritative synthesis of research on learning that was jointly commissioned by the U.S. Department of Education and the National Science Foundation. The full text of How People Learn is freely available at the website of the National Academies Press (nap.edu). How People Learn includes the following two findings concerning children’s development and learning:

1. Children are problem solvers and, through curiosity, generate questions and problems: Children attempt to solve problems presented to them, and they also seek novel challenges. They persist because success and understanding are motivating in their own right.
2. Children’s natural capabilities require assistance for learning: Children’s early capacities are dependent on catalysts and mediation. Adults play a critical role in promoting children’s curiosity and persistence by directing children’s attention, structuring their experiences, supporting their learning attempts, and regulating the complexity and difficulty of levels of information for them.

How People Learn supports the scientific basis for constructivism in its section on “active learning”:

New developments in the science of learning also emphasize the importance of helping people take control of their own learning. Since understanding is viewed as important, people must learn to recognize when they understand and when they need more information. What strategies might they use to assess whether they understand someone else’s meaning? What kinds of evidence do they need in order to believe particular claims? How can they build their own theories of phenomena and test them effectively?

In order to implement the active learning described in How People Learn, teachers will be given time and resources to fill their lessons with student-self-paced investigations. These activities will be designed to develop subject-specific skills in a problem-based learning environment and to develop skills and knowledge related to students’ project work. Investigations are an effective way to develop deep and enduring conceptual understanding because they are structured activities in which students:

- Use manipulatives and/or technology
- Analyze both open-ended and specific questions
- Transition from concrete to abstract reasoning at their own pace
- Work individually, or in groups, depending on the specific investigation’s design
This active engagement of students in their own learning through highly structured yet creative learning experiences is the foundation of the City understanding of constructivism.

Finally, it should be emphasized in the context of a discussion about students assuming responsibility for their own learning that City believes that guidance and high quality facilitation must be provided to students. As noted psychologist Lev Vygotsky described in *Mind in Society: The Development of Higher Psychological Processes*, the key to a learning experience within a student’s zone of proximal development (ZPD) is “problem-solving under adult guidance or in collaboration with more capable peers.” As detailed herein, each learning activity at City will occur within a highly structured, planned environment based on California state standards, and involve frequent formative and summative assessments to ensure the achievement of each and every student in the school.

4. **Active learning strategies in a block**

The choice of a block schedule is based on research demonstrating that a more active learning experience and deeper conceptual understanding results when students are given fewer classes each day that have longer periods. The traditional schedule of 6-9 single-subject, 40-50 minute classes each day requires students to quickly adjust to different teaching styles, homework requirements, tests, academic disciplines, and behavior codes. Teachers in this situation may interact with 100-180 adolescents each day. Over the course of such a fragmented day, learning in each class can often seem superficial, the workload can seem overwhelming and the teacher-student interactions can be quite limited.

Several studies support block scheduling on the ground that it *increases student achievement* (Fletcher, 1997; Khazzaka, 1998), *decreases discipline referrals* (Duel, 1999; Stader, 2001), *increases student attendance rates* (Queen, Algozzine, & Eaddy, 1997; Snyder, 1997), and improves school climate (Buckman, King, & Ryan, 1995). Canady & Rettig, in their book “Teaching in the Block, Strategies for Engaging Active Learners” (1995), summarize research findings and conclude that a block schedule:

- Allows students variable amounts of time for learning, without lowering standards, and without punishing those who need more or less time to learn
- Provides teachers with blocks of teaching time that allow and encourage the use of active teaching strategies, hands-on investigations and greater student involvement
- Increase opportunities for some students to be accelerated
- Reduce the number of classes students must attend and prepare for each day
- Reduce the number of students/courses teachers must prepare for each day

In order to maximize the benefits of a block schedule, the longer class periods will be organized into 3 main parts that have been shown to produce an effective use of time: explanation, application, synthesis.

1) **Explanation:** mini-lecture, review previous lessons/homework, demonstration, reading, basic identification of what is to be learned, objectives, specific tasks to be completed.

2) **Application:** bulk of the block, active learning strategies, students apply what teacher explained. Examples of application formats include:
   - Seminar: Socratic questioning
   - Experience: Become a historian/mathematician/writer/scientist/etc.
   - Learning Centers
   - Group or pair work
   - Utilizing technology
- Simulation
- Guided practice (teacher observe and intervene)

According to Canady, Rettig (1996), providing hands-on active learning strategies during the application stage may be the most important determinant of the success or failure of teaching in the block. City’s emphasis on constructivism ensures that hands-on active learning strategies will be valued and utilized.

3) Synthesis: Teachers assist students in connecting explanation with application. Students reflect and review. Teachers assess learning through questioning, observations, or paper-pencil means. Teachers may re-teach.

Textbooks and Other Instructional Resources

City will utilize well-accepted, California and National standards-aligned textbooks and curriculum programs from major publishers as identified below and in Appendix 1, and will select supplemental instructional materials that are in line with its mission and vision. Teachers are expected to create weekly lesson plans with clear objectives and measurable outcomes from the textbooks/publishers and State Standards utilizing backwards design. Curricular materials will be reviewed and updated annually by school leadership. These decisions are based on results of grade level benchmark assessments, the CAASPP tests, alignment with state standards, and disaggregated data from ongoing assessment tools.

Instead of budgeting for textbooks for every student, our budget plan will allow acquisition of computing tablets and laptops in at least a 1:3 ratio. Consequently, the vast majority of our curricular materials will be on-line textbooks and other resources. Given the small group instructional approach our teachers will use, we don’t need a 1:1 device:student ratio. All classrooms will have at least 10 devices, allowing a third of students to be on computers at any given time, while other students engage in small group activities independently or guided by the teacher. Should teachers need a 1:1 ratio for a given activity, they can use our computer lab, or borrow devices from other classrooms. For testing purposes, we will schedule the testing in rotations, so that all students have the technology they need to complete the SBAC tests. The realm of digital curriculum is constantly expanding, and there will likely be very different options available by the time we add our first 9th grade class in 2015-16. Therefore, we will keep a constant eye on emerging resources. Based on what is available today, below is a sample of the kinds of curricular materials we would use for our 9-12 program:

- Language Arts – Teacher-selected resources to include class sets of novels (likely provided through tablet devices), curated primary source online materials (e.g. from Newsela.com and www.proquestk12.com), and school-wide writing rubrics.
- Math
  - Algebra Intervention – Carnegie Learning Bridge to Algebra
  - Algebra I - Carnegie Learning Math
  - Algebra II - Carnegie Learning Math
  - Geometry - Carnegie Learning Math
  - Pre-Calculus – Houghton Mifflin
  - Calculus – Houghton Mifflin
- English Language Development and/or intervention
- Achieve 3000,
- SRA Flex Literacy

**History/ Social Science: TCI History Alive! 9-12**
- 10th – History Alive! World Connections
- 11th - History Alive! Pursuing American Ideals
- 12th - Government Alive! Power, Politics, and You

**Science**
- SEPUP 9-12 kits
- Discovery Education Science Techbook (9-12)
- Other resources as available aligned to Next Generation Science Standards (still in development)

**Visual and Performing Arts**
- Teacher-selected materials

**Foreign Language**
- Spanish: Rosetta Stone, Prentice Hall Realidades
- French: Rosetta Stone

As discussed below in the detailed course descriptions, a variety of online resources will also be used for curriculum and assessments. Thanks the ever-increasing availability of high-quality, free online curriculum from sources such as Scout (UC free courses), CK12, Carnegie Mellon and many others, the use (and expense) of traditional published texts will diminish over time.

Each year, teachers will meet by department and advise the Head of School as to areas of need and recommended books and materials for the following year. The curricular purchases will be implemented by the administration and purchased well enough in advance to ensure timely implementation. Most importantly, all curricular materials must have a proven record with our targeted student population and must have been developed through sound, research-based methods that utilize the latest information on teaching, learning and brain functions. Curricular materials will also be analyzed in perspective of the whole educational program and in relation to lessons and assessments that would follow from curricular programs. Each curricular resources will be evaluated in light of the following questions:

1. Is it aligned to the Common Core/state standards?
2. Is interactive learning promoted and is student construction of knowledge encouraged?
3. Does it help achieve social, emotional, physical, and cognitive goals?
4. Does it encourage development of positive feelings and dispositions toward learning while leading to acquisition of knowledge and skills?
5. Is it meaningful for these students? Is it relevant to the student's lives? Can it be made more relevant by relating it to a personal experience students have had or can they easily gain direct experience with it?
6. Is it sensitive to and respectful of cultural and linguistic diversity? Does it expect, allow, and appreciate individual differences? Does it promote positive relationships with families?
7. Does it build on and elaborate student current knowledge and abilities?
8. Does it lead to conceptual understanding by helping students construct their own understanding in meaningful contexts?

9. Does it facilitate integration of content across traditional subject matter areas?

10. Is the information presented accurate and credible according to the recognized standards of the relevant discipline?

11. Does it foster students’ exploration and inquiry, rather than focusing on "right" answers or “right" ways to complete a task?

12. Does it promote the development of higher order abilities such as thinking, reasoning, problem solving, and decision-making?

Course Descriptions

English/Language Arts

Our goals for Language Arts in the high school grades are aligned to the characteristics of “Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language”, as defined in the CCSS framework. Specifically, our ELA program will be designed to nurture scholars who:

- Demonstrate independence.
- Build strong content knowledge.
- Respond to the varying demands of audience, task, purpose, and discipline.
- Comprehend as well as critique.
- Value evidence.
- Use technology and digital media strategically and capably.
- Understand other perspectives and cultures.

Using the Common Core and state standards as its core, our high school English Language Arts program will focus on oral and written language development as a means of developing and expressing arguments and critical thought. Students are expected to complete 9th grade able to articulate what constitutes college-level writing, outline and monitor their own progress towards the completion of an independent research project, and influence others with their written expression of opinion.

We also aspire to expose our students to a wide variety of fiction and non-fiction literature from the Americas and around the world. Students are expected to actively engage in their learning and take responsibility for fulfilling the expectations set by their courses, their teachers and themselves. Students writing at more than one year below grade level will be enrolled in an additional class in Writing during their Non-Core block. By 12th grade, we expect our student to be capable of writing college-level term papers that synthesize an understanding of multiple texts to form cogent and compelling arguments and analyses of the arguments of others.

English 9 – Core/College preparatory

English 9 is a literature-based course, which anchors the literary genres through Common Core aligned writing tasks that emphasize critical analysis, argumentation, depth, complexity, and coherence. The selection of literature will be representative of modern and classical fiction and non-fiction, including
primary and secondary source materials. Curriculum units will be centered on high-interest themes (e.g. social justice, cross-curricular, relevant and real-world), and will integrate writing, vocabulary development, speaking and listening, and research skills. All writing rubrics will align to the CCSS.

**English 9 Honors - Core/College preparatory**

English 9 Honors is a challenging yearlong literature/composition Course, with a similar design to English 9, but incorporating more challenging texts (both in terms of lexile level and complexity). Students in the Honors course will progress more quickly toward independent research that integrates a variety of literary genres around a theme. This course will also demand more frequent and in-depth writing assignments.

**English 10 - Core/College preparatory**

English 10 is a literature-based course, which anchors the literary genres through Common Core aligned writing tasks that emphasize critical analysis, argumentation, depth, complexity, and coherence. The selection of literature will be drawn from cultures around the world, and will be representative of modern and classical fiction and non-fiction, including primary and secondary source materials. Curriculum units will be centered on high-interest themes, often aligned to 10th grade social studies and science curriculum (e.g. World History and Biology, Physics, science ethics, etc.), and will integrate writing, vocabulary development, speaking and listening, and research skills. All writing rubrics will align to the CCSS.

**English 10 Honors - Core/College preparatory**

English 10 Honors will have a similar design as English 10, but incorporating more challenging texts (both in terms of lexile level and complexity). Students in the Honors course will be expected to write a term paper on a research topic that aligns to the themes of the course and draws from multiple literary sources.

**English 11 - Core/College preparatory**

English 11 is a literature-based course, which anchors the literary genres through Common Core aligned writing tasks that emphasize critical analysis, argumentation, depth, complexity, and coherence. The selection of literature will be drawn primarily from the US and other countries and cultures that have heavily influenced American History, and will be representative of modern and classical fiction and non-fiction, including primary and secondary source materials. Curriculum units will be centered on high-interest themes, often aligned to 11th grade social studies and science curriculum (e.g. US History and Biology, Physics, technology, science ethics etc.), and will integrate writing, vocabulary development, speaking and listening, and research skills. All writing rubrics will align to the CCSS. All 11th grade students will be expected to write a term paper on a research topic that aligns to the themes of the course and draws from multiple literary sources. 11th graders will also have the opportunity to link their writing to personal experience, in preparation for writing powerful and compelling college application essays.

**English 11 Honors - Core/College preparatory**

English 11 Honors will have a similar design as English 11, but incorporating more challenging texts (both in terms of lexile level and complexity). Students in the Honors course will be expected to write a mini-thesis on a research topic that aligns to the themes of the course and draws from multiple literary sources. The goal will be to achieve publication of the mini-thesis through partnerships with self-
publishing companies, university presses, and youth publishing companies (e.g. http://youthspeaks.org/firstword/about-first-word-youth-speaks-publishing-company/).

**English 12 - Core/College preparatory**

English 12 is a literature-based course, which anchors the literary genres through Common Core aligned writing tasks that emphasize critical analysis, argumentation, depth, complexity, and coherence. The selection of literature will be drawn from across the world, with an emphasis on public policy, economics, and other applied social sciences. Literature and will be representative of modern and classical fiction and non-fiction, including primary and secondary source materials. Curriculum units will be centered on high-interest themes, often aligned to 12th grade social studies and science curriculum (e.g. Public Policy, government, economics, technology, science ethics etc.), and will integrate writing, vocabulary development, speaking and listening, and research skills. All writing rubrics will align to the CCSS. The goal for all 12th grade students will be to achieve publication of the mini-thesis through partnerships with self-publishing companies, university presses, and youth publishing companies (e.g. http://youthspeaks.org/firstword/about-first-word-youth-speaks-publishing-company/).

**Advanced Placement English Language & Composition - Core/College preparatory**

This AP level class prepares students for the Advanced Placement Examination in Language and Composition. The first semester of this 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. The second semester 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.

**Advanced Placement English Literature & Composition - Core/College preparatory**

This AP level course will continue the study of poetry introduced in AP English Language and Composition. During the first semester, 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. The second semester of AP English Literature and Composition is 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.

**Mathematics**

As outlined by the Common Core State Standards (CCSS), the math program will be designed to develop students’ enduring conceptual understanding of the fundamentals while providing opportunities to apply mathematical reasoning and problem solving to multi-step, complex, interesting problems. Students
will acquire an appreciation for, and develop an understanding of, mathematical ideas if they have frequent encounters with interesting, challenging problems. Fluency in number sense and foundational algebra will be an expectation for all students.

Each year, students will be placed in the course they are best prepared for based on placement and diagnostic rests, and offered academic support classes and summer school (as funding permits) when needed. Students who have not demonstrated mastery of Algebra 1 content prior to entering 9th grade will be enrolled in Algebra 1. Students who demonstrate mastery in the Algebra 1 standards will begin their coursework with Algebra 2. The development of problem-solving skills and mathematical reasoning will be a major goal of the mathematics program. Teachers will develop students’ conceptual understanding through the use of manipulatives and modeling will be an important technique used to build understanding of abstract ideas. Students will develop mathematical competence and power by engaging in solving meaningful problems. The ultimate goal is to prepare students for advanced math (if they are on a STEM pathway) and/or to ensure their ability to apply their mathematical reasoning to complex problems and field-based experiences.

**Algebra 1 - Core/College preparatory**

Algebra 1 covers the fundamental properties of the real number system. Topics include simplifying algebraic expressions, laws of exponents, solving first and second degree linear equations and inequalities, solving systems of equations and inequalities, functions and function notation, graphs of linear and quadratic functions, ratio and proportion, and the quadratic formula. Many problems are presented in context and students are required to read, interpret and solve such problems. All units will be anchored by performance tasks that mirror the SBAC assessment tasks, requiring students to integrate multiple concepts and skills to develop answers to open-ended problems.

**Algebra 2 - Core/College preparatory**

The prerequisite for Algebra 2 is Algebra 1. A further study of Algebra, this course includes analysis of higher degree equations, logarithmic and exponential functions, complex numbers, conic sections, probability, sequences and series, and an introduction to trigonometry. All units will be anchored by performance tasks that mirror the SBAC assessment tasks, requiring students to integrate multiple concepts and skills to develop answers to open-ended problems.

**Geometry - Core/College preparatory**

Geometry is the study of points, lines and areas in a single plane, and includes some extension into three-dimensional space. Emphasis is also placed on creating a consistent set of axioms and using deductive reasoning to write proofs and derive theorems. Much of the geometry course will involve applications to real world engineering, architectural, and design problems. Complex geometric problems will reinforce and require application of algebraic concepts. All units will be anchored by performance tasks that mirror the SBAC assessment tasks, requiring students to integrate multiple concepts and skills to develop answers to open-ended problems.

**Pre-Calculus - Core/College preparatory**

The prerequisites for this course are Algebra 2 and Geometry. 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.

*Pre-Calculus Honors - Core/College preparatory*

The prerequisites for this course are Algebra 2 and Geometry. Pre-Calculus Honors is an extremely rigorous program that begins the year with Trigonometry (triangle trigonometry, trigonometric graphs and identities, and trigonometric applications), vectors, and polar and parametric equations. The second semester covers the topics of limits, functional analysis including the derivative, and differential Calculus with and without the graphing calculator. This course is structured for those students who will be taking AP Calculus in their senior year.

*Advanced Placement Calculus AB - Core/College preparatory*

The prerequisite for this course is pre-calculus. AP Calculus AB 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. Applications of the derivative are covered extensively. An introduction to the definite integral and integration are also included.

**NOTE: Integrated Mathematics**

Over time, and as City High School Math teachers continue to develop greater familiarity with the Common Core State Standards in Mathematics (which are new to all teachers), our curriculum committee will explore transitioning toward an "integrated" math pathway (as described in Appendix A of the CCSS-M Framework - http://www.corestandards.org/assets/CCSSI_Mathematics_Appendix_A.pdf). Math is by nature an integrated discipline, and an integrated approach aligns well with our constructivist, problem-based pedagogy. When able to draw from multiple sub-disciplines in one course, teachers are much more able to design inquiry-based approached that relate to real-world problems, which seldom rely on just one sub-discipline for their solution.

In an integrated model, the majority of 9th graders will likely begin with Mathematics I. Students who demonstrate interest and ability could be on an accelerate pathway that places them in Mathematics II Freshman year, and allows them to complete Calculus or other more advanced course placements by their senior year. 10th graders will thus be enrolled in either Mathematics II or III, and 11th grade students will be enrolled in either Mathematics III or a "fourth course" (e.g. pre-calculus, Statistics, Discrete Mathematics, or Mathematical Decision Making). An array of challenging options will keep mathematics relevant for students, and give them a new set of tools for their futures in college and career. Depending on their prior course completion, 12th grade students will be enrolled in either a fourth or fifth course of advanced mathematical studies that relates to their career and college interests (e.g. pre-calculus, Statistics, Discrete Mathematics, or Mathematical Decision Making). All students will be required to take a fourth year of math, but will have the option to choose more applied or theoretical math courses, based on their readiness, interest, and goals. We will leverage university partnerships and online courses to maximize the range of options for students.
History/Social Science

The following plans reflect our current thinking in light of the lack of a CCSS Social Studies Framework. If such a Framework were to be completed prior to our high school expansion in 2015-16, we would align to those standards in planning our Social Studies curriculum. In the interim, all Social Studies class will closely align to the 1997 California standards, and to the ELA CCCSS.

Given the new direction in the Advanced Placement US History course (reducing the number of multiple choice questions to 30 and increasing thematic essays in 2014), City plans to offer the AP US History course. If other AP History courses move in a similarly thematic and skill-based direction, we may opt to offer those courses. Students will be asked to do more than remember events, names, dates and facts. They will be expected to research, think, and question like historians, making connections between the present and the past, across cultures and places, among concepts and theories.

Courses will have foundational textbooks and published online curriculum but more often will encourage students to read a variety of sources, engage in the many excellent primary sources now online in curated sites. A few websites that provide high quality, rigorous and relevant sources for learning include:

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<tr>
<th>Website</th>
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<tbody>
<tr>
<td>Historical Scene Investigation</td>
<td><a href="http://web.wm.edu/hsi/?svr=www">http://web.wm.edu/hsi/?svr=www</a></td>
</tr>
<tr>
<td>Project Tahoe</td>
<td><a href="http://www.projecttahoe.org/teacher-resources/">http://www.projecttahoe.org/teacher-resources/</a></td>
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<tr>
<td>The National Archives</td>
<td><a href="http://docsteach.org/">http://docsteach.org/</a></td>
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<tr>
<td>National Archives</td>
<td><a href="http://www.archives.gov/">http://www.archives.gov/</a></td>
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<tr>
<td>Beyond the Bubble</td>
<td><a href="http://beyondthebubble.stanford.edu/">http://beyondthebubble.stanford.edu/</a></td>
</tr>
<tr>
<td>Stanford Reading Like a Historian</td>
<td><a href="http://sheg.stanford.edu/rlh">http://sheg.stanford.edu/rlh</a></td>
</tr>
<tr>
<td>Roy Rozenzweig Center for History and New Media</td>
<td><a href="http://chnm.gmu.edu/">http://chnm.gmu.edu/</a></td>
</tr>
<tr>
<td>History Matters (off Rozenzweig site)</td>
<td><a href="http://historymatters.gmu.edu/">http://historymatters.gmu.edu/</a></td>
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<tr>
<td>Historical Thinking Matters (off Rozenzweig site)</td>
<td><a href="http://historicalthinkingmatters.org/index.php">http://historicalthinkingmatters.org/index.php</a></td>
</tr>
<tr>
<td>The Object of History (Rozenzweig site)</td>
<td><a href="http://objectofhistory.org/">http://objectofhistory.org/</a></td>
</tr>
<tr>
<td>Exploring US History (Rozenzweig site)</td>
<td><a href="http://chnm.gmu.edu/exploring/">http://chnm.gmu.edu/exploring/</a></td>
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<tr>
<td>Do History (Rozenzweig site)</td>
<td><a href="http://dohistory.org/">http://dohistory.org/</a></td>
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<tr>
<td>Teaching American History (Rozenzweig site)</td>
<td><a href="http://chnm.gmu.edu/tah/">http://chnm.gmu.edu/tah/</a></td>
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<tr>
<td>Bill of Rights Institute</td>
<td><a href="http://www.billofrightsinstitute.org/Teach/freeResources/Lessons/">http://www.billofrightsinstitute.org/Teach/freeResources/Lessons/</a></td>
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<tr>
<td>Center for Civic Education</td>
<td><a href="http://new.civiced.org/">http://new.civiced.org/</a></td>
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<td>American Memory</td>
<td><a href="http://memory.loc.gov/learn/">http://memory.loc.gov/learn/</a></td>
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<td>National History Education Clearinghouse</td>
<td><a href="http://teachinghistory.org/teaching-materials">http://teachinghistory.org/teaching-materials</a></td>
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<tr>
<td>Regents prep site</td>
<td><a href="http://regentsprep.org/Regents/ushisgov/ushisgov.cfm">http://regentsprep.org/Regents/ushisgov/ushisgov.cfm</a></td>
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</table>
Students are required to take 3 years (and recommended to take 4 years) of course work in the Social Studies department: World History (freshman or sophomore year), United States History (junior year), and one semester each of Government and Economics (senior year). Depending on staff expertise and student interest, City may also offer semester long seminars on social science topics including psychology, philosophy, anthropology or accounting.

World History - Core/College preparatory

This course provides students with a thematic World History course that continually guides students in gaining a knowledgeable perspective while becoming critical consumers of information. Students study major turning points that shaped the modern world, from the late 18th century through the present. Students will use research and simulations to understand and analyze current world issues and relate them to historical, geographic, political, economic, and cultural contexts. By analyzing a variety of primary resource documents, visuals, artifacts, and maps, students reconstruct history and draw themes that inform their broader understanding of the modern world. In alignment with the English Language Arts course, students will not only learn historical facts, but will argue and defend analytical positions about decisions made throughout history.

United States History - Core/College preparatory

Grade 11 will be focused on U.S. History, quickly refreshing what was learned in middle school and moving deeper and into the modern era. This course will be a general survey of United States History from colonization to the present, and will explore themes of social justice at major turning points in our country’s history. Major issues will be examined from social, cultural, political, economic, and ethical lenses. The course will be designed to help students understand and reflect upon the conflicts and consensus associated with the principles of liberty, justice, and equality in United States history. Throughout this course, students critically analyze such events as the colonization, civil rights, democracy, and rule by law. Students will take and defend positions on critical issues such as oppression, expanding suffrage environmentalism and industrialization, war, and the emergence of the U.S. as a major industrial power. Aligning with the writing goals for 11th graders, this course will support students’ ability to research and develop a term paper of college preparatory caliber.

United States Government - Core/College preparatory

This semester-long, 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, delving deeper into the social justice themes explored in both US and World history courses, and analyzing the role of the U.S. Government domestically and abroad. Students will have the opportunity to write their senior mini-thesis on the themes in this course.
Economics - Core/College preparatory

In this semester-long course students study fundamental economic concepts such as scarcity, opportunity costs and trade-offs, productivity, economic systems, economic institutions and incentives. Learning will be applied to real-world and current dilemmas. For example, students could simultaneously intern for a city government entity or the Los Angeles Promise Neighborhood, and conduct research in urban economic development issues. Students will have the opportunity to write their senior mini-thesis on the themes in this course.

Advanced Placement United States History - Core/College preparatory

The prerequisites for this course are a minimum of a “B” in World History and a “B” in 1st semester Sophomore English. 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.

Science

The high school science curricula follow the recommendations the Next Generation Science Standards, which are setting a high bar for the nation, which we intend to prepare our students to reach. In 9th grade, City students will enroll in a Conceptual Physics course, in keeping with the Physics First approach to science and Next Generation Science recommendations. This is the approach at the Da Vinci Schools in the Wiseburn District, High Tech High schools in San Diego, Pacific Collegiate City in Santa Cruz (all of whose 9th graders outscore older high school students on the state physics exam consistently), and the Archer School for Girls in Los Angeles. City Charter Schools board member Samantha Coyne, the Upper School Director of Archer School and a former science teacher, will be guiding the efforts of City as it implements this program.

The rationale for Physics First is stated on the Project ARISE website, at Brown University (http://www.brown.edu/ce/adult/arise/):

"High schools overwhelmingly insist that students start their science study (and often end it) with 9th or 10th grade biology, occasionally preceded by a course in earth science or introduction to physical sciences. The sequence of high school study in science is then biology, chemistry and physics - a sequence set out in 1894 on the recommendation of a prestigious national commission. Today these courses are treated as independent, having nothing to do with one another. It is our contention that this sequence is inappropriate and does not respect the development in the disciplines over the past century."

The American Association of Physics Teachers further explains:

“Placing physics first would expose more students to the discipline that provides the foundation for understanding engineering concepts and provides real-world connections to mathematical concepts. In a beginning course in physics, students explore their own notions about common, everyday phenomena, discuss their observations with peers, and draw conclusions that can be tested. They begin to make predictions, practice data collection and graphing techniques, apply some mathematical skills to real situations, and start to make sense of their observations. Exposing a greater number of students to the
concrete concepts of physics can provide the basis for understanding the more abstract concepts introduced in chemistry and biology.”

(http://www.aapt.org/aboutaapt/updates/upload/physicsfirst.pdf)

After 9th grade, students will have choices in their science coursework. Students will be expected to complete 3 years of science over their high school years. We hope to offer a wide variety of courses, as described below, so that students can pursue their interests. In order to do so, we will research online courses and early-college partnerships that allow upper-class students (11th and 12th grades) in particular, to have a maximum number of options.

Curricular resources to be used include the CCSS aligned digital textbooks listed above and the following FREE teacher and student interactive, quality resources. Teachers will apply the backward design planning process (described above) to ensure that all resources are aligned with the CCSS, regardless of the source. It should be noted that the Scout (UC free courses), CK12, Carnegie Mellon and other Open Educational Resources may soon preclude our spending any money on textbooks created by the for-profit publishing companies as these free resources contain enough teacher and student materials for entire courses. We intend to closely follow these open educational resources and consider switching to them when we are certain it will improve student learning.

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<td>Nat'l Center for Case Study Teaching in Science</td>
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<td><a href="http://www.ssec.si.edu/">http://www.ssec.si.edu/</a></td>
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<tr>
<td>CK12</td>
<td><a href="http://www.ck12.org/student/">http://www.ck12.org/student/</a></td>
</tr>
</tbody>
</table>

**Conceptual Physics - Core/College preparatory**

Conceptual Physics will fulfill both the laboratory science requirement for colleges and high school graduation requirement. The course focuses on physics without the higher-level math required of an advanced course. In their study of mechanics and energy, students explore how and why objects move through lab investigations, simulations, and mathematical problem solving. In the second semester, students explore electricity and magnetism as they investigate the attractive and repulsive forces between charged objects, construct simple circuits, and discover the relationship between electric current and magnetic fields. The year ends with an introduction to electromagnetic waves. Throughout the course, students learn and apply mathematical formulas to better understand the physical environment.
Biology - Core/College preparatory

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. Throughout each discreet topic, students will explore relevant controversies, scientific discovery methods, and ethical issues, in preparation to design and pursue their own inquiry questions based on hands-on field studies.

Biology Honors - Core/College preparatory

The prerequisites for Honors Biology B are a minimum of a “B” in 1st semester Biology. This 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.

Anatomy And Physiology - Core/College preparatory

The prerequisite for Anatomy and Physiology is completion of Biology. Anatomy and Physiology is a rigorous second year Biology course for students interested in biology, medicine and its related professions. Human Anatomy and Physiology is a laboratory science course that includes an in-depth study of the body systems that maintain homeostasis from anatomical, physiological, and histological perspectives. Students explore anatomical and physiological concepts through an inquiry-based approach. Embedded standards for Inquiry and Technology & Engineering are taught in the context of the content standards for Anatomical Orientation, Protection, Support, and Movement, Integration and Regulation, Transportation, Absorption and Excretion, and Reproduction, Growth, and Development. Students will learn through applied students and labs.

Chemistry - Core/College preparatory

The prerequisite for Chemistry is completion of Algebra 1 with “C” or higher in both semesters. Chemistry will fulfill both the laboratory science requirement for colleges and the high school graduation requirement. Students will apply the scientific process in a laboratory setting to rediscover, confirm, and explore chemical reactions. Chemistry will be embedded in themes of innovation and advancement as students develop a deep understanding of how the field has advanced civilization through innovation and design of new polymers and materials.

Applied PHYSICS - Core/College preparatory

Applied Physics is a laboratory science course that examines the relationship between matter and energy and how they interact. This course will have a strong emphasis in the mathematics of physics. Students explore physics concepts through an inquiry approach. Embedded standards for Inquiry, Technology & Engineering, and Mathematics are taught in the context of the content standards for Mechanics, Thermodynamics, Waves and Sound, Light and Optics, Electricity and Magnetism and Atomic & Nuclear Science.

Environmental Science - Core/College preparatory

Environmental Science is a laboratory science course that enables students to develop an understanding of natural and man-made environments and environmental problems the world faces. Students explore environmental science concepts through an inquiry-based approach. Embedded standards for Inquiry
and Technology & Engineering are taught in the context of the content standards for Earth Systems, The Living World, Human Population, Water and Land Resources, Energy Resources and Consumption, Pollution and Waste Production, Global Change, and Civic Responsibility. 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.

**Advanced Placement Biology - Core/College preparatory**

The prerequisite for AP Biology is completion of Biology with a minimum of a "B." Completion of Chemistry is highly recommended. 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.

**Advanced Placement Environmental Science - Core/College preparatory**

The prerequisite for AP Environmental Science is completion of Biology with a minimum of a grade of "B." Completion of Chemistry is high recommended. 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.)

In high school, students will have one full block (110 minutes) of “non-core” programming each day. Non-core course offerings will ensure that all students have the opportunity to fulfill A-G recommended and required courses (PE, foreign language), and to pursue their interests (technology, robotics, visual and performing arts, etc.).

**Foreign Language –Core/College preparatory**

Our language program will provide students with a solid foundation in the language of their choosing (provided we can either provide a fully credentialed teacher in that language on-site or purchase an online course that is fully accredited and taught by a credentialed teacher). Spanish and French will be taught by appropriately credentialed teachers on-site. Other languages may be offered as virtual courses with proctoring from our credentialed language instructors. Our ability to provide blended or fully virtual courses will depend on our ability to identify vendor provided courses that are WASC accredited, UC approved to count towards A-G requirements, and taught by a fully credentialed teacher. Per A-G requirements, students will be enrolled in foreign language at least 3 out of the 4 years of high school. Students will be placed in the appropriate level of their chosen language course based on placement tests that are embedded in virtual language instruction programs. The course descriptions below apply to any target language.

Our school’s foreign language will incorporate the California World Language Standards and the California Framework for Foreign Language K-12. Unlike the standards for other content areas, the
California World Language Standards are not broken down by grade level nor based on any specific foreign language. These standards were created recognizing the varying levels of student proficiency and the multiple points of entry and exit from California’s public school language programs, and consequently provide benchmarks for progress at the various stages of performance:

Stage 1

Students will be introduced to the basic language and culture of the target language. 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.

Stage 2

Stage 2 continues the process of developing the speaking, listening, reading and writing introduced in Stage 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.

Stage 3

Stage 3 students will continue to communicate completely in the target language 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.

Stage 4

Stage 4 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.

Visual and Performing Arts - Core/College preparatory

City students will take at least two semesters of Visual Arts/Music in order to meet the requirement for A-G completion. Music instruction will be a comprehensive and sequential program based on five components of music: artistic perception, creative expression, historical and cultural context, aesthetic valuing, and connections, relations, and applications. Music-learning experiences lead to clearly defined skills and knowledge, but at the same time offer the joy and personal satisfaction that are inherent in music. The presence and use of music in the classroom reinforces and recognizes that all children have musical potential, bringing their own unique interests and abilities to the music-learning environment. All students benefit from music instruction and, through music and activities that are adapted for individual differences, take away the knowledge and skill that he or she is uniquely capable of understanding and developing. Students will be involved in the activities of moving, singing, listening, and playing instruments, through which they experience the essential strands of music: rhythm, melody, harmony, form and expressive elements.

The Visual Arts curriculum will emphasize the following: artistic perception; creative expression; historical and cultural context; aesthetic valuing; and connections, relations, and applications. Students will learn how to identify and use elements and principles of design using the language of the visual arts (i.e. value, line, contrast, balance). Based on personal experiences, students will create original artwork using various arts media and technical processes. Students will explore the role of visual/creative arts in human history, across a variety of cultures and time periods including the different historical art.
movements (i.e. impressionism, surrealism, abstraction). The students will learn to make critical judgments about various art works and experiences, making determinations of quality based on analysis, interpretation and derivation of meaning. Through co-planning between the art teacher and the general and special education grade level teams, grade level curriculum will be integrated into arts instruction. The students will learn through integration of visual/creative arts and core subject area instruction. Finally, the students will come to learn, value and enjoy the time that is necessary for the creative process to come to fruition.

The performing arts curriculum will offer students to explore various forms of dance and theater. In dance, students explore and practice the principles of dance technique, improvisation and composition, working to develop greater awareness, freedom and control in the use of the body as an instrument of expression. In drama courses, exercises and scene work aim at developing concentration, freedom and power of expression, connection with a text and with acting partners, and a process for approaching characterization. The emphasis is on representational acting techniques and contemporary, realistic texts.

Other Electives – Core/College Preparatory

All of the electives described below and that will be subsequently offered will be WASC and A-G accredited courses. This is the current thinking on elective courses that align to our mission and vision and provide students with a primarily STEM- and ELA-focused college and career-preparatory course of study. All courses will culminate with a capstone project in which students apply what they have learned to create something or solve a real-world problem. Actual course offerings are subject to change by the Head of School in collaboration with the curriculum committee, based on student interest and evolving college admissions requirements.

Robotics

During this class students will explore the field of robotic design using a variety of hands on activities. Students begin the semester with an introduction to the tools used to create robotic devices. Students work in teams to create simple robots. Programming is an essential and vital element, and will likely be a pre-requisite to enrolling in Robotics. CAD (or an equivalent cloud-based) application is introduced as a tool used for mechanical design. Students then move onto autonomous navigation where the robot is controlled entirely through programming. Mechanical concepts such as gearing/torque/speed/power are introduced. These topics are explored through the use of hands on labs. Students must use this knowledge to design and build robots meeting a variety of criteria such as climbing, pushing, attaining maximum speed, etc. Sensors are introduced to allow robotic devices to interact with the environment.

Introduction to Computer Programming

This introductory programming course will use the Visual Basic.NET (or equivalent) computer language. The course will provide students with a solid background of standard computer logic, which will enhance problem-solving skills. This course is designed to be a rewarding and fun learning experience for students who have no prior programming experience.
**Intermediate Computer Programming**

This course is designed for those students seeking additional programming experience while still in high school. Introduction to Computer Programming is a pre-requisite, or students can test into the course. Students will apply Visual Basic.Net skills using the Java language, which is rapidly becoming the programming standard for Computer Science majors and application development communities. Students will reinforce existing programming skills and learn Java’s object-oriented approach using programmable robots. Students will develop program code that manipulates the robot’s operations using Open Source programming languages.

**Forensic Science**

Forensic science is the application of science that can be applied as inquiry. In criminal cases, forensic science is used to examine physical evidence that can be used to establish connections between suspects, events and circumstances. The application of the scientific method will be central to this course – observation, collection and classification of data, examining relationships, forming and testing hypotheses and making conclusions based on evidence. The diverse characteristics of a crime scene provide that forensic science is a combination of all branches of science. Students will use scientific techniques and technology in order to solve forensic investigations. Research, case studies and career exploration will also be components of this course.

**International Business**

America’s future is rooted in the global economy. This course will provide students with a global perspective of economics, political structure and culture, and will open their eyes concerning globalization’s impact on day-to-day living and personal finance. Cultural customs and traditions, trade, currency, business travel, geography, current events, international marketing, global issues, and career opportunities will be major topics of discussion. Several guest speakers from all walks of life, professions, and experiences share their perspective of international business with students throughout the course. This course makes students aware of the growing need for becoming active in a global business economy and provides a solid foundation for college courses in business and international studies.

**Graphic Design**

Graphic design is visual communication. It combines written language and visual language to do specific communication jobs. A major focus of the course is to develop students’ abilities to think creatively and generate good ideas. Students will use a range of media from traditional art materials, like paper and paint, to digital design tools, including Adobe creative software (Photoshop and Illustrator) or equivalent software. Assignments will deal with aesthetics (what is visually pleasing) and with functionality (what does the job). Students will explore visual representation of ideas - literal, metaphorical, symbolic and/or abstract. As a culminating project, students will create design solutions for “clients” in the school community.

In this course students learn:

- To skillfully communicate using visual language
- To creatively solve problems
- To create visually pleasing works by applying principles of design
Creative Writing

Creative writing is designed to aid students in their creative expression, as well as delivery of one’s writing. Students will read and discuss articles on the craft of writing. They will focus first on fiction. Students will read and evaluate the effectiveness of fiction of varying styles. They will write and workshop short stories to include in a final portfolio. They will then focus on poetry. Students will learn poetic vocabulary and read interpret poems of varying styles. Students will write and workshop each other’s poetry to include in a final portfolio at the end of the course. Students will be expected to deliver their writing to an audience.

Speech/Debate

This course deals with basic argumentation based on logical reasoning and analysis used in both competitive debating and speaking. Students study a variety of types of debate in addition to individual speaking events. Students will have the opportunity to participate in interscholastic competition.

Desktop Publishing/Newspaper

Students will develop their skills in the electronic procedures of producing/editing publications. Through the use of desktop publishing software, students will design, edit/revise, format, create, illustrate and print various publications. In addition to creating their own creative work, students will write, produce, and publish the City High School News, our school community newspaper once each month. Students can serve as editor, co-editor, layout designer, reporters, and photographers. Integrating team leadership activities and newspaper job titles are part of the school newspaper project. Improved productivity of electronically produced projects including, posters, flyers, brochures, reports, advertising materials, and other publications will be emphasized.

Physical And Health Education - Core/College preparatory

City will offer physical education/health electives. Our physical education and health programs reflect our commitment to educating the whole child. High school students will participate in PE a minimum of 440 minutes every ten days, for at least two years. PE will be staffed by a full-time, credentialed PE teacher.

The high school physical education curriculum will emphasize a variety of cognitive, affective, and motor teaching and learning strategies focusing on teaching students how to move. The physical education program will teach movement skills with California state standards incorporated into every lesson. Physical education impacts students’ physical, mental, emotional, and social well-being. Students who are physically educated are more likely to become adults who live healthy life-styles because they have mastered the necessary movement skills to participate confidently in many different forms of activity, value physical fitness, and understand that both are intimately related to health and well-being. The key to developing physically educated students is to provide opportunities for success in movement activities, both individually and in groups. Experiencing success during movement activities enhances a positive self-image. A positive self-image enables students to feel good about moving, which in turn motivates them to maintain healthy habits and regular physical activity. All students have the potential to become physically educated; therefore, attention should be focused on the uniqueness and abilities of each student.
A strong foundation for developing a physically educated student is to develop a person who has the knowledge and control over how the body moves. Both traditional and nontraditional activities will provide our students with the foundation to become competent and confident movers for a lifetime of physical activity. Physical education, therefore, will be closely connected to and support the other disciplines, particularly our health classes.

The health curriculum will compliment the physical education curriculum similarly preparing students for leading healthy lives and similarly aligning to the California state standards. Our health curriculum will cover the following topics: 1) nutrition and physical activity; 2) growth, development and sexual health; 3) injury prevention and safety; 4) alcohol, tobacco, and other drugs; 5) mental, emotional, and social health; and 6) personal and community health. While we will offer a dedicated health elective, the health standards will be taught and reinforced in other content areas consistent with our interdisciplinary model.

**Advisory - Non-Core/Non-College preparatory**

Advisory will focus on developing student readiness for college and career. This includes not only college information and preparation, but also guiding students to develop an ethical, thoughtful, and rational framework, through which they can make decisions, devise and implement plans, take on and fulfill responsibilities, and examine their own interests, strengths, and difficulties. Often conversations aimed at developing this framework will focus on school-related incidents and tasks, but could and should also include non-academic aspects of life. Advisory will meet four days a week for 40 minutes. Advisory will include a mix of college-going curriculum and simulations of the independent decision-making they will have to make upon graduating from high school (e.g. financial decision-making, college course selection, time management for working students, etc.).

**Intervention - Non-Core/Non-College preparatory**

City High School will offer an additional period of math or English to students as needed. Students demonstrating low-performance for any reason will be required to take a supplemental period of the subject they a struggling with for at least one semester of their 9th grade year, and beyond that as needed. These courses will reinforce foundational reading and math skills for those students who test below basic and far below basic on the SBAC and/or on internal assessments. The courses will include online adaptive software such as SRA Flex Literacy, and Carnegie Bridge to Algebra. The online, adaptive nature of these programs will support accelerated learning, so that students can close learning gaps within a semester. Students may continue to take these courses and/or receive after school help and/or summer school until they become proficient or advanced in reading and math.

**Instructional Methodologies to Ensure Mastery of CCSS**

As described in detail above, under “Instructional Design and Methodologies”, City High School teachers will utilize a backward design analysis process to unpack the Depth of Knowledge (DOK) required by standards, align assessments to those standards, and design instructional activities that ensure student mastery of the standards. There is no single set of instructional methodologies that ensure mastery of CCSS. Rather, through ongoing professional development, collaboration, and support, City teachers develop a broad toolbox of strategies, and become experts at aligning those strategies to the standards and assessments for the given unit or lesson. That said, given that project-based learning and inquiry are
at the core of our instructional philosophy, all units will be anchored by an inquiry project or performance task that aligns to the highest level DOK required by the unit standards. Unit activities will then be designed to break that performance task down into manageable pieces so that students are gradually developing the skills and knowledge to complete the task. Student performing below grade-level will be provided with extra support and scaffolding, either by the teacher, or through online adaptive programs designed to remediate basic skills.

City teachers will implement an academically challenging high school curriculum for all students, incorporating state-adopted materials while focusing on the innovative instructional approaches detailed above. The educational program in all content areas is aligned to the CDE-adopted content standards, including the new common core standards. Non-core subjects (arts, electives, etc.) will also be opportunities to reinforce the Math and ELA CCSS. Teachers utilize ongoing informal and formal assessments that inform instruction, including school-wide standardized benchmark assessments that are required to be administered at designated intervals (see Element 2/3, below). These assessments enable teachers to gauge mastery of standards and to drive differentiated instruction that includes re-teaching, strategic and intensive intervention and accelerated and extended activities for high achievers.

Articulated curriculum guidelines are used by teachers to develop subject area pacing plans that include the notation of standards to be covered. Utilizing Backwards Design, weekly lesson plans have clear objectives, measurable outcomes and utilize a range of strategies and groupings. Teachers challenge students individually with questions that vary in complexity and vocabulary, depending on achievement level and English language proficiency. Partner sharing and group projects are additional strategies that encourage conversation.

**Supporting Student Use of Technology**

Although City High School is not explicitly a blended learning program, we believe in, and plan to leverage the power of technology to support the success of all of our students, as well as provide them with choice, control over their own learning, necessary proficiencies to engage in the Smarter Balance Assessments, and opportunities to become 21st century learners. Specifically, we anticipate using and supporting student use of technology in the following ways:

- **Keyboarding:** At the most basic level, we need to ensure that all of our students have basic keyboarding and typing skills. Using a program like the Google Chrome TypingClub, we will create opportunities for all students to learn to touch-type. By using a virtual system, we can provide in- and out-of-school opportunities for students to become proficient.

- **Operating system (OS) and common application proficiency:** In order to be technology literate 21st century learners, all students need to be able to navigate the most common computer operating systems in use today (PC, Mac, Tablets) and use basic applications (word processing, presentations, spreadsheets). This will be accomplished primarily through exposure to these systems and applications in the context of meaningful project-based work. Students will regularly use laptops, Chromebooks, Kindle Fires, and iPads, provided by the school, to conduct research, write reports, analyze data in spreadsheets, and present their learning. Performance tasks will be evaluated for both content and the use of technology to effectively synthesize and communicate what has been learned.

- **Skill remediation and acceleration:** Through the use of carefully selected online adaptive learning resources (e.g. Achieve 3000, Khan Academy, Revolution Prep, etc.), students will have opportunities (especially in core content areas) to engage in individualized instruction that helps them fill knowledge and skill gaps, and/or explore more advanced concepts. We envision these
programs being embedded into the regular instructional block. Each classroom will have access to at least 10 laptops at any time, so that teachers can break students into small groups, and differentiate instruction for one small group, while another group of students engages in online learning, adapted to their readiness level.

- Blended language instruction: Our foreign language program will have an online learning component, provided we can find course vendors that offer fully accredited courses taught by appropriately credentialed teachers. We have already implemented this model in our middle school with Rosetta Stone, and have found many advantages to this approach. When students learn language online, the progress can be tailored to their individual proficiency and readiness. The time spent in small groups with the teacher can focus on projects that require authentic language processing and output, based on the skills and vocabulary they are learning through the online program. This also allows us to offer more languages, as students can pursue a fully online program in a language we may not offer. At our network middle school, most students are currently taking French and Spanish, and about 10 percent are learning another language that we don’t have staff capacity to offer (e.g. Mandarin, Hebrew, and Russian, to name a few). We would replicate this model in the high school, where the teacher of record during the student’s foreign language block monitors those students’ progress. The teacher of record will be a fully credentialed foreign language teacher, responsible for supporting, assessing, and monitoring student progress. We also will ensure that all language courses offered at A-G/UC approved. This model allows us to have larger language classes, thus keeping our core content class sizes smaller. Over time, we may explore a similar blended approach in other subject areas.

- Coding: We believe that all students should have at least basic computer coding skills. Through partnerships with organizations like http://code.org/, we will offer computer coding as a core elective every semester, and require that all students take at least one semester of coding before graduation, or complete an online independent coding course that is UC approved and taught by an appropriately credentialed teacher. We are also exploring a partnership with GameDesk, which uses gamified learning to reinforce content while teaching student coding and computer programming.

- SBAC test practice: Students will also be given opportunities to practice taking SBAC test items throughout the year. Using released practice tests, teachers will be expected to implement at least one SBAC item each unit, so that students gradually become accustomed to the online interface, and are fully prepared to use the system by Spring testing.

### A-G and Graduation Requirements

All of City’s courses have been designed in alignment with the California State Standards and Common Core. Graduation requirements have also been designed to be WASC accredited and meet the UC/CSU A-G requirements, as shown here:

<table>
<thead>
<tr>
<th>Subject</th>
<th>THE CITY SCHOOL COURSE REQUIREMENTS (Years)</th>
<th>UC/CSU COURSE REQUIREMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts</td>
<td>4</td>
<td>4 Years</td>
</tr>
<tr>
<td>Language other than English</td>
<td>3</td>
<td>2 (3 Recommended)</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4</td>
<td>3 (4 Recommended)</td>
</tr>
</tbody>
</table>
### A-G Core Subjects by Grade Level

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ELA</strong></td>
<td>English 9 or English 9 Honors</td>
<td>English 10 or English 10 Honors</td>
<td>English 11, English 11 Honors, or AP English Language</td>
<td>English 12 or AP English Language or English Literature</td>
</tr>
<tr>
<td><strong>Math</strong></td>
<td>Algebra 1 or Algebra II</td>
<td>Algebra II or Geometry</td>
<td>Algebra II, Geometry or Pre-Calculus or other applied mathematics course</td>
<td>Pre-Calculus or AP Calculus or other applied mathematics course</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td></td>
<td>World History</td>
<td>US History or AP US History</td>
<td>US Government and Economics or AP Government and Economics</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Conceptual Physics</td>
<td>Biology or Physics or Chemistry or computer science</td>
<td>Biology or Physics or Chemistry or computer science (or AP options as available)</td>
<td>Biology or Physics or Chemistry or computer science</td>
</tr>
<tr>
<td><strong>Languages other than English</strong></td>
<td>LOTE I, II, II, or IV depending on student proficiency and placement</td>
<td>LOTE I, II, II, or IV depending on student proficiency and placement</td>
<td>LOTE I, II, II, or IV depending on student proficiency and placement</td>
<td>LOTE I, II, II, or IV depending on student proficiency and placement</td>
</tr>
<tr>
<td><strong>Physical Education/Health Ed</strong></td>
<td>Physical Education/Health Ed</td>
<td>Physical Education/Health Ed</td>
<td>Physical Education/Health Ed</td>
<td>Physical Education/Health Ed</td>
</tr>
<tr>
<td><strong>VAPA</strong></td>
<td>Intro to visual and performing arts</td>
<td>Applied visual arts</td>
<td>Musical Theatre</td>
<td>Graphic Design</td>
</tr>
<tr>
<td><strong>College Preparatory Elective</strong></td>
<td>Varies based on student interest and availability</td>
<td>Varies based on student interest and availability</td>
<td>Varies based on student interest and availability</td>
<td>Varies based on student interest and availability</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Laboratory Science</strong></td>
<td>3</td>
<td>2 (3 recommended)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>History &amp; Social Science</strong></td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Visual &amp; Performing Arts</strong></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Health Education</strong></td>
<td>.5</td>
<td></td>
<td></td>
<td>.5 (1 semester)</td>
</tr>
<tr>
<td><strong>Physical Education or Elective</strong></td>
<td>2</td>
<td></td>
<td></td>
<td>4 semesters</td>
</tr>
<tr>
<td><strong>Life Skills (elective)</strong></td>
<td>.5</td>
<td></td>
<td></td>
<td>.5 (1 semester)</td>
</tr>
<tr>
<td><strong>College Preparatory Electives</strong></td>
<td></td>
<td></td>
<td>5 additional elective classes including College Prep Elective Courses</td>
<td>1 (2 semesters of one College Prep Elective Course)</td>
</tr>
</tbody>
</table>

| Laboratory Science           | 3                                                   | 2 (3 recommended)                                   |                                                      |                                                      |
| History & Social Science     | 3                                                   |                                                      |                                                      |                                                      |
| Visual & Performing Arts     | 1                                                   |                                                      |                                                      |                                                      |
| Health Education             | .5                                                  |                                                      |                                                      | .5 (1 semester)                                     |
| Physical Education or Elective | 2                                                   |                                                      |                                                      | 4 semesters                                          |
| Life Skills (elective)       | .5                                                  |                                                      |                                                      | .5 (1 semester)                                     |
| College Preparatory Electives |                                                     |                                                      | 5 additional elective classes including College Prep Elective Courses | 1 (2 semesters of one College Prep Elective Course) |
* not a leveled course

** Sequence is a sample only, and can vary per student interest. Students only required to take one course, and offerings will vary each semester

Credit Recovery Opportunities

In order to ensure that all students graduate on-time having completed A-G and graduation requirements, City High School will facilitate making credit recovery options available for students. Our advisory teachers and full-time counselor will be responsible for monitoring transcripts of all students, and devising an individualized plan for all students at risk of not graduating with the required courses. We will partner with online credit recovery programs such as APEX or CALPAC, selecting a provider based on their ability to deliver high-quality, A-G certified online courses. We anticipate that most students will complete credit recovery courses in the summers, but in more urgent situations (e.g. graduating seniors, or 11th or 12th graders who enroll late in our school with substantial credit deficits), we may provide an option for credit recovery during advisory or elective blocks.

Course Transferability and College Entrance Requirements

All of City’s classes will be A-G certified and therefore transferable to other California public schools and in accordance with UC/CSU eligibility. This transferability of courses and UC/CSU eligibility will be made known in all City recruiting materials, on the website, and during Parent Orientation, in English and in other languages spoken by LEP parents. In addition, all parents will be walked through their children’s class progress during their regular meetings with their child’s advisor, which occur once every semester and by appointment.

Western Association of Schools and Colleges (WASC) Accreditation Timeline

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.

City High School will seek “Initial Accreditation” from WASC in the first year of operation of the high school (2015-16). City will submit a “Request for WASC Affiliation” and assign a point person to coordinate and submit an “Initial Visit Application/School Description” form, addressing the following five categories: 1) Organization, 2) Standards based Student Learning Curriculum, 3) Standards-based Student Learning Instruction, 4) Standards-based Student Learning Assessment and Accountability, 5) School Culture and Support for Student Personal and Academic Growth. City will comply with WASC standards and processes while under review.

In its second year of operation, City administrators, teachers, staff, parents and Board members will undertake the procedures required to become WASC accredited, including a comprehensive self-study and visits by an accreditation team. WASC accreditation will help ensure that course credits will be transferable to public high schools and colleges. We know that we need to have a clear mission; a pathway so that students can meet graduation requirements; a recruitment plan to hire qualified and committed faculty and staff; a means of reporting student progress; and, a process to improve the school over time. Additionally, we are cognizant of how curriculum and instruction need to be

organized, managed, and assessed, and the need for resource management and development. Finally, we have the utmost respect for the need for student personal and academic growth and have incorporated all these elements into this charter school petition.

City will comply with the required steps for obtaining WASC accreditations, including:

1. Complete and submit a request for WASC affiliation
2. Complete and submit initial visit school description report
3. Initial visit fee invoice
4. On-site initial visit
5. Commission action
6. Notification
City High School Academic Calendar and Schedules

City High School shall offer, at a minimum, the number of minutes of instruction set forth in Ed. Code section 47612.5, and the number of school days required by California Code of Regulations, title 5, section 11960. Depending on facilities needs (e.g., an LAUSD co-location), this calendar may be revised to coincide with the District’s start date but will still maintain the 180 days.

**2015-16 Academic Calendar**

| Mon th | M | T | W | R | F | M | T | W | R | F | M | T | W | R | F | M | T | W | R | F | M | T | W | R | F | x | S | SD | Pupil Days | Work Days |
| AUG    | 2 | 3 | 4 | 5 | 6 | 9 | 10 | 11 | 12 | 13 | 16 | 17 | 18 | 19 | 20 | 23 | 24 | 25 | 26 | 27 | 30 | 31 | SD | SD | SD | SD | SD | SD | SD | 7 | 0 | 7 |          |
| SEP    | 3 | 4 | 5 | 6 | 7 | 10 | 11 | 12 | 13 | 14 | 17 | 18 | 19 | 20 | 21 | 24 | 25 | 26 | 27 | 28 | 31 | 3 | 2 | 15 | 17 |          |
| OCT    | 1 | 2 | 3 | 4 | 5 | 8 | 9 | 10 | 11 | 12 | 15 | 16 | 17 | 18 | 19 | 26 | 27 | 28 | 29 | 30 | 15 | 4 | 0 | 19 | 19 |          |
| NOV    | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 12 | 13 | 14 | 15 | 16 | 19 | 20 | 21 | 22 | 23 | 26 | 27 | 28 | 29 | 30 | 14 | 3 | 1 | 17 | 18 |          |
| DEC    | 3 | 4 | 5 | 6 | 7 | 10 | 11 | 12 | 13 | 14 | 17 | 18 | 19 | 20 | 21 | 24 | 25 | 26 | 27 | 28 | 31 | 12 | 3 | 0 | 15 | 15 |          |
| JAN    | 1 | 2 | 3 | 4 | 5 | 7 | 8 | 9 | 10 | 11 | 14 | 15 | 16 | 17 | 18 | 21 | 22 | 23 | 24 | 25 | 28 | 29 | 30 | 31 | 16 | 4 | 0 | 20 | 20 |          |
| FEB    | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 11 | 12 | 13 | 14 | 15 | 18 | 19 | 20 | 21 | 22 | 25 | 26 | 27 | 28 | 16 | 4 | 0 | 20 | 20 |          |
| MAR    | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 11 | 12 | 13 | 14 | 15 | 18 | 19 | 20 | 21 | 22 | 25 | 26 | 27 | 28 | 12 | 3 | 1 | 15 | 16 |          |
| APR    | 1 | 2 | 3 | 4 | 5 | 8 | 9 | 10 | 11 | 12 | 15 | 16 | 17 | 18 | 19 | 22 | 23 | 24 | 25 | 26 | 29 | 30 | 18 | 4 | 0 | 22 | 22 |          |
| MAY    | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 13 | 14 | 15 | 16 | 17 | 20 | 21 | 22 | 23 | 24 | 27 | 28 | 29 | 30 | 17 | 5 | 0 | 22 | 22 |          |
| JUN    | 3 | 4 | 5 | 6 | 7 | 10 | 11 | 12 | 13 | 14 | 17 | 18 | 19 | 20 | 21 | 24 | 25 | 26 | 27 | 28 | 12 | 3 | 0 | 15 | 15 |          |

**TOTALS**

<p>| 144 | 36 | 11 | 180 | 191 |          |</p>
<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Labor Day</td>
<td>Sep 6</td>
<td>Back to School Night</td>
<td>Sep 20</td>
</tr>
<tr>
<td>Rosh Hashanah</td>
<td>Sept 17</td>
<td>Fall Conference</td>
<td>Nov 5-9</td>
</tr>
<tr>
<td>Yom Kippur</td>
<td>Sept 26</td>
<td>Spring Conference</td>
<td>May 6-10</td>
</tr>
<tr>
<td>Columbus Day</td>
<td>Oct 8</td>
<td></td>
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<tr>
<td>Veteran’s Day</td>
<td>Nov 12</td>
<td></td>
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<tr>
<td>Thanksgiving</td>
<td>Nov 24-26</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Winter Break</td>
<td>Dec 20-31</td>
<td></td>
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<tr>
<td>Martin Luther King Day</td>
<td>Jan 21</td>
<td></td>
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</tr>
<tr>
<td>Mid-Winter</td>
<td>Feb 21</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring Break</td>
<td>April 11-22</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Passover</td>
<td>April 20-22</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Memorial Day</td>
<td>May 30</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Sample Daily Schedule

Our schedule aims to provide more than the required minutes of instructional time and support student-centered learning, that engages students in higher order thinking, research laboratories, debate, writing, problem-solving and exploration.

**Block Scheduling:** City school students will receive two core blocks of 110 minutes of instruction each day, in an alternating block schedule (A/B blocks alternating daily with C/D blocks). The length of these instructional blocks will allow teachers the time and flexibility to employ many different strategies and groupings and effectively implement the strategies for differentiated instruction outlined throughout this petition. The grouping of subjects will also allow students to see the connections between subject areas and the practical applications of new knowledge by using, for example, a new math skill to predict an outcome of a scientific experiment or a new reading comprehension skill to understand a primary source in social studies.

**High School Non-Core Blocks:** At the high school level, in addition to the two core blocks each day, each full-length day will include two non-core 70 minute blocks. This elective structure will give City’s school leaders and faculty flexibility to customize the instructional program to individual student needs, while also providing a degree of autonomy and self-selection for students at this critical stage in their psycho-social development.

Non-Core Blocks for High School will feature a variety of required and Elective courses. **Required (A-G) Non-Core** include:

- PE two times a week for a total of 220 minutes for at least 2 out of the four years,
- Foreign Language two times each week for at least three out of the four years,
- Visual and performing arts two times each week for three out of the four years

Furthermore, a selection of electives will be offered that reflect the importance of STEM and the Arts (STEAM) for a college-ready program, including courses like Computer Coding for Games/Apps/C+/Python, Robotics, Fab Lab (when resources are available), Journalism (year-long), Instrumental Music, Visual Arts, and Dramatic Arts.

Electives will also be designed to ensure that students meet A-G requirements and that all students have the support they need to access the Common Core-aligned curriculum. School leaders and faculty will review student data at the beginning and middle of each year to determine individual student academic needs and guide students and their parents accordingly in selecting electives. Intensive intervention in core academic areas will be offered during the Elective Blocks so that students who need extra instructional time to improve their grade level proficiency, including English Learners, will be scheduled into an appropriate class targeted for their needs.

**Advisory:** All high students will participate in a daily 40 minute advisory period. The focus of the Advisory curriculum, to be developed by the head of Schools and staff, will progress through topics on college and career-readiness, life skills and social-emotional development. Students in Advisory will explore and identify their goals, interests, and ambitions, develop an understanding of college and career pathways that align to those interests, and learn about college application and college life, write application essays, and experience projects relevant to their desired career path. Specific topics will include:

**Social/Emotional:** Students will explore and reflect on their own social and emotional development as
teens, and learn tools to navigate difficult situations and become increasingly self-aware.

**College Ready Skills:** Students will build non-cognitive skills that include a range of behaviors that reflect greater student self-awareness, self-monitoring, self-control, study skills, work habits, time management, help-seeking behavior, and social problem solving skills. They will begin to develop the behaviors, problem solving, and coping skills that allow students to successfully manage new environments and the new academic and social demands of high school and college.

**College Knowledge:** Students will begin to gather the information and skills that will allow them to successfully navigate the complex college admissions and financial aid processes, as well as begins to develop an understanding of college norms and culture.

**Career Interests and Explorations:** Students will research career pathways and engage in personality inventories and interest exploration to identify potential career paths that would be of interest to them.

It is well documented that coordinated instruction in life and study skills, character education, goal-setting and college preparatory are imperatives in schools that successfully increase the academic achievement of at-risk youth. Programs such as AVID, a college prep and tutoring program implemented in school districts across the country, result in high levels of college attendance and high college GPAs among participants (Guthrie & Guthrie, 2000). For many disadvantaged students whose parents did not attend college, or even graduate high school, developing these critical life and study skills and habits at an early age is perhaps even more important than ensuring a student masters a particular math objective, and plays a crucial role in building student confidence and the concept of college as a realistic goal.

The following schedules are samples intended to represent the distribution of instructional minutes into 110-minute blocks in the core and 70 minutes in non-core content areas to allow deeper exploration into content, and time to engage in student projects. In 9th grade, given that students will not be required to take a social studies course, they will have an extra period of ELA and of Math in order to ensure that they are meeting grade-level expectations by the end of the year. In ninth and tenth grades, advisory will typically be in the morning (except on Friday to allow for end of week reflection and tutoring support), because this can serve as a softer start to the day for often sleepy adolescent students, and can allow them to start their day with positive connections that set them up for success for the rest of the day. These examples reflect a student on a traditional grade-level pathway, and do not reflect the fact that some students may be on accelerated math pathways and/or in honors and AP courses. In reality, actual courses by grade level will vary greatly based on student need and ability. The schedule may be modified to reflect facility, student needs, and staff-related scheduling restrictions, and will be determined at the discretion of the Head of School and Executive Director.
<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00-8:40</td>
<td>Advisory</td>
<td>Advisory</td>
<td>Advisory</td>
<td>Advisory</td>
</tr>
<tr>
<td>8:45-10:35</td>
<td>A block: Algebra I</td>
<td>C block: Conceptual Physics</td>
<td>A block: Algebra I</td>
<td>C Block: Conceptual Physics</td>
</tr>
<tr>
<td>10:40-12:30</td>
<td>B block: ELA 9</td>
<td>B block: ELA9 (or ELA intervention)</td>
<td>B block: ELA 9</td>
<td>A block: Algebra I (or Algebra I intervention)</td>
</tr>
<tr>
<td>12:30-1:15</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td>1:15-2:25</td>
<td>Foreign Language</td>
<td>PE</td>
<td>Foreign Language</td>
<td>PE</td>
</tr>
</tbody>
</table>
### 9th Grade Student Schedule – Shortened Day (alters A/B/C and A/B/D)

30 min advisory, 70 min blocks (x3) = 240 instructional minutes

<table>
<thead>
<tr>
<th>Time</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00-8:30</td>
<td>Advisory</td>
</tr>
<tr>
<td>8:35-9:45</td>
<td>A block: Algebra I</td>
</tr>
<tr>
<td>9:50-11:00</td>
<td>B block: ELA 9</td>
</tr>
<tr>
<td>11:05-12:15</td>
<td>C block: Conceptual Physics</td>
</tr>
<tr>
<td>12:15</td>
<td>Dismissal</td>
</tr>
</tbody>
</table>

### 10th Grade Student Schedule – Regular Day

40 minute advisory, 110 minute blocks (x2), 70 min electives (x2) = 400 instructional minutes

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00-8:40</td>
<td>Advisory</td>
<td>Advisory</td>
<td>Advisory</td>
<td>Advisory</td>
</tr>
<tr>
<td>8:45-10:35</td>
<td>A block: Geometry</td>
<td>C block: Biology</td>
<td>A block: Geometry</td>
<td>C Block: Biology</td>
</tr>
<tr>
<td>12:30-1:15</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td>1:15-2:25</td>
<td>Visual Arts</td>
<td>PE</td>
<td>Visual Arts</td>
<td>PE</td>
</tr>
<tr>
<td>2:30-3:40</td>
<td>Foreign Language</td>
<td>Elective: Robotics</td>
<td>Foreign Language</td>
<td>Elective: Robotics</td>
</tr>
</tbody>
</table>

### 10th Grade Student Schedule – Shortened Day (alters A/B/C and A/B/D)

30 min advisory, 70 min blocks (x3) = 240 instructional minutes

<table>
<thead>
<tr>
<th>Time</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00-8:30</td>
<td>All School Meeting (HS)</td>
</tr>
<tr>
<td>8:35-9:45</td>
<td>A block: Math</td>
</tr>
<tr>
<td>9:50-11:00</td>
<td>B block: ELA 9</td>
</tr>
<tr>
<td>11:05-12:15</td>
<td>C block: Biology</td>
</tr>
<tr>
<td>12:15</td>
<td>Dismissal</td>
</tr>
</tbody>
</table>
# 11th Grade Student Schedule – Regular Day

110 minute blocks (x2), 70 min electives (x2), 40 minute advisory = 400 instructional minutes

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00</td>
<td>A block: Algebra II</td>
<td>C block: Physics</td>
<td>A block: Algebra II</td>
<td>C block: Physics</td>
</tr>
<tr>
<td>11:50</td>
<td>PE</td>
<td>Foreign Language</td>
<td>PE</td>
<td>Foreign Language</td>
</tr>
<tr>
<td>1:00</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td>1:45</td>
<td>Elective: Forensic Science</td>
<td>Elective: Graphic Design</td>
<td>Elective: Forensic Science</td>
<td>Elective: Graphic Design</td>
</tr>
<tr>
<td>3:00</td>
<td>Advisory</td>
<td>Advisory</td>
<td>Advisory</td>
<td>Advisory</td>
</tr>
</tbody>
</table>

# 11th Grade Student Schedule – Shortened Day (alters A/B/C and A/B/D)

30 min advisory, 70 min blocks (x3) = 240 instructional minutes

<table>
<thead>
<tr>
<th>Time</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00</td>
<td>Advisory</td>
</tr>
<tr>
<td>8:35</td>
<td>A block: Algebra II</td>
</tr>
<tr>
<td>9:50</td>
<td>B block: ELA 11</td>
</tr>
<tr>
<td>11:05</td>
<td>C block: Physics</td>
</tr>
<tr>
<td>12:15</td>
<td>Dismissal</td>
</tr>
</tbody>
</table>
12th Grade Student Schedule – Regular Day

<table>
<thead>
<tr>
<th>Time</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00-9:50</td>
<td>A block: Pre-Calculus</td>
</tr>
<tr>
<td></td>
<td>C block: Computer Science</td>
</tr>
<tr>
<td>9:55-11:45</td>
<td>B block: AP English Language or ELA 12</td>
</tr>
<tr>
<td></td>
<td>D block: Economics</td>
</tr>
<tr>
<td>11:50-1:00</td>
<td>Physical Education</td>
</tr>
<tr>
<td></td>
<td>Performing Arts</td>
</tr>
<tr>
<td>1:00-1:45</td>
<td>Lunch</td>
</tr>
<tr>
<td>1:45-2:55</td>
<td>Elective: International Business</td>
</tr>
<tr>
<td>3:00-3:40</td>
<td>Advisory</td>
</tr>
</tbody>
</table>

12th Grade Student Schedule – Shortened Day (alters A/B and C/D)

<table>
<thead>
<tr>
<th>Time</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00-8:30</td>
<td>All School Meeting (HS)</td>
</tr>
<tr>
<td>8:35-9:45</td>
<td>A block: Pre-Calculus</td>
</tr>
<tr>
<td>9:50-11:00</td>
<td>B block: AP English Language</td>
</tr>
<tr>
<td>11:05-12:15</td>
<td>C block: Computer Science</td>
</tr>
<tr>
<td>12:15</td>
<td>Dismissal</td>
</tr>
</tbody>
</table>

Instructional Days and Minutes Calculator

Per Education Code § 47612.5, all students are to experience a minimum of 175 school days and, more specifically, students in grades 9-12 to experience 64,800 minutes.

As a result of having an extended instructional day, students at City will receive instructional minutes that substantially exceed the minimum 64,800 minutes required for traditional and charter public schools under California Education Code § 47612.5. All City students will have 144 regular days and 36 shortened days (for a total of 180 instructional days). At City High School, the Regular Day incorporates 400 instructional minutes and shortened days provide 240 minutes (see Sample Schedules below). The total instructional minutes = 144*400 + 36*240 = 66,240.

Furthermore, City will comply with the Education Code Section 51210(g) physical education requirement of 400 minutes every ten days for secondary students (grades 7-12).
Teacher Recruitment and Professional Development

The teacher recruitment process will utilize the online job sites, conferences (Teach for America, charter school organizations, et al.) and agencies (California Teachers on Reserve, Carney Sandoe, et al). Email forwards through educator networking groups such as Edupreneurs, graduate school of education alumni groups, and university alumni groups have also been effective. Websites to be posted on include the school website and:

- Teach for America Job Board
- Edjoin.com
- Essentialschools.org
- Myschool.org (California Charter Schools Association website)
- Ibo.org (International Baccalaureate Organization website)
- Calwesteducators.com

Guided by the descriptions found in Element 5, the Head of School will seek to hire a diverse staff that has a depth of knowledge in his/her content area as well as a commitment to problem-based learning, data driven instruction and backward design curriculum construction.

Professional Development Plan

City High School is committed to providing continuous embedded professional development to its staff, and we will provide multiple rich and relevant opportunities to our staff throughout the year. We begin with a summer intensive for all staff, and then support that learning with weekly faculty meetings, monthly department meetings, and quarterly pupil-free professional development days (see instructional calendar, above). The professional development topics (summarized below), are tailored to align to our instructional philosophy and approach and meet the needs of teachers and students in response to student academic achievement data. Our initial professional development efforts in the
first year will be designed and facilitate in-house (at no cost), leveraging the expertise of our existing staff. The Executive Director, Valerie Braimah, is an expert in standards-based instructional design, student engagement strategies, and data-driven instruction. She has conducted teacher training on those topics with schools and districts across the country, and internally as the VP of Instructional at the Alliance for College-Ready Public Schools. Sheri Werner, the intended Head of School is a national expert on advisory program, constructivist pedagogy, field study integration, and adolescent social-emotional learning (including a published book on bullying). Furthermore, our intended teachers, many of whom have already been identified, bring an average of over 4 years of experience, and a wide variety of expertise in pedagogy and content. We will also be looking to hire an assistant principal with specific expertise on language development, college-ready rigor, and experience with blended learning and educational technology. Collectively, our team will have the capacity to design and deliver high-quality, personalized, and embedded professional development to City High School faculty.

The professional development program will be designed by the Head of School in light of faculty strengths and weaknesses, and in light of student needs as determined by data. Ongoing professional development will occur weekly. Teachers will be trained in data driven instruction as a tool for improving student learning. They will receive Project GLAD training during the August institute and throughout the year as needed to support English Language Learners. They will be guided in utilizing the backward design process of curriculum construction described in this charter. They will also learn about problem-based learning,7 structuring effective lessons in a block schedule,8 and more.

Other professional development activities will be provided to deepen teacher’s pedagogical and curricular knowledge about their own subject area. For example, NCTM conferences for math teachers, the History Alive! program by Teachers’ Curriculum Institute for social studies teachers, National Science Teachers Association conferences and National Science Foundation’s Problem-Based Learning Project (http://pbl.educ.msu.edu/), and National Council of Teachers of English conferences.

**Summer Institute**

All City teachers will meet for two weeks in the summer, prior to the start of the school year, to engage in team-building, planning, collaboration, and professional development. Professional development during this time will focus on the key instructional priorities of the school, and will be refined each year in response to teacher need, student achievement data, and instructional priorities. Given the key instructional strategies we expect all teachers to be able to apply from the start, we expect to emphasize the following topics in the summer institute, and throughout the year:

- Mandated and safety trainings (Blood-Born Pathogens, Mandated Reporting)
- Creating a college-going culture
- Aligning instruction to the Common Core Standards and performance tasks, and assessing deeper learning
- Supporting language learners (GLAD) and low-performers

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7 Recommended reading: Problem-Based Learning in Middle and High School Classrooms, Dr. Ann Lambros, Corwin Press, 2004.
8 Recommended reading: Teaching in the Block, Strategies for Engaging Active Learners, ed RL Canady & Michael Rettig.
- Teaching through inquiry and project-based learning
- Advisory curriculum design and social and emotional learning support for high school students
- Reading, writing, and critical analysis across the curriculum
- Unifying diverse communities of learners

**Weekly Professional Development Time:**

City High School will have Early Dismissal Days once a week in order to provide teachers with a 2-hour block of professional development and collaboration time. The specific topics addressed during the professional development and collaboration time will include reinforcement of those topics introduced during the Summer Training, as well as new topics that will be selected based on the specific and current needs of the staff, students and school community. The on-going professional development program will be heavily driven by data collected through 1) teacher self-assessments, 2) classroom observations and 3) disaggregated student test scores that identify not only the areas of core curriculum weakness, but also those student sub-groups that are in need of additional focus.

**Common Planning Time**

City High School understands that teacher collaboration is critical to creating both a professional learning environment as well as a support structure for teachers.

- **Grade Level:** Teachers will have the opportunity to meet in their grade-level teams weekly to discuss individual students’ progress, interdisciplinary projects, and/or other relevant topics. These meetings will occur during the professional development time on Early Dismissal days, and monthly on a designated day after school.
- **Content Area:** Teachers will have the opportunity to meet daily with other teachers in their content area, as staff prep periods will be scheduled accordingly. This will enable teachers to share best practices and to seek one another’s advice for common challenges.

**Meeting the Needs of All Students**

Since our program inherently values differentiated learning, our special needs populations will automatically receive focused attention to their needs and strengths as teachers implement individualized instruction based on data-driven assessments. Other components of the program assist in meeting the individual needs:

1) Small class sizes which allow the teachers to truly know their students;

2) Ample instructional planning time during each school day (such as when students are engaged in elective/enrichment classes) so that teachers can modify and create lessons and curriculum to meet the needs of individual students;

3) A culture among teachers of openness and collaboration, including weekly team planning sessions and regular professional development activities, allowing teachers to learn from each other’s varying expertise in handling learning differences;

4) Ongoing communication between teachers and parents and a commitment to work together for the education of their children;

5) Various forms of assessment that are used to guide instruction;

6) Learning goals that are clearly articulated; and
7) High expectations for all students.

An entrance assessment will be administered to all new students, and a baseline assessment will be administered to returning students. These evaluations include a school-designed test derived from state standards, and an English language assessment component (where applicable). Throughout the year, teachers also assess students through informal measures such as checklists, class work and observations, and through more formal means, such as SBAC testing and quarterly benchmark assessments (see Elements 2 and 3, below). Teachers will use the student achievement database system to record results, noting the need for close monitoring and systematic intervention. Instructional modifications such as differentiated instruction, scaffolding, and alternative assignments will be used to address the needs of individual students. In addition, teachers will provide individualized instruction for students during class, at break, or after school. These interventions will be recorded in a log, which documents the length of time and effectiveness of the modification.

**Student Success Team**

Despite the many strengths of the school’s programs, methods, and organizational design, additional support may be necessary in instances when students are not making satisfactory academic progress or when their behaviors are impeding their own progress or the progress of others. On those occasions, after classroom interventions have been tried and documented over time with limited success, a referral to the Student Success Team (SST) will open a new pathway of support to students.

The purpose of the SST is to ensure that the school and community are doing everything possible to make students successful at school. The SST mobilizes and coordinates the school’s resources, and a request for assistance from the SST can be made by a teacher, administrator, parent or guardian. The SST—isa comprised of the referring teacher, an administrator, a teacher recorder, and the student’s parent/guardian, will meet with the parents/guardians and, where appropriate, the student, in an organized, systematic, problem-solving manner to analyze concerns and develop specific action steps to address them. In accordance with CDE guidelines, the SST is a positive school-wide early identification and early intervention process. Working as a team, the student, parent, teachers and school administrator identify the student's strengths and assets upon which an improvement plan can be designed.

The SST process begins by clarifying the student’s strengths and other known background information and continues with a discussion of the concerns and the modifications and/or interventions that have been tried. The meeting concludes after team members prepare and commit to an action plan which includes modifications and supports to be provided by the teacher as well as other intervention strategies for the family to implement at home and outside of school, along with a timeline for successful intervention. A designated, qualified lead general education faculty member with experience and training in Special Education or other support services will organize the SST process by managing the necessary paperwork, scheduling meetings, and inviting members (including parents/guardians) to SST meetings. All teachers will receive professional development regarding identification of student needs, modifications and interventions, and the SST process. (See also, Professional Development, below.)

Following the implementation of an SST plan (including support and enrichment provisions) and follow up, if concerns continue a second follow up meeting may be set where revisions to the original SST plan are discussed. Upon enrollment at the school, parents will receive the required information about what to do when they know or suspect their child may need additional supports or when parents are puzzled about their child’s development.
**English Language Learners (ELL)**

"Students achieve (second-language acquisition) significantly better in programs that teach language through cognitively-complex content, taught through problem-solving, discovery-learning in highly-interactive classroom-content.....In the long term, students do less well in programs that focus on discrete units of language taught in a structured, sequenced curriculum with the learner treated as a passive recipient of knowledge." -- Virginia P. Collier

City High 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 the 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), City High School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that City High School will either adopt and implement LAUSD’s English Learner Master Plan or implement City High 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 the 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, City High School shall provide to the CSD a report on its annual EL program assessment. Upon request, City High School shall provide a copy of its current EL Master Plan to the CSD.

City High School shall administer the CELDT/ELPAC annually in accordance with federal and state requirements.

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

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

City High School will develop its own English Learner Master Plan. Our goal is to meet the educational needs of all students in an environment that fosters an appreciation and understanding of other languages and cultures. English Learners (ELs) will have full access to City’s educational program. While all students will develop as English speakers, readers and writers, all cultures and languages will be
honored and integrated as much as possible. At all times, students’ primary language will be honored and valued as both an instructional tool and learning resource for all students in the class. The entire school community will be enriched by the multi-lingual and multi-cultural qualities of its students.

City will meet all federal and state requirements for services to English Learners, including initial and annual identification and assessment of primary and secondary language fluency in listening, speaking, reading, and writing. Students will be identified through a home language survey, and or through teacher referral, with identification being subject to further diagnostic assessment, including CELDT test results. Students who have been reclassified continue to be monitored to determine their ability to master state ELA standards without language support. Similar procedures will be used to monitor on an ongoing basis students who are reclassified.

The California English Language Development Assessment (CELDT) is used to determine individual student levels as well as to determine progress in acquiring English proficiency. Students will be monitored in conjunction with the California English Language Development Standards levels described below:

1. **ELD 1: Beginning**: The student will respond in English using gestures, simple words and phrases to demonstrate understanding while working with familiar situations and texts.

2. **ELD 2: Early Intermediate**: The student will respond in English using expanded vocabulary in phrases and simple sentences to demonstrate understanding of story details and basic situations with increasing independence.

3. **ELD 3: Intermediate**: The student will respond in English using expanded vocabulary and descriptive words for social and academic purposes with increased complexity and independence but with some inconsistencies.

4. **ELD 4: Early Advanced**: The student will respond in English using complex vocabulary with greater accuracy; the student will also demonstrate detailed understanding of social and academic language and concepts with increased independence.

5. **ELD 5: Advanced**: The student is required to respond in English using extended vocabulary in social and academic discourse to negotiate meaning and apply knowledge across the content areas.

Teachers assess student progress, both formally and informally throughout the year. This data is used to determine individual proficiency levels and how instruction should be modified. These assessments will be authentic and integrate subject areas wherever possible. Quarterly, teachers compile student work samples and assessments and evaluate progress using the ELD portfolio. It is expected that students will move one level each year. Students’ English progress will be determined by a rubric based on LAUSD’s re-designation process.

Targeted English instruction in the form of English Language Development is provided for qualified English Learners. Students receive academic support during class on an individual and small group basis. During these sessions, students are grouped homogeneously according to their ELD level. Teachers will use SRA Flex Literacy and possibly Rosetta Stone as the foundation of the ELD program.

Entering ELL students will be assigned an ELD level (1-5) based on criteria including CELDT scores, middle school ELD level, and review of prior ELD portfolios (where applicable). Once levels for incoming students are determined, teachers will be provided with a roster of ELL students and their levels as well as the state ELD standards for each level represented in their class.
Each semester, teachers will be responsible for examining their instructional plan for the standards to be covered and identifying the relevant ELD standards to be taught and assessed during the semester. The teacher responsible for the ELA/social science block will teach and assess the majority of ELD standards. However, when grade level teachers collaboratively identify key reading comprehension, writing, and listening/speaking standards to be taught throughout all content areas, ELD standards matching these ELA standards will be identified and the teaching and assessing of these standards will be shared by the team.

When creating assessment tools (e.g. writing rubrics, rubrics for oral presentations), ELD standards will be incorporated whenever possible so that the same assessment tool may be used to track student progress towards grade level ELA standards as well as the standards for a certain ELD level.

Before the issuance of each progress report card, teachers will summarize students’ mastery of standards for their current ELD level by looking at assessment material collected throughout the quarter. At the end of the semester teachers will also go through the list of standards for a student’s current ELD level and determine if the student has mastered every standard for his or her current level and is ready to move to the next ELD level. Teachers will present evidence (e.g. scored writing samples, rubrics from oral presentations) to the Head of School, who will work with teachers to make the final decision regarding progression to the next ELD level.

Reclassification criteria and procedures are outlined below.

**Reclassification Criteria**

**CELDT:** Overall performance level of 4 or 5 and skill area scores of 3 or higher in listening-speaking, reading, and writing

**Standards Based Report Card:** Meets or exceeds expectations in all ELA (Reading, Writing, and Listening/Speaking) strands, as evidenced by a grade of 3 or 4 in a 1-4 grading system or a grade of C or above in a letter grade system

**Teacher Analysis:** The classroom teacher will judge whether the student will be successful in a mainstream English program. This judgment may be based on teacher observation, review of student work samples, analysis of past standards based report cards

**SBAC:** Basic, Proficient, or Advanced performance on the ELA section of the test

**Parent approval:** Parent signs reclassification letter explaining criteria for and significance of reclassification

**Reclassification Procedures**

The following reclassification procedures will be used:

Each semester, the Head of School creates a list of all students who meet the CELDT and SBAC criteria for reclassification, and at the end of each semester, the Head of School distributes an updated potential reclassification list to ELA teachers and advisors. This document lists by class all students who meet the CELDT and SBAC criteria for reclassification. Each teacher is responsible for completing the report card grade and teacher judgment columns of the reclassification list for their students.

In some cases, the Head of School (or his/her designee) works with the ELA teacher to determine the ability of individual students to master grade level standards without language support. Based on the information provided by teachers, the Head of School or his/her designee identifies students ready to
reclassify and submits these names to the office clerk. The office sends a reclassification letter to these students’ parents and submits the appropriate information to LAUSD and the CDE.

Reclassified students continue to be monitored through graduation to ensure their continued ability to achieve mastery of state ELA standards. Student progress will be monitored through data recorded in the Illuminate data system, including data from the ELD curriculum program, and the NWEA MAPS assessments.

City will hire CLAD/EL certified, experienced teachers with full understanding of Specially Designed Academic Instruction in English (SDAIE) and we will train teachers in the nationally-recognized program, Project GLAD (Guided Language Acquisition Design). Teachers will be trained by Project GLAD staff in specific methods of instruction for a successful English immersion education in a multi-lingual classroom. Professional development will be focused on enhancing teachers’ knowledge of how to teach English language learners to read and write as well as how to address the achievement gap by providing pedagogical tools to ensure that all students can meet standards. Teachers authorized to teach English Language Learners will continue to receive training and support in the effective implementation of techniques such as SDAIE. Teachers will also observe model lessons and receive feedback on their implementation of new techniques.

Project GLAD has over ten years of experience and has received the following awards: the United States Department of Education, OBELMA, Project of Academic Excellence; a California Department of Education Exemplary Program; a model reform program for the California School Reform Design; and training model for five Achieving Schools Award Winners. It is the recommended K-8 project for the California State Superintendent’s Task Force on successful implementation of Proposition 227.

Major components of this pedagogical approach include:

1. Teach to the Highest: A classroom environment that values the student and provides authentic opportunities for use of academic language and maintains the highest standards and expectations for all students (Goodman, Cummins, Smith, Collier).

2. Brain Research—Metacognition
   - A time to activate and focus prior knowledge: inquiry charts, brain-storming and clustering (Costa, Rico, Kovalik).

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9 City considers SDAIE as an important aspect of its English immersion program because it provides context and support in a cognitively demanding environment, allowing students to gain skills in both the subject material and in using English. A resource to be studied by all City teachers will be: SDAIE Handbook: Techniques, Strategies, and Suggestions for Teachers of LEP and Former LEP Students: http://www.csupomona.edu/~tassi/sdaie.htm

10 In 1991, Project GLAD was declared Exemplary by the California Department of Education. The growth of standardized test scores far exceeded the norm. In 1991, Project GLAD was declared a Project of Academic Excellence by the US Department of Education, OBELMA. At a national level, the growth in scores also far exceeded the norm. Project GLAD was chosen as a national dissemination model of effective training for teachers in multilingual settings. Five GLAD-trained schools have won Title I Achieving Schools Awards. GLAD is a recognized Model Reform Program for the California School Reform Design. Project GLAD has trained in over 120 school sites nationally. Project GLAD has certified 24 sets of Key Trainers to train in their own district.
An opportunity to insure a common base of understanding and scaffolding: direct experiences, films, visuals, teachers read aloud (Krashen, Collier, Vygotsky).

Students taught how and encouraged to organize thoughts and texts utilizing multiple intelligences: graphic organizers, summaries, visuals, or contextual and semantic clues (Costa, Rico, Krashen, Long, Gardner, Lazear).

Metacognitive aspect of teacher and students modeling of how an answer was obtained not merely the correct answer (Costa, Farr).

3. Brain Research and Second Language Acquisition

A student set purpose for learning: motivating, stated result or goal; student choices; inquiry charts (High Scope, Hunter).

Chances to negotiate meaning from language and text: co-op activities for problem solving, social skills; heterogeneous grouping (Long, Kagan, Vygotsky, Cummins, Shefelbine).

4. Reading and Writing To, With and By Students:

Reading that stresses the purpose and joy before the skills; that begins with writing and reading one's own language; continues with immense amounts of being read to; time for silent sustained reading and silent sustained writing with oral book sharing and quickshares (Goodman, Krashen, Flores, Traill).

Direct teaching of concepts, vocabulary or necessary skills; text patterns, academic language, writing patterns; decoding skills (UCI Writing Program, Bettances, Chall, Reading Task Force, Shefelbine, Adams).

Writing that stresses the metacognitive use of reading and writing as a process; use of clustering/brainstorming to initiate writing; acceptance of developmental level of writer; editing and revising done only in appropriate place in the process. No over-editing in early drafts; not all writing brought to editing stage; use of conferencing methods to guide student through the process; use of logs for personal responses to texts or issues; use of interactive journals (Goodman, Graves, Calkins, Rico, UCI Writing Project).

Big Books on walls, shared reading/writing experiences are only a few strategies for a language functional environment; use of personal interaction values oral ideas and cross-cultural respect (Traill, Cummins).

5. Active participation in all components of the unit, negotiating for meaning, comprehensible output (Long, Cambourne, Cummins, Swain, Goldenburg).

6. A theme and strategies to foster respect, trust, identity, and voice (Cummins, Berman, Baron).

7. Ongoing assessment and closures to units using a variety of assessment tools to provide reflection on what has been learned, how it was learned and what will be done with the information. Assessment, on-going and summative, based on strengths as well as needs (Costa, Wiggins, Farr, Treadway, Lazear).

In this way, City expects students to acquire English language skills in reading, writing, listening, speaking, viewing, and thinking and to proficiently meet grade level ELA standards. The effectiveness of the school's EL program will be monitored through a bi-annual analysis of inputs (teacher certification, and curriculum), and outcomes: student performance data trends, including progress on ELA and Math assessments, movement in CELDT levels, and numbers of students progressing towards reclassification, or being reclassified. We expect to see all language learners progressing at least one CELDT level each
year at our school, and for students who are continuously enrolled from 9th grade to be on track to RFEP by the time they graduate.

Gifted Students

City is concerned that potentially high achieving students are often merely given additional work to do rather than effectively engaged and supported in their learning. While our program will be designed to allow all students to pursue their learning in an in-depth way and at a challenging pace, additional efforts will be made for students identified as “gifted,” including multiple strategies to differentiate instruction for diverse learning styles and ability levels within the school’s curriculum. In the case of gifted students, teachers will provide a variety of options for students to demonstrate their understanding of what they have learned.

Teachers will use a variety of assessment measures, including standardized assessment data and other classroom performance data, to identify students who are gifted. Students who achieve significantly above grade level and/or demonstrate behaviors consistent with gifted ability may be appropriately identified. In certain instances, services such as psychological testing might be used to test students for gifted ability, depending on the availability of such services. A gifted and talented student is one who

- Exhibits high performance capability in intellectual, creative, or artistic areas;
- Possesses an unusual leadership capacity; or
- Excels in specific academic fields.

Parents and guardians will be informed when their child is suspected of being gifted or identified as gifted so that they can seek appropriate challenges and opportunities for their child.

Students who are high achievers and/or identified as gifted benefit from differentiation and instruction that is flexible enough to meet their specific needs. Gifted student progress will be monitored through data recorded in the Illuminate data system, including data from classroom assessments, and the NWEA MAPS assessment, which adapts to student performance in real-time, and captures the abilities of students performing above grade level. As with all students, data is analyzed by content-area and advisory teachers, and instruction is modified accordingly.

City will implement the following techniques for teachers to enhance the curriculum for a gifted student (Kaplan, 1986):

1. Present content that is related to broad-based issues, themes or problems.
2. Integrate multiple disciplines into the area of study.
3. Present comprehensive, related and mutually reinforcing experiences within an area of study.
4. Allow for the in-depth learning of a self-selected topic within the area of study.
5. Develop independent or self-directed study skills.
6. Develop productive, complex, abstract and/or higher level thinking skills.
7. Focus on open-ended tasks.
8. Develop research skills and methods.
9. Integrate basic skills and higher level thinking skills into the curriculum.
10. Encourage the development of products that challenge existing ideas and produce “new” ideas.
11. Encourage the development of products that use techniques, materials and forms.
12. Encourage the development of self-understanding. For example, recognizing and using one's abilities, becoming self-directed, appreciating likenesses and differences between oneself and others.

13. Evaluate student outcomes by using appropriate and specific criteria through self-appraisal, criterion-referenced and/or standardized instruments.

It is well-documented in research and practice that such students greatly benefit academically, socially, and emotionally from grouping practices that allow them to learn with their intellectual peers with appropriately challenging and engaging curriculum. For this reason, City High School reserves the right to create a more comprehensive GATE program, should a student population emerge that would clearly benefit from such courses. If we pursue this avenue, we will consult with CSD to determine whether this constitutes a material revision.

City High School recognizes that diversity exists within a gifted population, as demonstrated through the range in relative strengths and weaknesses, interests, work output, and personality traits of students. Staff will use a variety of teaching styles in order to encourage each student to reach his or her potential. Ability grouping, flexible pacing of instruction, project-based work, student-directed learning, and individual investigations are some of the specific techniques to be employed in our classrooms.

**Underachieving Gifted**

For those students who are gifted but do not have the task commitment we will apply similar tactics that address our “At Risk” population. An underachieving gifted student is one who:

- Exhibits high performance capability in intellectual, creative, or artistic areas;
- Possesses an unusual leadership capacity; AND
- Is consistently performing below grade level in one or more academic subject areas.

By fostering active student involvement in their own learning we will increase student interest and enthusiasm. Teaching self-monitoring and self-management skills will help these students set their own goals and persevere when working on a project. Grouping them with more motivated gifted students will also provide a peer model to help engage them in their own learning.

**At-Risk Of Low Achievement**

Students who are identified as at-risk of failing to perform at grade level will be evaluated on a case-by-case basis by the Student Success Team following referrals from teachers and parents. It is anticipated that the academic needs of most students will be met through the core elements of the City program. Nevertheless, in some instances students who are achieving below grade level may require additional assistance to catch up to their peers. Students will be identified as under achieving if:

- Their classroom performance is considered to be one or more years below grade level based on class assignments and/or assessments
- They receive a Below Basic or Far Below Basic score in language arts or mathematics on the SBAC
- They fail to demonstrate a minimum of one year of academic growth in reading, writing, and/or mathematics during each year
- They have an existing IEP that indicates emotional or learning disabilities that could result in low performance if not monitored and supported effectively.
Our goal will be to provide a large variety of pedagogical practices as early as possible in order to determine methods that best fit the individual student.

Pedagogical practices will include: explicitly teaching learning strategies, providing concrete experiences to enhance concepts, encouraging cooperative learning, balancing instruction with challenging activities that allow for student choices and actively involve students in their own learning.\textsuperscript{11}

With the number of low-achieving and at-risk students increasing, a greater responsibility for educating these students falls within the regular classroom. In order to reach the greatest number of our students falling within this category, teachers will utilize the following “best practices.”

**High Expectations:**

By believing in and identifying each student’s potential, teachers then utilize the student’s strengths to help him/her reach this potential.

**Reality-Based Teaching:**

Students need to be provided with “real life” purposes for their reading, writing and problem-solving. Reality-based learning approaches help to build a bridge between school and home, thereby helping students see relevance to their learning. Many at-risk students do not see the relevance in their schooling and, therefore, lose motivation to succeed and learn.

**Active Learning:**

Students who are motivated and engaged in their learning are more likely to achieve higher levels of performance and learning than those students who “learn” only to please others and pass a test or course. A student-centered classroom where students take an active role in their education fosters better learning than classrooms where the teacher does all the work and students play a passive role.

**Varied Grouping:**

Keeping students in stagnant groups for the entire year or semester is often a detriment for the student. Research supports practices where groupings are often varied from homogeneous to heterogeneous, and they change often with different activities.

**Cooperative Learning:**

Students learn well from each other and opportunities should be provided for students to work together in order to plan, create and perform projects, as well as to discuss and debate issues. Cooperative grouping allows students to practice the social aspect of learning and contributes to active participation and team work. Each student can utilize his/her strengths in groups and learn from the strength of his/her peers.

\begin{center}

\textsuperscript{11} To the extent we are financially able, we will provide a comprehensive after-school program on campus, including tutoring support for students in need (government funding for this through ASES and other programs will not be available to us until after our first year).
\end{center}
**Metacognition:**
Teachers who share their thoughts on how they approach and complete a task or arrive at a conclusion help students become aware of their own thinking, which is called metacognition. Successful students are able to understand and are aware of the most effective strategies they need in order to study and learn. Teachers help less successful students by modeling effective learning strategies for them, showing them how and when to use these strategies and teaching them why they are important for their success.

**Varied Assessment:**
As all students possess and utilize different strengths for their learning, a teacher who allows for a variety of assessments is more apt to find out what students have truly learned, not just how they take a test. Portfolios, oral presentations, open-book test, group projects and graphic maps are only some of the many avenues available for teachers to tap into their student’s knowledge. The wider the variety of assessment the teacher uses and the more authentic and on-going it is, the truer the picture the teacher can get of their student’s understandings.

**Direct Instruction:**
As an instructional strategy, direct instruction responds to the student’s needs by focusing directly on the skills required to be successful in school and ensuring that these skills are learned (Better Thinking and Learning, Maryland State Department of Education). Students can learn high level concepts if they know how to learn, how to question, how to access prior knowledge, and how to integrate new knowledge. The following shows the elements of Direct Instruction:

- Clearly communicating goals for students.
- Structuring academic tasks for students.
- Demonstrating the steps necessary to accomplish a particular academic task.
- Monitoring student progress.
- Providing student practice and teacher feedback to ensure success.
- Holding students accountable for their work through frequent teacher review.

By continuing to look to research, and giving teachers time to meet, to discuss, and learn what works best with their students, teachers will continually ensure that they are using the most effective strategies for helping all of their students become active and motivated learners who master the knowledge necessary for life-long learning and success.

**Classroom Modifications For At-Risk Students**
In order to help students who appear to need special services or “a reasonable accommodation,” classroom modifications will be made. The following modifications or accommodations will be used by the regular classroom teacher for students who are at risk, depending on the student’s specific need:

**Materials:**
- Use highlighted or underlined reading materials
- Provide visual aids
- Provide concrete manipulative materials
- Provide taped texts and/or other class materials
- Allow use of calculator
- Provide materials with wide spacing, few items per page and clear print
Type teacher materials
Incorporate technology-based adaptive curriculum

Methods:

- Teach to student’s learning style: Linguistic, Logical, Musical, Spatial, Kinesthetic, Interpersonal
- Intrapersonal
- Provide visual clues and/or demonstration (model) when instructing
- Read written material to student
- Provide organization aids such as outlines, etc.
- Utilize peer tutors, etc.
- Utilize shared notetaking
- Use clear and concise directions
- Provide graphic organizers (e.g. Thinking Maps) to help students create cognitive schema for new information
- Provide written steps for directions
- Have student repeat directions to teacher or peer
- Use manipulatives
- Emphasize critical information
- Pre-teach vocabulary
- Preview lesson for student before given to whole class
- Reduce language level of reading level of assignment
- Share activities

Assignments:

- Ensure that all students understand learning objectives
- Give directions in small, distinct steps (written/picture/verbal)
- Use written back-up for oral directions
- Lower difficulty level
- Shorten assignment
- Reduce paper and pencil tasks
- Read or tape record directions to student
- Use pictorial directions
- Give extra cues or prompts
- Allow student to record or type assignment
- Adapt worksheets, packets
- Utilize compensatory procedures by providing alternate assignment/strategy
- Avoid penalizing for penmanship

Pacing:

- Reduce paper and pencil tasks
- Provide distributed review and drill
- Extend time requirements
- Vary activity often
- Allow breaks
- Omit assignments requiring copying in timed situation
- Provide home set of text/materials for preview/review

Testing:
- Give tests orally (may include dictated or taped answers)
- Allow student to take test while standing at the board, if this is student’s preference
- Read test to student
- Preview language of test questions
- Use visuals or pictures
- Give similar questions in regular classroom setting before test
- Use objectives test technique, limit choices for multiple choice, provide word bank for fill-in-blank, limit items per matching section
- Use essay tests, allow to be dictated
- Shorten length of test
- Have test administered to the student outside of the class setting

Learners Needs:
- Provide student with assignment sheets or require that he/she maintain one
- Provide a visual daily schedule
- Provide calendars
- Check often for understanding/review
- Set defined limits
- Provide positive reinforcement
- Allow projects to be presented orally or on tape
- Allow projects to be presented through demonstration, pictures, and/or models
- Use preferential seating
- Monitor and redirect student to task as needed
- Request parent reinforcement
- Have student repeat directions
- Teach study skills explicitly
- Use study sheets to organize material
- Design/write/use long term assignment timelines
- Review and practice in real situations
- Plan for generalizations
- Teach skill in several settings/environments

Environment:
- Preferential seating
- Alter physical room arrangement
- Define areas concretely
- Provide for a quiet space
- Eliminate too many visual distractions
- Play 60-80 beat Baroque classical music, just at a conscious level, when students are doing generative work, such as writing, reading silently, etc.
City will acquire and maintain a student achievement data management system that allows the school to effectively track academic progress over time. Using the data tracking system, students identified as achieving below grade level expectations will be monitored ongoing by teachers and school administration in order to ensure satisfactory academic progress and to provide timely and targeted intervention when necessary. In the event low achieving students fail to make satisfactory academic progress despite targeted interventions implemented by the classroom teacher, the teacher may decide to refer the student to the Student Success Team (see above).

**Socioeconomically disadvantaged students**

We recognize that our target population and neighborhood face many challenges as a community, and that some of the children within the community may lack supports that many families and communities take for granted. Socioeconomically disadvantaged students are generally those from household income of less than $40,000/year for a household of 4; Automatically qualify if receiving Food Stamps, CalWorks, WIC, FDPIR, KIN-GAP or other public assistance. City’s teachers and staff will all receive training on recognizing symptoms and behaviors indicative of a child’s need for additional supports, including issues relating to hunger, extreme poverty, and individual families’ challenges to meet their child’s needs. Our SST will be responsible for identifying students and families who might need additional resources or supports, including referrals to community service organizations.

As detailed extensively herein, we believe that all students can learn and succeed, and that disadvantaged students are entirely capable of academic excellence. Our emphasis on a school community and the responsibility we have to one another within that community will extend to the parents and families of our students as well.

The progress of socioeconomically disadvantaged students will be monitored through data recorded in the Illuminate data system, including data from classroom assessments, and the NWEA MAPS assessment, which adapts to student performance in real-time. As with all students, data is analyzed by content-area and advisory teachers, and instruction is modified accordingly.

City will offer a whole day program: school schedule from 8:00 AM-3:40 PM, and we plan to implement a before- and after-care program, as funding allows, to accommodate working families.¹² The school will also offer free lunch and breakfast to students who qualify. A systematic emphasis on academic vocabulary development for all students will be particularly beneficial to students from disadvantaged backgrounds whose vocabulary has been demonstrated (by research studies) to be less than optimal for school success.

Furthermore, all students at City High School, regardless of income, will have access enriching opportunities including field trips many of which are not normally available to low-income families. Income will never be a determinant of participation in those activities.

¹² If City is unable to provide a site-based before- and after-school program due to budget constraints, especially in our first year before we qualify for ASES and other government funding for these programs, we will identify appropriate programs in the community that offer such services and provide referrals and information for our families.
As demonstrated by the success of many high-poverty schools, income is not a determinant in a students’ ability to succeed academically. Student needs will be met on an individual basis, using data about student learning profiles that goes beyond assumptions to identify true learning needs. If students that are socioeconomically disadvantaged are low achieving or struggle with learning differences or are identified as English Language Learners, City will utilize strategies described in other sections of this petition.

**Students with Disabilities**

*LAUSD-SPECIFIC LANGUAGE*

**Federal Law Compliance**

City High 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**

All LAUSD-authorized Charters must adhere to all terms and conditions of the Chanda Smith Modified Consent Decree (“MCD”) and any other court orders and/or consent decrees imposed upon the LAUSD as they pertain to special education. Charters must ensure that no student otherwise eligible to enroll in their City will be denied enrollment due to a disability or to the City’s inability to provide necessary services. Policies and procedures are in place to ensure the recruitment, enrollment and retention of students with disabilities at Charters.

Prior to LAUSD Board of Education approval, City will execute a Memorandum of Understanding (“MOU”) by and between LAUSD and City High 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 § 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 Charters to elect one of the three options available under the LAUSD SELPA. Prior to an Option election, all District-authorized Charters 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 Charters, other than those that have 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 will not have a LEA status but will function in a similar role in that each City will be responsible for all special education issues including services, placement, due process, related services, special education classes, and special education supports. Charters 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 beginning August 1, 2014 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.

Special Education Strategies for Instruction and Services

City High School will comply with the federal mandate of the “least restrictive environment”, meaning that the school will make every attempt to educate special education students along with their non-disabled peers. City High School will mainstream all of its students as much as is appropriate according to each individual IEP, offering a comprehensive inclusion program that includes specialized individual tutoring through City High School’s extended day and year. Each student’s IEP requires different kinds of modifications for instruction and services, therefore the educational strategies of the IEP will be built around the student’s needs and how these fit within the general educational program of the school. The instruction outlined in each student’s IEP will be delivered by personnel qualified to do so.

Professional Development for City High School Staff

The Head of School, Assistant Principal, regular and special education teaching staff, as well as other appropriate faculty and staff members will attend professional development and/or training meetings necessary to comply with state and federal special education laws, including those sponsored by the District or SELPA.

City High School also intends to seek professional development opportunities for its’ staff through potential trainings facilitated by the County Office of Education, colleges and universities, and private companies or agencies.

Timeline for Implementation

LOTTERY: If the number of students who wish to attend the school exceeds capacity, enrollment will be determined by random public drawing in accordance with applicable law (see Element 8: Admissions); pending charter approval, any lottery for admission will be held no later than March 15th.

TEACHERS/STAFF: Upon approval of petition from LAUSD, the Head of School will hire teachers/staff.

SITE PREPARATION: Ongoing. Since the site has not been finalized under City Charter Schools management, it is unclear when the process will begin. However, several warehouses are under City Charter Schools management and currently storing furniture, fixtures, and equipment that have been donated.

FIRST YEAR PROFESSIONAL DEVELOPMENT: City High School faculty/administration will meet in early-August to ensure City teachers are familiar with all curricular materials, scope and sequences, assessments, and pedagogical practices in order to ensure a smooth school opening.

No Child Left Behind

As required under No Child Left Behind, City will work with its staff to insure that all students have full access to the curriculum and that each subgroup in the school is making meaningful progress towards meeting all of the standards. City is committed to reducing the education gap for all students. City will implement all provisions of No Child Left Behind that are applicable to charter schools including use of effective methods and instructional strategies that are based on scientific research that strengthens the core academic program, meeting its Adequate Yearly Progress goals, publicly reporting the school’s academic progress; providing extended learning for students falling behind who need extra help; teacher quality; and participating in all required assessments.
Commitment to NCLB Highly Qualified Teachers and Paraprofessionals

- Teachers will meet the NCLB required criteria for “highly qualified” teachers.
- Paraprofessionals will meet NCLB required criteria including: completion of at least two years of study at an institution of higher education; will have obtained an associate or higher degree or; met a rigorous standard of quality and will be able to demonstrate through a state or local academic assessment in knowledge of, and the ability to assist in instruction, reading, writing, and mathematics with the exception of paraprofessionals who serve as translators or whose duties consist solely of conducting parent involvement activities.

A Typical High School Day

City High School students will be found engaging in many typical high school activities seen in schools across Los Angeles: participating in Socratic discussions in English classes, playing sports during PE, learning about the college admissions process during advisory, and conducting small group research in the library. However, other aspects of a typical day at City will be quite different. Students will be seen solving complex, multi-disciplinary problems through inquiry processes, 3-D modeling, field study, and online simulations.

As students arrive on campus, many of them coming independently by foot, public transit, or driving, there will be opportunities for them to find quiet areas (a designated classroom or library) to meet with collaborative groups or catch up on their work before the first bell. Some students will seek out extra support from teachers before or after school during teacher office hours. At any time during the day, including before school, students will be able to check out laptop computers that they can use to complete assignments, or to take notes in class.

Ninth and 10th graders starting their day in advisory will have a clear objective for that day, whether it’s to work on a college research project, complete a personality inventory, or engage in a conflict mediation and resolution activity, or any other myriad activities aligned to our Advisory outcomes. After Advisory, as students file into their first period, they are greeted personally by the teacher, and will see a “do now” posted on the board so that they can sit down and get right to work. Classrooms are filled with student work and learning scaffolds (e.g., thinking maps, vocabulary walls, etc.). The unit big idea is posted on the wall, along with agendas for the day’s session and learning objectives for the day/unit – so that students see clearly what they are expected to learn. In hallways, student art, models and posters fill the walls, showcasing students’ accomplishments, announcing events and college information, and celebrating the school community. Transitions are smooth and orderly, with students well aware of the expectations for their behavior on campus.

Students are given ample opportunity to engage in fun activities and develop interests outside of academics. In high school they may be seen meeting with a college counselor during a break, advisory, or after school, to receive guidance on how to focus their time and interests while meeting college entrance requirements. In observing a typical day at City, one would come away with a profound sense that these students’ attitudes about learning and their participation in school are active, engaged and enthusiastic.
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 school wide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” Cal. Ed. Code § 47605(b)(5)(B).

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

Measurable Goals Of The Educational Program

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

As a California charter school, City will assume an increased level of accountability for all aspects of its programs and for achieving the goals described within the vision and mission of the school. City will hold itself to high standards for student and staff performance, fiscal responsibility, integrity among school leadership and the Board of Directors, and the achievement of school goals. City will utilize a wide variety of measures to assess the school’s accomplishments and to gauge the overall effectiveness of its educational program.

City Charter High School will pursue the school wide and subgroup outcome goals outlined in the chart below, as measured by multiple and varied benchmark assessments that are aligned to state and federal standards (including the new Common Core) and reflect proficiency measures required by the CAASPP accountability program, as well as state priorities detailed in California Education Code § 52060(d). For purposes of measuring achievement of these goals, a numerically significant pupil subgroups as defined by Cal. Education Code § 47607(a)(3)(B).

Measuring Pupil Outcomes: Summative Assessment Performance Targets
To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. Cal. Ed. Code 47605(b)(5)(C).

City High School has clearly defined school-wide outcome goals in compliance with California Education code sections 47605(b)(5)(B) and 52060(d). The following chart delineates City High School school-wide and subgroup outcome goals and performance targets aligned to the state’s priorities that apply for the grade levels served, or the nature of the program operated, by the charter school, methods for
measuring progress and the individual(s) with primary responsibility for each, all aligned with the state’s priorities defined in Cal. Ed. Code Section 52060(d). As the State and District finalize new standardized assessment tools (e.g. assessments) and new school performance measures (e.g., API), and finalize the format for the new Local Control Accountability Plans (LCAP) as applicable to charter schools, City High School will work with the District to ensure that it creates and updates its plans and goals accordingly. City High School will also work to ensure that all students will meet or exceed state targets. Actions intended to ensure that the school meets these goals and targets are delineated throughout this charter petition (e.g. Element 1: Educational Program; Element 4: Governance and parental involvement; etc.) See the following chart for specific actions, their corresponding assessments and the school personnel responsible for their implementation.
### ACHIEVEMENT GOAL #1 — BASIC SERVICES

The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))

<table>
<thead>
<tr>
<th>Performance Targets: CONDITIONS OF LEARNING</th>
<th>Method of Assessment</th>
<th>Key actions to Achieve Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Goal #1 targets to be met by Fall 2015 and annually</td>
<td></td>
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</tr>
<tr>
<td>100% of teachers are “highly qualified” for their teaching assignments.</td>
<td>Personnel data and credential analysis annually, prior to assignment.</td>
<td>- Implement hiring criteria to ensure “highly qualified” teachers</td>
</tr>
<tr>
<td>Instructional materials are sufficient (typically 1:1 or 1:2) to meet student needs, and all materials are aligned to CCSS or other adopted state standards.</td>
<td>Resource inventory, annually.</td>
<td>- Annual inventory and purchase of needed instructional materials to maintain sufficient materials and ensure alignment to state standards</td>
</tr>
<tr>
<td>School facilities are clean, conducive to learning, and do not pose health or safety risks to students. Health and safety issues, when they arise, are addressed within 24 hours, and resolved within 5 business days.</td>
<td>Facilities walk-through, monthly; ongoing log of facility maintenance and repair issues.</td>
<td>- At least every three years, review salary schedule review to maintain competitive compensation</td>
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<td></td>
<td></td>
<td>- Ongoing (weekly professional development and teacher collaboration), informed by teacher input and needs analysis</td>
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<td>- Annual teacher credential review</td>
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<td></td>
<td>- Implement a performance review process that results in individual growth and improvement plans for teachers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Part-time plant manager addresses health and safety issues, when they arise, within 24 hours, and resolved within 5 business days.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Collect feedback on facilities through Annual student, parent, and faculty surveys and respond to concerns</td>
</tr>
</tbody>
</table>
### ACHIEVEMENT GOAL #2 — IMPLEMENTATION OF COMMON CORE STATE STANDARDS

The charter school will meet or exceed the same accountability standards as district schools regarding the implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency.

<table>
<thead>
<tr>
<th>Performance Targets: CONDITIONS OF LEARNING</th>
<th>Method of Assessment</th>
<th>Key actions to Achieve Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>All Goal #2 targets to be met by Fall 2017</strong></td>
<td></td>
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</tr>
<tr>
<td>By Fall of 2016 all teachers are proficient at developing common core-aligned units of study anchored by performance tasks.</td>
<td>Monthly unit reviews and lesson tuning protocols facilitated by department leads</td>
<td>● Ongoing professional development on standards-based instruction (including CCSS, Next Generation Science Standards, and CA social studies) for all teachers, with emphasis on how to make CCSS accessible to ELL students for all teachers.</td>
</tr>
<tr>
<td>By Fall of 2015, all high school curricula are aligned to CCSS or other state-adopted standards.</td>
<td>Monthly departmental review of lesson plans</td>
<td>● Adoption of CCSS-aligned writing rubrics for use across the curriculum.</td>
</tr>
<tr>
<td>By Fall of 2015, all ELL students are accessing CCSS-aligned curriculum, taught by teachers who have EL certification (see also CELDT, RFEP, and subgroup achievement goals below).</td>
<td>Monthly departmental review of lesson plans</td>
<td></td>
</tr>
</tbody>
</table>

### ACHIEVEMENT GOAL #3 — PARENTAL INVOLVEMENT

The charter school will meet or exceed the same accountability standards as district schools for parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation.

<table>
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<tr>
<th>Performance Targets: ENGAGEMENT</th>
<th>Method of Assessment</th>
<th>Key actions to Achieve Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>All Goal #3 targets to be met by Fall 2017</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>80% of parents will complete the suggested number of volunteer hours*</td>
<td>Parent volunteer logs</td>
<td>● Implement robo-call or other rapid communication tool</td>
</tr>
<tr>
<td>At least 90% of parents will report feeling satisfied with their involvement in the school and communication from the school</td>
<td>Annual parent satisfaction survey</td>
<td>● Maintain weekly Head of School newsletters and monthly Head of School chats</td>
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<tr>
<td></td>
<td></td>
<td>● Maintain monthly parent council meetings and</td>
</tr>
</tbody>
</table>
The Parent Council and its committees will remain active, meeting monthly, and will be involved in key decision-making processes.

<table>
<thead>
<tr>
<th>Parent council meeting minutes.</th>
<th>work to diversify membership</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Implement teacher communication expectations:</td>
</tr>
<tr>
<td></td>
<td>- 5 calls per week to parents</td>
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<td></td>
<td>- weekly whole-class parent updates on homework and coursework</td>
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<td></td>
<td>- weekly grade updates into Powerschool</td>
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<tr>
<td></td>
<td>Form a Parent Education and Engagement Committee to develop quarterly parent education and outreach (in person and/or through video vignettes)</td>
</tr>
</tbody>
</table>

*This goal is an internal target for us to measure engagement. Student’s enrollment or participation in school activities will in no way be impacted by his/her family’s ability or willingness to volunteer and no family will be required to volunteer.

**ACHIEVEMENT GOAL #4 — STUDENT ACHIEVEMENT**
The charter school will meet or exceed the same accountability standards as district schools for pupil achievement, as measured by all of the following, as applicable:

- **A. CA Measurement of Academic Progress and Performance on statewide assessment (as available)**
- **B. The Academic Performance Index (API) (as available)**
- **C. Percentage of pupils who are college and career ready**
- **D. Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC)**
- **E. EL reclassification rate**
- **F. Percentage of pupils who have passed an AP exam with a score of 3 or higher**
- **G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness**

<table>
<thead>
<tr>
<th>Performance Targets: STUDENT OUTCOMES</th>
<th>Method of Assessment</th>
<th>Key actions to Achieve Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. CA Measurement of Academic Progress and Performance on statewide assessment (as available)</strong></td>
<td>Annually – API report</td>
<td>Implement NWEA MAPS benchmark assessments (3 times annually) and analyze subgroup data to monitor student progress toward proficiency</td>
</tr>
<tr>
<td>Annually, the percent of City School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Task</td>
<td>Details</td>
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<td>----------------------------------------------------------------------</td>
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<td></td>
</tr>
<tr>
<td>A. Students scoring Advanced or Proficient on state mandated</td>
<td>- Implement CAASPP assessments annually and analyze data by subgroup</td>
<td></td>
</tr>
<tr>
<td>assessments in all content areas will meet or exceed percentages</td>
<td>- Implement interventions for students falling below proficiency and language learners: extra block of math or ELA, online adaptive instruction to fill skill gaps, teacher office hours</td>
<td></td>
</tr>
<tr>
<td>at comparable LAUSD schools. All subgroups will achieve at least a 5%</td>
<td>- Teacher professional development on data analysis, differentiation, and intervention strategies</td>
<td></td>
</tr>
<tr>
<td>increase in proficiency annually, and lagging (lower performing)</td>
<td>- Provide after school enrichment and intervention, subsidized for FRPL, language learners, Foster Youth, and students with special needs</td>
<td></td>
</tr>
<tr>
<td>subgroups will achieve a 7% increase in proficiency annually.</td>
<td>- Advisory teachers maintain and review student achievement portfolios tri-annually</td>
<td></td>
</tr>
<tr>
<td>B. The Academic Performance Index (API) (as available)</td>
<td>- Provide personal computing devices for general and special education student (1:3 ratio) support, remediation, and acceleration</td>
<td></td>
</tr>
<tr>
<td>● Annual API will meet or exceed the established state growth target</td>
<td>- Systematically collect home language survey and implement ELL diagnostic</td>
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<tr>
<td>● Annually, all subgroups will meet state targets</td>
<td>- Administer the CELDT annually to all ELL students</td>
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<tr>
<td>● Annually, the SBAC participation rate will be at least 95%</td>
<td>- Implement data analysis system to capture all RFEP requirements and track student progress toward meeting requirements</td>
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<tr>
<td>C. Percentage of pupils who are college and career ready - By Spring</td>
<td>- Teacher professional development on language development strategies</td>
<td></td>
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<tr>
<td>2019:</td>
<td>- Provide online adaptive ELL program</td>
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<tr>
<td>● 95% of seniors will graduate having completed A-G requirements</td>
<td>- As needed, offer language development course during majors and electives</td>
<td></td>
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<tr>
<td>● 95% of graduates accepted to 2 or 4-year post secondary option (85%</td>
<td>- Implement college-and career readiness curriculum in Advisory and offer all students at least one college tour trip by the end of 11th grade</td>
<td></td>
</tr>
<tr>
<td>accepted to 4-year college or university)</td>
<td>- Build relationships with colleges and universities</td>
<td></td>
</tr>
<tr>
<td>D. Percentage of ELs who make progress toward English language</td>
<td>- CELDT, ELPAC annual assessments</td>
<td></td>
</tr>
<tr>
<td>proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC)</td>
<td>- As needed, offer language development course during majors and electives</td>
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</tbody>
</table>
| **E. EL reclassification rate**  
  - All student progress toward RFEP each year. 100% of 9th grade cohort RFEP by graduation | CELDT assessments, annually. RFEP data (PowerSchool) |
| **F. Percentage of pupils who have passed an AP exam with a score of 3 or higher**  
  - 75% of students will receive a 4 or 5 the first time for any AP courses offered | AP assessments, annually in applicable courses/grades |
| **G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness – By Spring of 2018 (first class of 11th graders):**  
  - 40% of students will pass the English EAP (compared to 21% state-wide) and 60% will pass the math (compared to 57% state-wide). Continue to meet or exceed state-wide averages as they change. | EAP test, annually in 11th grade |

- Annually, 90% of students progress at least one level on the CELDT and ELPAC annually
- Implement a college-ready academic curriculum that is standards-aligned and prepares students for college-level analytical reading and writing
- Offer all students honors and AP courses to increase college readiness and GPA (in the UC system), and differentiate to provide students with access to this rigorous curriculum.
- Backward map academic courses to expectations at the AP level to provide gradual scaffolds for this level of performance.
ACHIEVEMENT GOAL #5 — STUDENT ENGAGEMENT

The charter school will meet or exceed the same accountability standards as district schools regarding pupil engagement, as measured by all of the following, as applicable:

A. School attendance rates
B. Chronic absenteeism rates
C. Middle school dropout rates (EC §52052.1(a)(3))
D. High school dropout rates

E. High School graduation rates

<table>
<thead>
<tr>
<th>Performance Targets – ENGAGEMENT</th>
<th>Method of Assessment</th>
<th>Key actions to Achieve Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. 95% attendance rate. All subgroups demonstrate proportional rates of absenteeism</td>
<td>Monthly attendance reporting (PowerSchool) disaggregated by subgroup.</td>
<td>• Provide all students with an interest-based engaging, applied project-based program of study that maintains high levels of motivation and interest among students</td>
</tr>
<tr>
<td>B. &lt;5% chronic absenteeism. All subgroups demonstrate proportional rates of absenteeism.</td>
<td>Monthly attendance reporting (PowerSchool) disaggregated by subgroup.</td>
<td>• Monthly analysis of PowerSchool attendance data by subgroup</td>
</tr>
<tr>
<td>C. N/A</td>
<td>N/A</td>
<td>• Calls to parents of chronic absentees (or SARB Board reporting as needed)</td>
</tr>
<tr>
<td>D. &lt;3% high school dropout rate. All subgroups demonstrate proportional persistence rates.</td>
<td>Monthly enrollment reporting (PowerSchool) and CALPADS data on student re-enrollment, disaggregated by subgroup.</td>
<td>• Teacher professional development on adolescent behavior management</td>
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<tr>
<td></td>
<td></td>
<td>• Monitor the impact of student life activities: clubs, sports, student advisory, field trips, and all-school meeting</td>
</tr>
<tr>
<td>E. 90% graduation rate among all students. 98% high school graduation rate among continuously enrolled students. All subgroups demonstrate proportional graduation rates.</td>
<td>Annual graduation data, disaggregated by subgroup.</td>
<td>• Through the advisory curriculum (focused on conflict resolution, student self reflection and goal-setting, and study skills) and daily staff-student interactions, develop a safe and supportive school culture.</td>
</tr>
</tbody>
</table>
ACHIEVEMENT GOAL #6 — SCHOOL CLIMATE

The charter school will meet the same accountability standards as district schools regarding school climate, as measured by all of the following, as applicable:

A. Pupil suspension rates
B. Pupil expulsion rates
C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness

<table>
<thead>
<tr>
<th>Performance Targets: ENGAGEMENT</th>
<th>Method of Assessment</th>
<th>Key actions to Achieve Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Goal # 6 targets to be met in first year of operation (2015-16) and annually</td>
<td></td>
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</tr>
<tr>
<td>A. Pupil suspension rates remain &lt;4%. Suspension rates are proportional across sub-groups. Special Education students are not disproportionately suspended.</td>
<td>Quarterly PowerSchool and CALPADS suspension data.</td>
<td>• Provide all students with an engaging, applied project-based program of study that maintains high levels of motivation and interest among students</td>
</tr>
<tr>
<td>B. Pupil expulsion rates remain &lt;3%. Suspension rates are proportional across sub-groups. Special Education students are not disproportionately expelled.</td>
<td>Quarterly PowerSchool and CALPADS expulsion data.</td>
<td>• Implement an advisory curriculum that supports student social emotional and behavioral development</td>
</tr>
<tr>
<td>C. Satisfaction measures:</td>
<td>Annual Panorama Education satisfaction surveys Staff survey and retention rates</td>
<td>• Monthly analysis of PowerSchool behavior referral data by subgroup</td>
</tr>
<tr>
<td>- Student surveys: 90% rate overall satisfaction of 4 or 5</td>
<td></td>
<td>• Special education services to students with emotional and behavioral challenges as required by IEP</td>
</tr>
<tr>
<td>- Staff surveys: 90% rate overall satisfaction 4 or 5</td>
<td></td>
<td>• In-house counseling support</td>
</tr>
<tr>
<td>- Staff retention: 85% retention of staff (excluding dismissal or moving)</td>
<td></td>
<td>• Administer, analyze, and respond to results of annual student and staff satisfaction surveys</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Develop alternative disciplinary actions (e.g. in-house suspension, Saturday school, multiple detentions, school-based community service, or research projects based on the particular offense, etc. to minimize suspensions)</td>
</tr>
</tbody>
</table>
ACHIEVEMENT GOAL #7 — COURSE ACCESS

The charter school will meet the same standards District schools are held to regarding the extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs. “Broad course of study” includes the following, as applicable: Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210) Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(l))

<table>
<thead>
<tr>
<th>Performance Targets: CONDITIONS OF LEARNING</th>
<th>Method of Assessment</th>
<th>Key actions to Achieve Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>All courses A-G approved, annually</td>
<td>Course offering review by Head of School</td>
<td>• Develop and submit course descriptions for approval.</td>
</tr>
<tr>
<td>100% of students complete A-G requirements by graduation.</td>
<td>Transcripts evaluated on a semester basis to determine that students are on-track.</td>
<td>• Hire full-time college counselor in year 1</td>
</tr>
<tr>
<td>Annually, ELL, FRPM-eligible, foster youth, and ethnic subgroups are proportionally represented in AP and honors courses</td>
<td>Course enrollment data (PowerSchool) evaluated each semester</td>
<td>• Advisors and college counselor to review course enrollment and student transcripts on a semester basis</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Supplemental support for students on performance cusp: extra block of math or ELA during majors and electives, online adaptive instruction to fill skill gaps, teacher office hours</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Teacher professional development: making rigorous content accessible to all</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Annually evaluate the effectiveness of course assignments and impact on kids</td>
</tr>
</tbody>
</table>

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**ACHIEVEMENT GOAL #8 — STUDENT PERFORMANCE**

All students will demonstrate appropriate developmental or age/grade level mastery of State and National standards (see [http://www.cde.ca.gov/be/st/ss/](http://www.cde.ca.gov/be/st/ss/) and [www.corestandards.org](http://www.corestandards.org)) and aligned with the state’s priorities detailed in California Education Code Section 51220 (grades 7-8). Individual performance goals will be established for each student at the beginning of each year based on his/her Performance Targets.

<table>
<thead>
<tr>
<th>Performance Targets: STUDENT OUTCOMES</th>
<th>Method of Assessment</th>
<th>Key actions to Achieve Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annually, the percent of City School students scoring Advanced or Proficient on the ELA SBAC Assessment will meet or exceed percentages at comparable LAUSD schools. All subgroups will achieve at least a 5% increase in proficiency annually, and lagging (lower performing) subgroups will achieve a 7% increase in proficiency annually.</td>
<td>Measured annually on the SBAC and three times per year on the NWEA MAPS (common core aligned assessment)</td>
<td>● See instructional and PD activities to ensure effective first teaching under Priorities 1-3&lt;br&gt; ● Provide all students with a standards-aligned, interest-based engaging, applied project-based program of study that maintains high levels of motivation and interest among students&lt;br&gt; ● Implement NWEA MAPS benchmark assessments (3 times annually) and analyze subgroup data to monitor student progress toward proficiency&lt;br&gt; ● Implement CAASPP assessments annually and analyze data by subgroup&lt;br&gt; ● Implement interventions for students falling below proficiency and language learners: extra block of math or ELA, online adaptive instruction to fill skill gaps, teacher office hours&lt;br&gt; ● Teacher professional development on data analysis, differentiation, and intervention strategies&lt;br&gt; ● Provide after school enrichment and intervention, subsidized for FRPL, language learners, Foster Youth, and students with special needs&lt;br&gt; ● Advisory teachers maintain and review student achievement portfolios tri-annually</td>
</tr>
<tr>
<td>Annually, the percent of City School students scoring Advanced or Proficient on the Math SBAC Assessment will meet or exceed percentages at comparable LAUSD schools. All subgroups will achieve at least a 5% increase in proficiency annually, and lagging (lower performing) subgroups will achieve a 7% increase in proficiency annually.</td>
<td>Measured annually on the SBAC and three times per year on the NWEA MAPS (common core aligned assessment)</td>
<td></td>
</tr>
<tr>
<td>Annually, the percent of City School students scoring Advanced or Proficient on the Social Studies CST Assessment (or other assessments, as required by CAASPP) will meet or exceed percentages</td>
<td>Measured annually on the Social Studies CST (or other assessments, as required by CAASPP)</td>
<td></td>
</tr>
</tbody>
</table>
| at comparable LAUSD schools.. All subgroups will achieve at least a 5% increase in proficiency annually, and lagging (lower performing) subgroups will achieve a 7% increase in proficiency annually. | • Provide personal computing devices for general and special education student (1:3 ratio) support, remediation, and acceleration  
• Offer CAHSEE and SAT prep classes with practice tests to monitor progress  
• Offer course recovery (online) for students failing classes.  
• Develop and implement a rigorous physical education program  
• Monitor student progress in all courses by inputting and analyzing course-embedded assessment data in Illuminate data management system  
• In Fall and Winter, administer CAHSEE Prep assessment to monitor student progress  
• In Fall and Winter, administer SAT Prep assessment to monitor student progress  
• PE teacher tracks fitness measures throughout the year |
| --- | --- |
| Measured annually on the Science CST or SBAC (or other assessments, as required by CAASPP) | CAHSEE: (by Spring 2017) 85% pass rate 1st time in ELA and Math. 100% pass rate prior to graduation (Spring 2019)  
By Spring 2018, SAT: 80% of students will score 560+ on Critical Reading; 590+ on Mathematics  
Annually, FitnessGram: 90% of students achieve Healthy Fitness Zone |
| Annually, 10th/11th grade | Annually, 10th/11th grade |
|  | Annually, 11th/12th grade |
|  | Annually, 9th grade |
State-Mandated Testing

City High School agrees to comply with and adhere to state requirements for participation and administration of all state mandated tests. If City High School does not test with the District, City High School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as City High School.

Our students will take all standardized tests required by the state, including:

**SBAC/CST:** The SBAC will be administered each spring to all students, grades 9-12. Students in grade 9-12 will also take the appropriate CST in Science and History/Social Studies sections of the test, based on their course enrollment. City will comply with all changes to these testing requirements (e.g., additional grades taking additional portions of the test, etc.) as mandated by the new CAASPP program. The results from the CAASPP are used by the State of California to determine the school’s Academic Performance Index (API) and to measure Adequate Yearly Progress (AYP). These are the chief accountability measures in place from the state and federal government.

**CMA:** Students with an individualized education program (IEP) who meet the State Board of Education-adopted eligibility criteria will take the California Modified Assessment (CMA) for ELA in grades six through eight, CMA for mathematics in grades six through seven, and CMA for science in grade eight.

**CELDT/ELPAC:** The California English Language Development Test (CELDT) will be administered Fall 2015 to all newly enrolled students whose primary language is not English (within 30 calendar days after they are enrolled in a California public school for the first time) and then once each year to English learners in grades 9-12 until they are reclassified. This test includes a Reading and Writing section, which is administered in a whole class setting, as well as a Listening and Speaking section, which is administered individually. Because this is a proficiency test instead of a norm-referenced test, the administration of the test is untimed. We will shift to administering the ELPAC when the State makes the switch, likely in Fall 2016.

City teachers will examine the results from this test alongside other assessments, since the school will be focused on providing quality English Language Development instruction to all English Learners at the school at their proficiency level. The CELDT/ELPAC is one of the measures used to determine whether students re-designate from English Learners to Fluent English Proficient students. Re-designation will be one of the school’s primary goals and measures of success.

**STS:** The Standards-based Tests in Spanish (STS) is used to evaluate students’ progress in Language Arts and Math in Spanish for those students who receive instruction in their primary language or have been enrolled in a school in the United States less than 12 months.

**Physical Fitness:** California’s state testing in physical fitness will be scheduled and adopted as a measurement of physical fitness for City students.

City will use a comprehensive student information system to track data such as DataDirector. In accordance with Education Code Section 47605(c), the School shall conduct the pupil assessments required pursuant to Sections 60605 and 60851 and/or pupil assessment applicable to pupils in non-charter public schools.
Measuring Pupil Progress Toward Outcomes: Formative Assessments

Baseline measurements of language arts, mathematics, and English Language Development (ELD) will be taken at the beginning of the school year to determine the current level of academic achievement of all students (these same tests will be given again at the end of the year to determine academic and social growth). Students entering a certain grade level will be given an assessment from their grade level during the previous year to determine skill acquisition. City High School will use publisher-designed and school-designed tests derived from State standards to measure literacy and mathematics skills for each student at the beginning of every academic year. For example, English Language Arts assessments include computerized adaptive assessments (Northwest Evaluation Association’s Measures of Academic Progress), publisher created pre-tests, unit tests and post-tests (both selected and constructed response), teacher created pre, post and unit tests, rubric-scored projects, essays, oral presentations, the SBAC, and fluency/phonics assessments for students reading significantly below grade level.

Students will complete at least two formal writing projects each quarter, with one assigned in the math/science block, and will complete end-of-quarter writing prompts in the quarterly focus genre(s). Similarly, City students will prepare and present at least two formal oral presentations each quarter. City teachers will create standardized rubrics for each genre of written and oral communication. The entry level assessments will aid teachers in planning intervention opportunities for students who are underperforming as well as enrichment activities for students who are advanced.

During the school year, teachers engage in both informal and formal assessments of students using a variety of measures in order to ensure that instruction is differentiated to meet each individual student’s needs. These tools provide teachers with a snapshot of each student’s mastery of English language arts and math standards at any given interval.

Outcome/Benchmark Assessments

Outcome assessments include those outlined below. Teachers at each grade level compare beginning and end of the year assessments to show student growth over time and whether students met outcomes. Writing samples, which are based on a writing prompt developed by faculty, are administered twice a year and graded according to a school-developed analytic rubric. Additionally, culminating performance tasks may be used as a benchmark to determine proficiency levels according to pre-established criteria. These performances include oral presentations related to thematic units, exhibitions of science experiments and projects, and others.

Below is a brief description of some assessments that are used to determine learning outcomes in several subject areas.

Skills inventories: Teachers conduct quarterly inventories of students’ individual skill levels in language arts and math and record these using developmental checklists. These checklists will supplement other assessments.

Performance tasks/Exhibits: Performance tasks and exhibits are designed to simulate realistic challenges by requiring students to use knowledge in contexts where purposes are authentic. Students demonstrate understanding through oral presentations, performances, science experiments and art displays. Performance tasks are evaluated through school developed analytic rubrics, interviews with students, and others.

Teacher grades: Teachers prepare student reports cards twice during the school year for parents. The progress reports contain both qualitative and quantitative information on each student’s academic and social progress and are aligned with California grade-level standards for English language arts,
mathematics, social studies, science and English language development. Student grades are based on school-wide benchmark assessments as well as teacher-designed assessments such as writing prompts, constructed response quizzes, classroom observations, and open-ended examinations. Parents also will have real-time, continuous access to student grades through the PowerSchool Parent Portal. Teachers will be expected to update grades in the system on a weekly basis.

Following is a tentative schedule of assessments that are used by teachers at designated intervals to determine and monitor student progress:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Description</th>
<th>Assessment Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>State required tests</td>
<td>CAASPP (CST, SBAC, CMA, CAPA), CAHSEE, CELDT/ELPAC</td>
<td>Annually, as available</td>
</tr>
<tr>
<td>Placement and benchmark assessments</td>
<td>NWEA, Math and English Diagnostics</td>
<td>Tri-annually</td>
</tr>
<tr>
<td>School designed summative and formative assessments</td>
<td>Tests, Quizzes, Projects</td>
<td>Weekly, bi-weekly, monthly</td>
</tr>
</tbody>
</table>

Rationale for These Methods

City uses a variety of evaluative tools in order to provide a complete picture of student’s academic and social growth. The methods and procedures described above provide many avenues for observation and measurement of student achievement on a continuum rather than on a single dimension. Comprehensive information gained through varied assessments helps teachers redirect resources and drives instruction by promoting and supporting self-reflection among students and teachers. Each assessment is strongly connected to learning outcomes and instructional methods used in the classroom (e.g., differentiated instruction). In addition, they collectively focus on student progress towards grade level content standards and areas where more intervention or referrals are required.

Thus, for example, in Math, diagnostic assessments are particularly important given that success with new skills is almost completely dependent on mastery of prerequisite skills. Because success in the math curriculum cannot occur unless students have the ability to perform basic operations with ease and accuracy, diagnostic computational skills test enable teachers to direct appropriate remediation to students as needed.

As teachers introduce new concepts, formative assessments such as graded class work and homework, individual or group projects requiring real world application of mathematical concepts, and teacher or publisher created quizzes will inform the pace and differentiation of instruction. Summative assessments such as teacher or publisher created unit tests and quarterly tests will allow more formal evaluation of students’ progress towards meeting standards and allow teachers to make instructional decisions regarding the next unit of study and plan for remediation as needed. End of the year summative tools such as teacher or publisher created post-tests help measure growth made by individual students and cohorts of students and identify students who need extra help (e.g. a summer school math course) in order to prepare for the next year’s curriculum.
Data Analysis and Reporting

City will use PowerSchool as a comprehensive school information system (SIS) to capture data and create a variety of reports and analyses regarding such things as student achievement, including disaggregated data by content strand, student subgroup, grade-level, and classroom, tailored to the needs of our school and our instructional methodologies. City is also exploring the use of a robust data management, analysis, and reporting tool (e.g. Illuminate) to allow real-time monitoring of student achievement, and disaggregated data reports by sub-group.

Use Of Data To Inform Instruction

Both internal assessments and standardized test results will be utilized to inform teaching and learning. By disaggregating the standardized test data and looking at individual students’ results, faculty and staff will utilize test results along with other assessments to determine student’s academic needs, and will create individualized learning plans to address these needs. Conversely, individual performance data from each classroom will be aggregated to enable school leaders to identify trends and address specific needs.

School leaders will analyze assessment data at least monthly. The school administrator will identify the gaps in student knowledge, which will become the focus of teacher development in the classroom and will help determine appropriate professional development experiences. City staff will participate in weekly professional-development activities relating to assessment and data analysis, so that teachers can enhance their understanding of student performance in light of data, and modify their instructional designs accordingly. The staff will be trained on how to interpret standardized test data and will be engaged in critical analysis of all assessment data in real-time – including that created and derived from their classroom activities -- in order to determine how best to address any performance deficiencies or negative data trends, both for entire groups of students as well as individuals. Data analysis is yet another part of our strategy to ensure differentiated and meaningful instruction for all of our students, based on their individual needs. The school administrator will monitor the implementation of the strategies to determine if the program is closing gaps in student knowledge.

Grading, Progress Reporting and Promotion/Retention

Results from these myriad assessment activities will be collected and analyzed continuously in order to drive program improvement across all facets of the school. We will regularly report on and distribute information about school progress to the school community and interested members of the community, including, but not limited to:

- Summary data showing student progress toward the school’s goals and outcomes from assessment instruments and techniques as described in this section, including dissemination of the School Accountability Report Card (SARC).
- Summary data from an annual parent satisfaction survey.
- A summary of major accomplishments by the school community, including fundraising efforts, facility developments, community partnerships and more and other information regarding the educational program and the administrative, legal and governance operations of the School relative to compliance with the terms of the charter generally.
Report Cards and Parental Involvement

Students will be graded on a scale of A-D and 1-4. On individual assignments that are incomplete or incorrect, instead of receiving a grade of Fail, students will have opportunities to revise and resubmit assignments. Although City High School teachers will make every effort to allow students to make up assignments for a passing grade, if student assignments average to a failing grade at the end of a reporting period, those students will receive a failing course grade. The staff will work together to develop a school-wide standards-based grading policy including make up work opportunities, grade scales, rubrics, grades for effort and completion, and partial credit. Grades will be transferable and transcripts will be reported in a format that translates to a traditional GPA and can be understood by other schools and postsecondary institutions. Standardized tests, which are both valid and reliable measures of student achievement, are used in conjunction with school-based assessments for students across all grade levels. Longitudinal tools such as skills inventories and CAASPP results provide a valuable measure of literacy and math skills by providing data from formative and summative assessments. The leadership team coordinates the collection, analysis and reporting of this student achievement data to school staff and to each student’s parent(s) or guardian. City will hold a family meeting prior to the start of school to explain state standardized tests. The purpose of these meetings is to relate individual and school-wide results to the School’s mission of fostering focus, discipline and engagement in learning.

Teachers and administrators also will frequently encourage parents to become involved in their child’s learning process and outcomes. Parents have access to their children’s progress throughout the year through PowerSchool, homework packets, grade level meetings, and twice yearly conferences. City teachers will be trained on how to analyze data from ongoing assessments and systematically identify students whose test data and ongoing assessment data reveal the need for immediate content-specific intervention. Weekly lesson plans indicate these interventions, and teachers keep individual intervention logs that specify the intervention, the duration of each such intervention and its result.

City will issue school-designed report cards twice a year, and parents will be able to see grades and progress in real-time in the PowerSchool system. Two times a year (and more frequently for students at risk and students with IEPs), teachers schedule student-led parent conferences to discuss these reports. Grades on report cards are aligned with California State Common Core Standards for content skills and English Language development. English Language Learner portfolios consist of writing samples, information on reading levels and other work samples, and placement, assessment and LAUSD ‘re-designation’ criteria.

Annually, the school leadership team presents to the parents, the Board, and the School Oversight Committee results of the CAASPP testing, school assessments, and other student data that has been compiled and analyzed. This data is used by the Board to review the effectiveness of the school’s academic program. The following questions are also considered when reviewing leadership, curriculum and instruction, budgeting, and allocating resources for professional development:

1) What educational program goals have been achieved?
2) What elements of the educational program need to be strengthened?
3) Have the API and AYP improved from the baseline year?
4) What can the school do to strengthen its academic program and increase student performance?
5) What are specific strategies the school can take to meet its API target goals in the future?
6) What elements of our mission/vision have been successfully addressed?
7) What elements of our mission/vision were not addressed during this school year?

Additional criteria used to evaluate these areas are based on indicators such as student, parent and teacher satisfaction rates, annual results of the Academic Performance Indicator and Adequate Yearly Progress, and student promotion rates. This allows City to improve the overall educational program to meet the needs of all students.

**Student Retention Policy**

If a student is not making adequate progress and becomes a candidate for retention, the school will notify the parent in writing and will also contact the child’s parent by phone. At least mid-way through each semester, and at the latest before March 1 of each year, the child’s teacher will consult with the Head of School and parent in each case concerning possible retention. An interpreter will be provided for parents whose native language is not English. In all cases, parents will be encouraged to remain involved throughout the process. Without parental agreement as part of the decision to retain, the success of the retention is questionable. After intensive interventions have been implemented and the results documented, a collaborative decision to retain may be made.

**Educational Plan**

Teachers, with support of the Head of School (or his/her designee), will develop an education plan for each student at risk of retention, including highlighted, time-tracked areas of need in reading, writing and mathematics. The education plan will be reviewed quarterly. This continuum will be used to identify appropriate learning goals for the student. The continuums will continue to be used and updated to monitor student progress during the retention year and thereafter.

**Retention Folder**

Teachers will create a folder to document formal student interventions, conferences and any recommendations for retention. All interventions will have occurred prior to the recommendation and will be verified by the Head of School. This folder will also maintain records of school parent communications, including a signed providing proof of parent notification.

The following data will be recorded on or attached to a Student Information page of the retention folder:

1. Assessment data as appropriate to grade level
2. Report card scores and comments
3. Samples of representative work as compared with proficient work at the same grade level
4. Written summary of student’s strengths and weaknesses
5. Location and Storage of Records
6. Other important information

In the event the student is retained, the retention folder will be added to and remain in the child’s cumulative folder. If the retention is no longer a consideration, the retention folder will be stored in the school office throughout the following academic year. If the student moves or transfers to another school, the retention folder will accompany the cumulative file.
**Retention List**

On or before May 1 of the current year, an Academic Review Committee will receive a list of any student being considered for retention. Students with a failing GPA (below 2.0) will be considered for retention. The Academic Committee will collaborate with parents to review each student’s academic history, as well as interventions and support provided by the school. Then the committee in consultation with parents will determine whether each student would benefit more from retention or from summer course recovery, and/or a modified program of study the following year to remediate gaps. If the determination is made to retain a student, parents, who would have already been notified of their students’ status and involved in interventions, have the right to appeal a retention decision, first by meeting with the Head of Schools, AP and relevant teachers. If agreement cannot be reached at that level, the Executive Director would be brought in to the process, and if resolution cannot be reached, the parent can appeal to the Board by notifying the Board Chair in writing. The Board is then responsible for reviewing all of the evidence, and making a determination within 10 days of the appeal.

**Academic Monitoring of Retained Students**

The student’s classroom teachers (in the current year) will collaborate with prior year teachers to create an educational plan with specific goals for the retained student, including but not limited to additional support from instructional aides, tutors, and after-school homework assistance. In cases where academic progress remains limited, a Student Success Team will convene a meeting to determine whether assessment for special education services is appropriate.
**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.” CA Ed. Code § 47605(b)(5)(D)

**General Provisions**

As an independent charter school, City High 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 City High School.

City High School shall comply with the Brown Act and the Public Records Act.

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

City High 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 City High School amends the bylaws, City High School shall provide a copy of the amended bylaws to CSD within 30 days of adoption.

City High 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. City shall also send to the CSD copies of all board meeting minutes within one week of governing board approval of the minutes. City High 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 the school website will satisfy this requirement.”

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

**Title IX, Section 504, and Uniform Complaint Procedures**

City High 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 City High School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. City High School shall notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

City High School shall adopt and publish complaint 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.

City High 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 City High
City High School, that City High 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.

City High School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including all applicable requirements of California Code of Regulations, title 5, sections 4600 et seq.

City High School shall adhere to all applicable federal and state laws and regulations regarding pupil fees, including Cal. Educ. Code sections 49010 – 49013, and extend its uniform complaint procedure to complaints filed pursuant to Cal. Educ. Code section 49013.

City High School shall extend its uniform complaint procedure to complaints pursuant to the local control funding formula. (Cal. Educ. Code section 52075).

Legal and Policy Compliance

City High School shall comply with all applicable federal and state laws and regulations, and District policy as it relates to Charters as they may be amended from time to time. City High 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 Ed. Code section 47604.33

Responding to Inquiries

City High 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. City High 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. City High School shall provide the District with current and accurate contact information for the school, 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 investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

Notification of the District

City High School shall notify the Charter Schools Division 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, within one week of receipt of such notices City High School. City High School shall also notify the CSD in writing of any internal investigations within one week of commencing investigation.

Student records

When a student transfers for any reason from City High School to any other school, City High School shall transfer the student’s complete cumulative record within 10 school days of receiving a records request from the receiving school. In the event City High School closes, City High School shall comply with the student records transfer provisions in Element 16. Charter School shall comply with the requirements of Ed. Code section 49060 et seq., regarding rights to access student records and transfer of records for youth in foster care.
Nonprofit Public Benefit Corporation

City High School will be a direct-funded independent charter school operated by City Charter Schools, a California non-profit public benefit corporation, designated as a 501(c)(3) with the Internal Revenue Service.

Board of Directors

Responsibilities

The City Charter Schools Board of Directors is responsible for all legal and fiduciary matters involving City High School and other schools in the network, City Charter Elementary School and City Charter Middle School.

The Board of Directors will attend an annual in-service for the purposes of training individual board members on their responsibilities with topics to include at minimum Conflicts of Interest and the Brown Act.

In addition to the general and specific powers of the Board delineated in the California Nonprofit Public Benefit Corporation law and included in the Bylaws, the Board of Directors is fully responsible for the operation and fiscal affairs of City High School, including but not limited to the following:

- Ensure the school meets its mission and goals
- Monitor student achievement to ensure progress toward fulfillment of the mission;
- Hire, supervise, and evaluate the Executive Director;
- Retain ultimate responsibility for hiring and terminating all other employees;
- Approve all contractual agreements in excess of $5000.00;
- Approve and monitor the school’s annual budget, budget revisions, and monthly cash flow statements;
- Act as a fiscal agent. This includes but is not limited to the receipt of funds for the operation of the school in accordance with applicable laws and the receipt of grants and donations consistent with the mission of the school;
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices;
- Establish operational committees as needed;
- Recruit and appoint new Board members and provide orientation training
- Participate in fundraising to support City Charter Schools
- Execute all applicable responsibilities provided for in the California Corporations Code;
- Engage in ongoing strategic planning;
- Approve the schedule of Board meetings;
- Participate in the dispute resolution procedures and complaint procedures when necessary;
- Approve charter amendments as necessary and submit requests for material revisions as necessary to the District for consideration;
- Approve annual independent fiscal audit and performance report;
- Appoint an administrative panel to take action on recommended student expulsions.

In accordance with our school culture, the Board strives for consensus. If it cannot be reached, decisions are made by majority vote. The Board may initiate and carry on any program or activity or may
otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which are not in conflict with this charter or the purposes for which City High School is established.

The Board may, at its discretion, form Committees, each consisting of two or more directors, in accordance with its Bylaws and applicable law, to accomplish the objectives and responsibilities of the Board and to ensure that the school achieves its mission and goals. Committees could include but are not limited to, a Finance Committee, Nominating Committee, Outreach and Diversity Committee and an Audit Committee. Appointments to committees of the Board of Directors shall be by majority vote of the authorized number of directors. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting.

Composition of Board, Election, and Terms of Office

Originally formed in 2011 prior to the opening of City Charter Middle School, the Board of Directors now has, and will at all times maintain, representatives with expertise in education, finance/accounting, and nonprofit and community organizations. Subject to its current bylaws (amendable by Board vote), the Board of Directors consists of no less than five (5) and no more than fifteen (15) members, as defined by the bylaws. Members serve a two year term, with no term limits. At the end of each term, the Board Chair and Executive Director meet with Board members to discuss their future plans and determine whether to continue their service for another term, or rotate off the board.

The Board Nominating Committee is responsible for annually evaluating the Board’s effectiveness in relation to the school program, determining the need for additional Board members, and leading a recruitment and selection process. When the need for new members is identified (either because of need for additional expertise in a particular area, or because a key member rotates off the board), the Nominating Committee analyzes the areas of need based on desired program outcomes and Board expertise, and presents a proposal to the Board. Once the Board agrees on the areas of expertise that are needed, the committee, with input from the full Board, researching and identifies potential candidates, and vets them before bringing finalists to the Board for approval. In addition to filling seats with specific expertise (e.g. instruction, real estate, finance, law, non-profit leadership, etc.), the Board seeks members who are ethical, committed to the organization and its mission, reliable and engaged, and versed in Board leadership (or open to training if they are not). The Board strives for unanimous support for new Board Members, but per the by-laws, a simple majority is all that is needed. In the event of a tie, the motion will not carry.

No employee of City High School shall have any voting rights on the Board of Directors or be a member of the board. Each Director on our Board shall serve for the term specified in the City Charter Schools bylaws. Board elections are held each March for the following year.

Thirteen of 15 Director seats are currently filled (as of July 2014). Our Board of Directors has consistently received high marks for its governance during LAUSD site reviews, and has maintained two legally compliant and fiscally sound schools with clean audits. Our board membership includes:

Ben Paul, Chair: Mr. Paul is President/CEO for After-School All-Stars, a non-profit organization founded by Arnold Schwarzenegger that provides after-school programs to over 80,000 children in 450 school sites through a network of local chapters. Mr. Paul has also served as the Board chair for other charter schools, including Larchmont and Valley Charter Schools.

- Expertise: Non-profit management, finance, educational programs

Brett Thomas, Secretary: Of Counsel at Mitchell Silberberg & Knupp, LLP, specializing in labor and employment law. Since 2007, she has served on the Board of Trustees of Hollywood Schoolhouse.
- Expertise: Labor and employment law, Board Governance

Lisa Woods, Vice Chair: Speech and Language Pathologist who founded her own private practice in 2001. Lisa also serves as President of the Board at Westwood Charter Elementary School.

- Expertise: Students with special needs, Board and non-profit leadership

Craig M. Silvers, CFA, Treasurer: Founder and CEO of Bricks & Mortar Capital, LLC, a registered investment adviser. Prior to forming Bricks & Mortar, he was a Managing Director and Equity Analyst at Sutro & Co./Tucker Anthony Sutro, overseeing the real estate equities research group.

- Expertise: Financial management, real estate

Michael Schlesinger, Board Member: founder of Cambra Realty and an investment expert with more than fifteen years of experience in Southern California’s market.

- Expertise: Commercial Real Estate, Finance, Board Leadership

Alissa Chariton, Board Member: An elementary school educator for the past twelve years, Ms. Chariton has taught at Westwood Charter, MacArthur Park Primary Center, California Virtual Academies (CAVA) and Larchmont Charter School (LCS).

- Expertise: Charter school start-up, K-6 instruction, constructivist/project-based curriculum

Maggie Pulley, Board Member: Elementary school teacher with experience working as a Kindergarten teacher at an LAUSD school and at Larchmont Charter as a founding teacher.

- Expertise: K-5 instruction, Charter petition writing and approval

Michelle Sorgen, Board Member: Teaching Artist at Street Poets, Inc., teaching poetry classes to at-risk youth, planning open mics for Los Angeles teens, writing curriculum and assembling an anthology of poems to be used in the Street Poets’ workshops.

- Expertise: Youth literacy and writing development

Lindsay Sturman, Board Member: Accomplished screenwriter for primetime television shows, and founder of both Larchmont Charter School and Larchmont West Hollywood, Founding Chair of LCS Board of Directors, Founding Board of Directors for Valley Charter School.

- Expertise: Charter school start-up

Staci Miller, Board Member: In charge of business strategy and development at Deluxe Entertainment, a major post-production service company. Presently she is Board member of Westwood Charter School and Vice President of Fundraising.

- Expertise: Organizational strategy/management, finance, fundraising, board governance

Rebecca George, Board Member: Founder/Chief Executive Officer of Firm for Good in Los Angeles, a nationally retained search and consulting firm that specializes in creating futures for those who create social good.

- Expertise: Executive recruitment, K-5 instruction

Samantha Coyne, Board Member: Director of the Upper School at The Archer School for Girls in Los Angeles

- Expertise: Secondary instruction, non-profit and school management
**Jenna Flexner, Board Member:** Founding parent of CCES. She currently works in real estate while raising her four young children, and has over 15 years experience in accounting and finance.

- Expertise: finance, accounting, real estate

**Board Meetings**

Board meetings are currently held monthly, alternating between our two existing school sites. Meetings are typically held at 7 pm on the third Tuesday. The calendar of meetings is set using a survey tool to identify the best day of the week and timeframe for the meetings. We also take into consideration that our financial statements for the previous month are typically ready for review by the 15th of each month, and we schedule our meetings to allow the Finance Committee time to review financials a week prior to the Board meeting. We are in discussion now about switching to full Board meetings every other month, with committee meetings in the intervening months. This will be decided by the Board through discussion at a Board meeting.

All meetings will be held in accordance with the Brown Act. Agendas for regular meetings will be published in advance and distributed to each member of the Board of Directors and will be posted near the entrances of the school and at the entrance of the school’s main office for public viewing at least 72 hours in advance of scheduled meetings. Notices for regular meetings will be posted on the school’s web site, published in the monthly newsletter to parents, and posted in the main office of the school at least 72 hours in advance of the meetings. The schedule for regular Board meetings will also be included in the school’s monthly calendar that will be distributed to all parents at the school. Agendas for special meetings will be posted at least 24 hours before the meeting. Notices for special meetings will be posted in the main office and at the primary entrance to the school at least 24 hours prior to the meeting. Copies of Board minutes will be available upon request in the main office of the school.

Meetings require quorum (more than 50% of board members present, and will not commence until quorum has been reached. All agenda items are noted on the agenda as being updates, for discussion, or action items. In order for the Board to take action on an item, that item must be on the agenda as an action item prior to the meeting. When actions are being voted upon, a voting member must make a motion, and another voting member can second. Discussions are held as needed, and then votes are taken by roll call. The Secretary records the motion, and who made it and seconded, and records the votes of each Board member. Board members with any conflicting interest in an action item must abstain from the vote.

Telephonic meetings are subject to all of the same procedures outlined above. Furthermore, the location of each Board member on a telephonic meeting is on the agenda, and each member posts the meeting agenda at their call-in location.

As previously stated, City Charter Schools shall comply with the Brown Act. City Charter Schools has adopted a conflicts of interest code that complies with the Political Reform Act, Corporations Code Conflicts of Interest rules, and which shall be updated with any charter school specific conflicts of interest laws or regulations.
Executive Director

The Executive Director shall embody, advocate, and put into operation the mission, vision and strategic direction of City Charter Schools. The Executive Director shall oversee all aspects of the schools’ programs, including financial, operational, educational operations, and strategic planning. The Executive Director shall not be a member of the Board of Directors but shall fulfill the role of President within the corporation and as the corporation’s general manager shall have general supervision, direction and control over the corporation’s business and officers, subject to the control of the Board of Directors. Specific duties of the Executive Director are described in Element 5.

At the discretion of the Board of Directors, which retains the ultimate responsibility for hiring and dismissing employees, the Executive Director will hire, supervise, discipline and dismiss the City High School Head of School and may, in collaboration with the Head of School, hire, promote, discipline and dismiss teachers at the school after consideration of a recommendation by the Head of School, Subject to due process rights, and applicable federal and state laws. See Element 5: Employee Qualifications for a detailed job description of the Executive Director.

Valerie Braimah joined our team as Executive Director in October 2013. She brings over 15 year of leadership in public education as a teacher, charter school administrator, program evaluator, and educational consultant. As a former member of City Charter’s Board of Directors, Ms. Braimah also brings a deep understanding of, and passion for our unique mission and vision. She is passionate about working toward educational excellence for all students, and has extensive experience doing so. Prior to joining City Charter, Ms. Braimah was the Vice President of Community Learning and Engagement at Teach For America, where she led TFA’s multi-media Corps Member professional development strategy. Before that, she served as the Vice President of Instruction at the Alliance College-Ready Public Schools (a charter school management organization), where she was responsible for strategic management of the district instructional team. She also served as the Chief Learning Officer for Insight Education Group for over five years, where she consulted with traditional and charter schools and districts, providing teacher professional development, conducting school-wide academic program evaluations, and facilitating school and district reform across the country. Ms. Braimah holds a Master's Degree in Education Policy from Johns Hopkins University.

Head of School

The Head of School will be the instructional leader of the school. The Head of School will ensure that the curriculum is successfully implemented in order to maximize student-learning experiences and to facilitate satisfactory academic progress of all students at the school. Like the Executive Director, the Head of School will not serve on the Board. The Head of School will report directly to the Executive Director and will be responsible for the orderly operation of the school and the supervision of all employees in the school. The Head of School will be assigned to perform tasks as directed by the Executive Director to ensure City High School enacts its mission and achieves its stated goals and objectives. At the discretion of the Board of Directors, which will retain the ultimate responsibility for hiring and dismissing employees, the Head of School will hire, supervise, evaluate, and dismiss teachers; will hire, supervise, evaluate, and dismiss staff; and will communicate and report to the Board of Directors as needed or requested by the Board. (See Element 5: Employee Qualifications for a complete job description of the Head of School.)
Sheri Werner is the proposed Head of School. Ms. Werner has been a professional educator for the past 22 years. Her classroom experience includes teaching at both the elementary and middle school levels. Ms. Werner co-founded Foundations School Community, a K-8th grade constructivist-based school, where she served as Head of School for 15 years. She was successful at creating an educational model, which combined the best practices of constructivist, problem-based learning, with rigorous academic standards. An outspoken advocate for constructivist education, Ms. Werner has published numerous articles for educators and parents and has recently published her first book, “In Safe Hands: Bullying Prevention With Compassion For All,” which addresses the necessity of incorporating social and emotional safety, as well as academic excellence, in every school environment. Ms. Werner holds a BA in Liberal Studies, an MS in Educational Psychology and Counseling, and a K-12 PPS credential. She conducts lectures, workshops, and teacher training classes on student-centered educational practices and holistic parenting topics.

**Financial Administration:** In order to run the administrative financial functions of the school, City will hire Charter Impact. The accounting systems that City adopts will adhere to generally accepted accounting principles, giving City strong internal controls within the system.

**Stakeholder Involvement**

Families will be given a myriad of opportunities to be involved in the life of the school. For example, all families will participate in elections of representatives to the Parent Council. The Parent Council will be an advisory body of teachers and parents that discusses relevant school issues with the Head of School on a regular basis. Responsibilities include:

- Review parent and teacher concerns
- Assist the Head of School in setting priorities and creating the budget

At all times, the Parent Council will be comprised of at least one elected parent representative chosen by parents and one elected teacher representative chosen by the faculty. The council will consist of a total of seven members comprised of: four parent representatives (one from each grade level); two teacher representatives; and the Head of School. The election process, directed by the Head of School, will be transparent and inclusive, with candidates provided an opportunity to self-nominate, and presentations (written and/or oral) of nominees to the entire school community at least one week before a vote is held, followed by a vote. The Parent Council will meet at least once a month during the school year, or more often as the Council determines is necessary. Parent Council and sub-committee meetings will be held in accordance with the Brown Act. The Council will be a means of ensuring that faculty and family voice is officially heard and responded to by the school administration. It will also be the means through which the Head of School manages parent volunteers, community-building, fundraising and ad hoc committees.

Separate and independent of the Parent Council and Board of Directors, all parents will be invited to join any Family Committee in which they have an interest. Family Committees will not have a governing role in the school, but rather serve as a means for coordinating volunteer efforts and planning school events under the supervision of the Head of School and Assistant Principal. These committees will be formed at the request of the Head of School or at the suggestion of parents, pending the approval of the Head of School. The committees report back to the Parent Council. Possible committees include:

- Fundraising
- Technology Support
- Teacher Appreciation
• Cultural Events
• After School Program
• Site Finance Committee
• Hot Lunch
• Outreach
• Clubs and Enrichment

Faculty will elect a representative who will sit on the Parent Council. These elections will take place each May for a term to run the following school year. The representative will be the main line of communication between administration and faculty.

**Organizational Chart**

As demonstrated by the organizational chart, below, City High School will be governed by City Charter Schools Board of Directors, which currently governs two other schools: City Charter Middle School, and City Charter Elementary School. The Executive Director reports to the Board of Directors, and manages the day-to-day operations of City Charter Schools. The ED currently supervises the two existing Head of Schools, and will also supervise the high school Head of School. In turn, the high school Head of School will supervise all school staff, including certified and classified staff, and will manage the Parent Council.
ELEMENT #5: Employee Qualifications

“The qualifications to be met by individuals to be employed by the school.” Education Code Section 47605(b)(5)(E)

Equal Employment Opportunity

City High School acknowledges and agrees that all persons are entitled to equal employment opportunity. City High 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

City Charter Schools 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. City shall ensure that all teachers and paraprofessionals meet the requirements for employment set forth in California Education Code section 47605(l). Teachers of core and/or college preparatory subjects, and special education teachers, must hold and maintain 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 in the same assignment, including English Learner authorization. City shall maintain current copies of all teacher credentials and make them readily available for inspection.

Employee Positions and Qualifications

All City personnel must commit to the mission, vision, and educational philosophy of the school. Employees’ job descriptions and work schedules will be reviewed and modified as necessary to meet the needs of the school and its students. The job descriptions will be based on the job duties and work basis as outlined in the charter. All requirements for employment set forth in applicable provisions of law will be met.

The Executive Director hires the Head of School, subject to final board approval. The Head of School then, in turn, hires staff and faculty. A personnel committee may be formed as needed by the Head of School or the Executive Director in order to make recommendations on hiring employees for any vacant positions. Individuals that wish to apply for a position will be required to submit a resume and a City employment application. Staff will be selected on an application and interview basis. Selection will be based on the demonstrated ability to perform required job duties. Candidates that are offered employment will receive a written notice from City.

City is committed to recruiting and hiring a community of professionals who are dedicated to the best practices education of all students. Regardless of their role in the school, every person hired by City will actively help to promote the curricular philosophy, instructional program and the school community’s guiding principles. All requirements for employment set forth in applicable provisions of law will be met. All staff will be expected to be sensitive to the linguistic and cultural needs of students, and to participate in staff development to enhance their skills in this area.
The administrative positions in year 1 for City High School include (note that a full-time Executive Director role is funded centrally, and also supports the school):

- Head of School
- Counselor
- Assistant Principal

As the high school grows in enrollment, lead administrative staff will grow to include an additional assistant principal:

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<td>Field Study Coordinator</td>
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**Key Personnel Qualifications**

Given our emphasis on a mixed SES and ethnically/racially diverse student body, every effort will be made to recruit similar diversity in our staff.

**Executive Director**

The Executive Director is the chief executive over all City Charter Schools. The ED holds responsibility, accountability and authority for the school’s overall performance and success in fulfilling the City mission. It is the primary responsibility of the ED to ensure that the organization meets its strategic plan goals of operating high performing schools and ensure that the organization meets annual revenue goals and generates an appropriate surplus without compromising the quality of the program, securing the school’s long-term sustainability.

The ED reports to the Board of Directors (which evaluated the ED annually) and hires and assesses the school’s Head of School.

Responsibilities include:

- Secure permanent site(s) for school
- Ensure that City has suitable school site(s) until a permanent site is found
- Extend fundraising beyond the school community to include outside sources of funds
- Facilitate strategic planning with the Board of Directors
- Respect the autonomy of the Head of School in fulfilling the educational mission of the school while evaluating the Head of School in reaching goals enumerated in the Charter
- Diagnose the gaps between where the school is versus where it aspires to be, and ensure that strategies and practices are implemented to close these gaps
• Develop and retain high-performing individuals who are passionate about the school and its mission
• Ensure that the annual fundraising target is met as well as additional funds to ensure long-term financial sustainability
• Develop and maintain relationships with philanthropic, business, and public sectors to increase awareness of the school and increase its donor base within a competitive nonprofit (specifically charter school) funding environment
• Work with the Board on a capital campaign to secure and develop permanent site(s)
• Oversee and manage the operating budget
• Oversee school compliance with all applicable laws, regulatory reporting, contractual obligations, and donor restrictions
• Implement principal/head of schools evaluation to ensure that an effective performance management system is in place for all staff under his/her direct supervision
• Represent the school as a leader in the California charter school community in all advocacy efforts (e.g., legislative efforts to sustain charter school funding levels) as well as a community leaders to maintain support from the local communities
• Develop and maintain effective relationships with the LAUSD Charter Office, local leadership, school faculty and staff, students, parents, community members, partner businesses and organizations, and current and prospective supporters
• Ensure effective communication to diverse constituents, including multiple platforms, multiple languages, and including brochures and “collateral” that effectively represent the mission and vision of the school

Qualifications include:

*Masters Degree in Educational Administration or Equivalent.*

*Management and Leadership Experience:* The ideal candidate will have extensive management experience with a record of success in leading and sustaining a reputable organization, fundraising, budgeting, government relations, and marketing. S/he will have the ability to inspire excellence from a diverse staff and to leverage the talents of the Board of Directors. S/he will be a confident decision-maker and possess the ability to facilitate collaboration and teamwork.

*Passion for Educational Excellence:* While experience in educational leadership and, specifically, in the charter school movement are pluses, they are not required. However, the candidate must demonstrate an ability to raise funds, communicate a genuine passion for advancing educational achievement in diverse communities and embody the mission and vision of City. Knowledge of the California and LAUSD education, government, and nonprofit funding environment would be valuable in this position.

The ED must be able to make a compelling case for resources in an increasingly competitive environment. S/he must see building and maintaining relationships with individuals, foundations, members of the private sector and government grant-makers as an essential part of his/her role. Staying abreast of changing funding opportunities and challenges and working them to the school’s advantage will be a critical component of this position. The ideal candidate will demonstrate significant past success with fundraising.

*Head of School*

The Head of School of City High School will be the educational and instructional leader and will also oversee school finances, budget, operations, communications, and compliance under ED guidance.
Responsibilities

1. Educational Leadership:
   - Provide hands-on guidance to teachers as they create and implement a curriculum meets A-G requirements, utilizes problem-based learning and integrates Common Core and California state standards;
   - Provide hands-on guidance to teachers in data driven instruction: the development of multiple assessments and use of multiple sources of student achievement data that influence pedagogical and curricular decisions;
   - Help teachers develop their pedagogy in light of recent research on brain development and in keeping with a constructivist approach to teaching and learning;
   - Work with teachers to develop a faculty evaluation process;
   - Develop partnerships with university researchers to support teacher’s action research endeavors;
   - Lead the design and implementation of the school’s programs for Special Education (in compliance with SELPA MOU), EL, and GATE students;
   - Hire and retain high quality faculty;
   - Promote the school’s values throughout the school community;
   - Day to day site management with a commitment to ensuring the health and safety of students, faculty and staff.

2. School and Community Relations:
   - Support the Executive Director in all aspects of Charter renewal, review and compliance;
   - Lead the Site Council;
   - Schedule and participate in regular family and community meetings;
   - Encourage and develop parent/guardian involvement/partnerships;
   - Support fundraising activities;
   - Maintain positive relationships with LAUSD and its related entities;
   - Actively participate in Charter organization activities (CCSA, CSDC, IC-LA, etc.) and become an active leader in the Charter community;
   - Maintain a positive, collaborative relationship with our landlord;
   - Work effectively with the media, under the direction of the Executive Director/Head of School;
   - If the school does not have an ED, assume the responsibilities of the ED.

Qualifications

Our ideal Head of School is a visionary whose experience, knowledge, and drive will set the tone for a supportive school climate that challenges our motivated students, teachers, and families to achieve academic excellence, character growth, and social change. He/she will have experience leading a college-preparatory secondary school program with demonstrated results (graduation and college matriculation). Resourcefulness, flexibility, and an entrepreneurial spirit are key qualities for a new charter school leader. It is essential that the Head of School be able to lead faculty in implementing Data Driven Instruction linked to action research and be able to guide faculty in implementing the backward design process to ensure standards-aligned, problem-based learning with multiple assessments.

The ideal candidate will have (these are preferable but not required):
- Teaching experience in grades 6-12 at a high achieving program;
- A Master’s Degree in Education and/or Administrative Credential (prior administrative experience desirable);
- Track record and experience in ensuring the health and safety of students, faculty and staff;
- Knowledge of or experience with diverse populations, English learners and GATE;
- Strong computer skills;
- Excellent communication skills and experience motivating and working with parent volunteers; and
- A track record as a successful and progressive educator.

**Assistant Principal (AP)**

Serves as a support to the administrators of City High School and assist in supporting school climate and culture, and monitoring the instructional program and practices offered by the school.

**Responsibilities:**

- Support the implementation of curriculum and instruction within the school
- Participate in IEP meetings
- Support the design and implementation of school-wide behavior support systems
- Support the implementation of paraprofessional training
- Provide support and feedback to teachers through classroom observation and collaborative problem-solving
- Provide support and feedback to the school on the implementation of instruction in all areas identified in the California State Standards and Common Core
- Support the implementation of individualized instruction for students with disabilities as well as students who are high-achieving/gifted
- Make recommendations to the Head of School and Executive Director for the implementation of evidence-based practices
- Serve as a resource to faculty, students, and families

**Qualifications:**

- Teaching experience in a variety of grades 9-12 instructional settings
- Valid single subject teaching credential
- A Master’s Degree in Education and/or Administrative Credential (prior administrative experience desirable);
- Knowledge of inclusive, accessible education and a commitment to the school vision and mission
- Demonstrated leadership potential
- Fluency in Spanish preferable

**College Counselor**

**Responsibilities**

- College counseling and advisement
- Parent workshops
- Some course scheduling.

**Minimum Qualifications**
Minimum of 2 years full-time high school counseling experience
- Minimum of 2 years college-prep counseling experience
- Demonstrated success with similar populations
- A State credential for school counseling

**Teaching Staff**

City teachers and all paraprofessionals will meet the requirements for employment of California Education Code and the applicable provisions of *No Child Left Behind*. These documents will be maintained on file at City and made available to LAUSD upon request.

The department heads, administrators, and department teachers will interview and provide formal feedback on teaching candidates. The Head of School will provide the final answer on hiring. Selection of teachers will be based on their teaching experience and their ability to demonstrate curriculum creation, implementation and assessment and classroom instructional capabilities. All candidates will be asked to teach a model lesson, where possible, to students at the school, or if necessary and feasible, at their current place of work. Inexperienced teachers will be hired based on experience in the field of educational (i.e. former paraprofessional, school volunteer, child care, etc.), work experiences found beneficial to education, and resumes with good references. Inexperienced teachers will be paired with mentor teachers for their first two years at the school. The school will actively recruit credentialed teachers to minimize the use of teachers holding emergency credentials.

The ideal teaching candidate will have:

- A Bachelor’s degree
- A California teaching credential in the subject they are teaching
- 2+ years experience teaching their assigned subject to secondary students
- Experience at a high performing high school
- Enthusiasm for the school’s values, mission and educational philosophy
- Proven commitment to constructivism, multiple assessments, data driven instruction and a collaborative approach to teaching and learning

Responsibilities will include:

- Backward design curriculum construction and implementation of subject-specific lessons that incorporate the school’s definition of an educated person and emphasize active learning strategies and problem-based learning
- Assessing student progress and maintaining accurate records
- Taking the lead in developing their professional development plan
- Maintaining frequent communication with students, student’s families, colleagues, and other school stakeholders
- Maintaining regular, punctual attendance

**Special Education Staffing**

It is the goal of City High School to employ at least one full time teacher who in addition to having the proper credentials to teach a general education subject, will also possess Special Education Credential. This teacher, along with the Head of Schools of City High School, will be the primary City High School representatives tasked with assuring that all aspects of the IEP and any possible 504 plans are properly implemented. All teaching staff at City High School will also be involved in assuring that all IEPs and 504 plans are properly implemented.
In year 3, pending budgetary availability, City High School plans to employ an administrator to act as special education manager that will have duties that will include:

- Ensure that all aspects of the IEP are followed;
- Arrange for the teacher of the student to attend the team meetings;
- Communicate with parents about progress made toward attaining the goals stated on the student’s IEP, and inform them of due process procedures and rights;
- Consult quarterly with the Head of School to ensure that the objectives and goals of students with IEP’s are being met;
- Complete the requisite paperwork, updating and filing of necessary information for initial referrals, triennial evaluations, ongoing monitoring of student progress, and appropriate provision of any/all test modifications as stipulated in the IEP;
- Maintain a central file with all special education evaluation material and IEP’s in accordance with FERPA and IDEA guidelines; and
- Provide a report of student progress on the same schedule as students in general education

**Office Personnel**

Clerical staff will be selected by the Head of School on an application and interview basis. Selection will be based on experience and the ability to perform the job duties for that position.

Responsibilities will include:

- Answering phones
- Filing reports
- Enrolling students
- Managing and monitoring office operations
- Ordering and purchasing supplies and vendor management
- Developing and implementing clerical and administrative procedures for daily school operations
- Preparing correspondence, reports, bulletins, files, forms, memorandums, and performing other duties as assigned
- Bilingual translation and communication with parents

Overall Qualifications:

- At least 1 year as a school office manager
- Education: High School Diploma or equivalent
- Possession of a valid First Aid Certificate
- Knowledge of PowerSchool preferred
- Knowledge of communication skills; general office procedures and correct use of English and Spanish punctuation, spelling, and grammar
- Ability to perform routine clerical duties such as posting data, filing, maintaining filing systems, proofreading, copying data, and operating office machines and equipment
- Ability to act as receptionist on the telephone and in person; maintain good public relations with students, parents, staff, and community

**Hiring Process**

Teachers and staff will be selected by the Head of School with support from the Executive Director, on an application and interview basis, in consultation with teachers and lead staff at the school when appropriate (i.e. grade level representatives). Selection of teachers will be based on their teaching experience, the degree of subject matter expertise, and their ability to demonstrate classroom instructional capabilities. Selection of other employees will be based on the defined job descriptions,
requirements and qualifications. In order to secure the most qualified candidates, City will institute the following multistep process for the hiring of teachers and staff:

- A job announcement will be distributed (i.e. Ed-Join, CCSA, universities, word of mouth).
- Applicants will submit cover letters, résumés, and letters of reference.
- The Head of School (and/or Executive Director) will review the applications and qualified candidates will be invited for an interview. As needed, second interviews also will be conducted.
- Teaching candidates who are successful during the interview process will be invited to conduct a demonstration lesson for the Head of School and other teachers on staff when feasible and appropriate.
- References and credentials will be checked.
- Fingerprint, background check and medical clearance will be completed prior to the start of employment.
- Based on review of all the information collected, an offer of employment may be made. Salary offers will be made based on relevant experience, prior earning history, and competitive consideration of salaries in surrounding school districts.

Performance Evaluations

Evaluations will be performed twice a year. Performance measures will be used to evaluate all school personnel.

The Executive Director will be evaluated by the Board based on:

- Completion of required and enumerated (from job description) job duties
- Reaching objectives and benchmarks on the path to permanent school site, fundraising and financial sustainability
- Hiring and oversight of school administration in regards to:
  - Implementing the charter and maintaining adherence to its guiding principles and requirements
  - Overall successful school academic program and achievement of educational goals
  - High parental and community involvement
- Fulfilling the mission and vision of the school, including our commitment to diversity, community and academic excellence

The Head of School will be evaluated by the ED based on:

- Completion of required and enumerated (from job description above) job duties
- Implementing the charter and maintaining adherence to its guiding principles and requirements
- Overall successful school academic program and achievement of educational goals
- High parental and community involvement
- Creation of a school atmosphere of enthusiasm, warmth, and cooperation among all parties
- Fulfilling the mission and vision of the school, including our commitment to diversity, community and academic excellence

Assessment tools will include staff and parent surveys, site visit, portfolio presentation and a rubric.

Teachers will be evaluated by the Head of School based on:
• Student progress as referenced from assessment measures
• Effectiveness of teaching strategies
• Performance of job duties

Classified and other personnel will be evaluated by the Head of School or the ED (depending on the reporting structure for each staff member) based on completion of assigned job duties. Terms and conditions of employment are subject to the policies contained in the Employee Handbook. If an employee disagrees with an evaluation, a written objection may be appended to the review.
ELEMENT #6: Health and Safety of 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 describes in Section 44237.” Education Code Section 47605(b)(5)(F)

Health, Safety and Emergency Plan

City High 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 the Charter School each year. City High School shall ensure that staff members receive annual training on City High School’s health, safety, and emergency procedures, including but not limited to training on child abuse awareness and reporting and blood borne pathogens awareness, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. City High 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)

City High School, including its employees and officers, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Ed. Code § 49060 et seq. at all times.

Criminal Background Checks and Fingerprinting

Charter School shall require the following persons to submit to criminal background checks and fingerprinting in accordance with state law: (1) all employees of Charter School, (2) any employees of vendors or independent contractors providing school site services who may have contact with students, and (3) all volunteers who will be performing services that are not under the direct supervision of a Charter School employee. 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, and (2) Charter School has obtained certification that independent contractors and vendors have conducted required criminal background checks for their employees prior to any contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice to ensure the ongoing safety of its students. 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

City High School shall require its employees, and any volunteer, vendor, or independent contractor who may have frequent or prolonged contact with students, to be examined and determined to be free of active tuberculosis as described in Education Code section 49406. City High School shall maintain TB clearance records on file.

City High School shall provide for the immunization and health screening of its students, 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. City High School shall maintain immunization records on file.
Safe Place to Learn Act

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Ed. 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.” Education Code Section 47605(b)(5)(G)

Court-ordered Integration
City High 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.

City High 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 City High School will undertake in order to achieve the District’s Racial and Ethnic Balance goal. City High School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary to achieve the District’s goal. Upon request, City High 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 City High School students. Instead, the District now receives the Targeted Instruction Improvement Grant (TIIG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIG 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, City High 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. City High School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. City High 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, appropriate 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 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, that 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

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

Student Recruitment

Diversity is a core value of all City Charter Schools. We will diversify the location and language of our recruiting efforts and materials to ensure that we recruit students from various racial and ethnic groups so as to achieve a balance that is reflective of Los Angeles and the general population residing within the territorial jurisdiction of the school district. City will also endeavor to recruit an economically diverse student population by conducting outreach in predominantly low income areas, especially within our targeted zip codes, as described in Element 1. City will maintain an accurate accounting of ethnic and racial balance of students enrolled in the school. It will also keep on file documentation of the efforts the school makes to achieve racial and ethnic balance.

A diverse and dedicated committee of founding parents and community participants are engaged in outreach to community-based organizations (CBOs) that served incoming high school-aged youth and their families. City has partnered with local community based organizations in order to recruit economically disadvantaged students. The Head of School, supported by a parent outreach committee, leads outreach efforts and communicates to all potential families that the school’s program emphasizes differentiated instruction that supports all students in achieving excellence.

Furthermore, enrollment and recruiting advertisements in Spanish, English, Chinese, and Korean (including flyers, adds in local papers, web site optimization) for the school will clearly state that the ‘school services students with disabilities in the least restricted environment.’ The Head of School will also be held accountable for ensuring that the program is consistent with the mission and does, indeed, enable all students to learn and grow as students and responsible citizens.

We will foster and maintain an ongoing outreach effort throughout the term of our Charter. In the two months leading up to the lottery, we will analyze our current recruiting data and adjust our recruiting efforts accordingly. We will achieve this goal by attending meetings and events held by the organizations
in our target area, in order to disseminate information about City to interested parents in the community. We will also send representatives of City to local churches, grocery stores, and shopping venues to circulate information on a regular basis throughout our charter’s term to ensure a steady influx of racially and socio-economically diverse students into City. We will have intent to enroll forms printed and distributed, in multiple languages, by City volunteers during our outreach efforts.

In addition to utilizing the existing structures of organizations that serve the community, school leadership will publicize the school to potential parents using the following means:

- Community events/fairs/festivals: the Executive Director and Head of School, in conjunction with parents who are trained by the Head of School to be “School Ambassadors” (friendly individuals who are conversant about the school’s mission, programs, and plans) will attend local events including fairs, festivals, farmers markets, and others in order to meet potential families.

- Meet & Greets/Information Sessions: Head of School will lead multi-lingual (Spanish/English) Meet & Greet sessions on a monthly basis in the evenings to accommodate working families (likely 6 pm) at our Middle School campus prior to opening, and in later years, at our high school for prospective parents to learn more about the school, and ask questions of our staff and Board members. These Meet & Greets will evolve into Town Hall Meetings as the group of parents and involved members of the community grows larger.

- Internet: website, yahoo-type groups, message boards, and other virtual communities that could be contacted and/or created.

Annually, the Head of School will work in conjunction with the Executive Director to create an Outreach calendar that will track and help schedule outreach events with potential future families. In addition, the calendar will determine the other outreach events such as Information Sessions and fair/festival events, etc. The Head of School will also set up workshops to train more parents who are volunteering for outreach.

It will be the responsibility of the Head of School to continually monitor the targeted enrollment area for new community organizations and businesses with which to form relationships. It will also be the Head of School’s responsibility to make the first contact with the leadership of these organizations and businesses in order to pave the way for meetings and outreach events. It will be the Head of School’s responsibility to plan meetings and events with future families and prepare registered parents to be volunteer for outreach. In addition, the Head of School will work with local organizations and businesses in supporting the school and its families. The outreach efforts are specifically designed to attain a racial and ethnic balance at the charter school that is reflective of the city of Los Angeles and the District, as well as socio-economic diversity of the city and the District.
ELEMENT #8: Admission Requirements

Admissions Requirements

**Non-Discrimination**

City High 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.

City High 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.

**McKinney-Vento Homeless Assistance Act**

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 the school is open to enroll and provide services for all students, and provides a District standard contact number for access to additional information regarding enrollment.

City actively recruits a socio-economically and ethnically diverse student population from the District and surrounding areas. As a charter school, City is a school of choice. City shall admit all pupils who wish to attend the school (Education Code Section 47605(d)(2)(A)). If the number of students applying for enrollment exceeds the openings available, entrance shall be determined by a single random public drawing in accordance with Education Code §47605(d)(2)(B) and all federal requirements. Enrollment to the school shall be open to any resident of the State of California. Admission to City High School will not be determined according to the place of residence of the pupil or his/her parent.

City will accept lottery forms until a predetermined date. The dates will be clearly indicated on City High School website, on the flyers and posted at our school site, and with our partner organizations (Boys and Girls Club, YMCA, neighborhood councils and business associations. An explanation of the enrollment process and the rules to be followed during the lottery will be available at all times on our web site in English and Spanish and in the office (in English, Spanish, Korean and Russian, and additional languages if needed). The process is also verbally explained to any families who call or hand in their paper intent to enroll forms in-person.
Following the open enrollment period each year (from April to February/March\textsuperscript{13} of the following year), and after accounting for existing students who are guaranteed enrollment in the following school year, lottery forms shall be counted to determine whether the school has received more lottery forms than there are available spaces. If the number of students applying for enrollment exceeds the charter school’s capacity, admission shall be determined by lottery (also know as “random public drawing”) in accordance with Education Code §47605(d)(2)(B) and all federal requirements.

**Lottery Preferences and Procedures**

In the event of lottery (if applications exceed open spaces, the following procedure will be followed: Public notice will be posted at the school location, school web site (www.citycharterschools.org/cityhighschool - site still in development) and on distributed informational flyers in English and Spanish regarding the application deadline and the date, time and location of the public drawing, encouraging people to attend (time will be weekday evening to maximize attendance; the location will be at the school site). Parents who turned in intent to enroll forms prior to the deadline will be notified of the date and time of the public drawing. Each year, City will conduct a lottery prior to March 31\textsuperscript{st}, publicizing the date, time and location with reasonable notice of at least two weeks before the lottery date.

**Admissions Exemptions**

In accordance with applicable law and federal guidance, currently enrolled students are exempted from the lottery.

**Admission Preferences**

Admissions preference will be applied in the following order:

<table>
<thead>
<tr>
<th>Preference</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Residents of the District.</td>
<td>As an LAUSD authorized school, we prioritize students of the district who would otherwise be served by our authorizer.</td>
</tr>
<tr>
<td>2. Siblings of currently admitted students</td>
<td>This preference supports convenience for parents who wish to keep their children in the same school, and supports a cohesive school community and parent involvement.</td>
</tr>
<tr>
<td>3. Founding Parents</td>
<td>Per LAUSD policy, this preference is for “parent/s or legal guardian/s or individuals who contribute substantial personal time and effort to develop the new charter school during the established Founding Period.</td>
</tr>
<tr>
<td>4. Students eligible for free and reduced lunch</td>
<td>This preference will ensure that we maintain a level of diversity appropriate to a publicly funded school (reflecting the demographics of the district) and that we achieve the diversity goals (of approximately 40% eligible for free and reduced lunch) as stated in our mission.</td>
</tr>
</tbody>
</table>

During any period of funding for the Public Charter Schools Grant Program (PCSGP), each of these admissions preferences will be defined in compliance with PCSGP regulations and ed code.

\textsuperscript{13} varies based on random drawing date which varies year to year
No other admissions exemptions or preferences will be assigned. City’s Board may review and revise this preference policy as necessary for the well-being of the school. Any such revision constitutes material revision that would be submitted to the District for approval.

Lottery spaces will be pulled in order of grade level by the Head of School-designated lottery official who is a non-interested party or member of the public. The lottery procedure will be monitored by the Executive Director to ensure fair and accurate implementation. Once a grade level is drawn to capacity, applications will continue to be drawn for position on a wait list. Students who are not granted enrollment will remain on the waiting list until the end of the school year for which the lottery was conducted unless otherwise requested by the parent to be taken off. Non-admitted students must reapply for the following year.

Enrollment Process

Within two weeks of the lottery, families will be notified in writing of their enrollment status (offered enrollment or placement on waiting list). Each student offered a space will be required to complete an enrollment packet within two weeks of receiving the letter indicating that a spot is available for the student. The school will hold a Pre-Enrollment session after the lottery and before the Confirmation Deadline to supply additional information and to assist families in filling out forms.

The enrollment packet is comprised of the following:

- Completion of a student enrollment form
- Proof of Immunizations
- Home Language Survey
- Completion of Emergency Medical Information Form
- Proof of minimum age requirements, e.g. birth certificate
- Parent/Student Handbook

If a position opens during the course of the year, the office manager will contact the family of the student on the top of the waiting list by phone and email to offer their student admission to the school. If a family is notified by phone or email prior to August 15th, the family has ten (10) business days to confirm enrollment return a completed enrollment packet. If a student is notified after August 15th, they will have three (3) business days to confirm enrollment and submit an application by mail or email.

Should the family decline the position, the next family on the list will be contacted until the open position is filled.

A copy of all enrollment forms, waiting lists, and lottery results will be kept on file in the administrative office and will be readily available for inspection by district representatives.

School Orientation

Interested parents of prospective students are strongly encouraged to visit the school during Information Sessions and meet with staff member to learn more about our goals and philosophy. A designated staff member will explain the program model to prospective parents, provide a tour of selected classrooms and deliver an overall orientation of expectations.

Prior to admission all parents/guardians and their children will be encouraged to attend an orientation. A parent’s decision not to attend in no way impacts student’s enrollment status.
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.” Education Code Section 47605(b)(5)(l)

Annual Audit Procedures

Each fiscal year an independent auditor will conduct an audit of the financial affairs of City to verify the accuracy of the school's financial statements, attendance and enrollment accounting practices, and review the school's internal controls.

To the extent required under applicable federal laws for audits of the major federal programs, the audit scope will expand to be in compliance with the requirements described in the U.S. Office of Management and Budget (OMB) Circular A-133, audits of states, local governments, and nonprofit organizations. Should OMB Circular A-133 be rescinded, audits of the major federal programs will be conducted in compliance with standards and provisions approved by OMB.

City will engage an independent public accountant with education finance experience certified by the State of California and approved by the State Controller on its published list as an educational audit provider, to audit the school’s financial statements in accordance with Generally Accepted Auditing standards and the audit guide issued by the Controller of the State of California. City Board of Directors will be responsible for contracting and overseeing the independent audit. The school’s plan for providing information is to gather, prepare, and organize documents, materials, and other information as requested by the independent auditor. Fiscal statements audited by the auditor, who will be a Certified Public Accountant, will be submitted to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. Upon receipt of any audit exceptions or deficiencies from the independent public accountant, the Head of School/ED will determine the appropriate corrective action and report the recommendations to the Charter School Board of Directors. The corrective action will then be taken in a timely manner and fully implemented prior to the end of the fiscal year following the year under audit. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District. The independent financial audit of the Charter School is public record to be provided to the public upon request.
Element #10: Suspension and Expulsion Procedures

“The procedures by which pupils can be suspended or expelled.” Education Code Section 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. City High 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 the 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 implement operational and procedural guidelines ensuring 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, including a District representative, 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 sections 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.

Disciplinary Foundation Policy
Students learn best in an environment of clear expectations about behavioral and community norms that allows them to feel safe and nurtured. In order to maintain a positive learning community, City has developed a comprehensive set of student discipline policies and is compliant with California Education Code Section 48900 and LAUSD guidelines. These policies will be fully detailed in the City High School Parent & Student Handbook. Each family receives a copy of these policies and is required to verify that they have reviewed them with their children at the time of enrollment or at the beginning of the school year.

Policies regarding suspension or expulsion follow LAUSD guidelines and conform to applicable state and federal laws regarding all students, including California Education Code 48900, Individuals with Disabilities Education Act (IDEA) and its amendments, Section 504 of the Rehabilitation Act, AB 602, ADA, the modified consent decree and the Chanda Smith Consent Decree.

City’s Head of School bears primary responsibility for overseeing all student discipline. The Head of School has the authority to suspend students. The school will always seek to minimize suspensions through positive supports (e.g. restorative justice conferences, student counseling, and positive incentives for behavioral improvements) and alternative disciplinary actions. These may include, but are not limited to: school-based community service, in-house suspension, assignment to research and present on the offending behavior, multiple detentions, and Saturday school. Furthermore, we minimize suspensions through professional development for teachers of alternative discipline

Grounds for Suspension and Expulsion
Mandatory Expulsion/Suspension: It is a federal mandate that a school expel, for a period of not less than one year (except on a case-by-case basis), any student who is determined to have brought a firearm to school.

In accordance with California Education Code § 48900, the following reasons shall constitute mandatory grounds for immediate suspension and recommended expulsion:

1. Possessing, selling or furnishing a firearm.
2. Brandishing a knife at another person.
3. Ultimately selling a controlled substance.
4. Committing or attempting to commit a sexual assault or committing a sexual battery (as defined in 48900(n)).
5. Possession of an explosive.
The following offences must constitute a recommendation of expulsion unless the principal or Head of School determines that the expulsion is inappropriate:

1. Causing serious injury to another person, except in self-defense.
2. Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil.
3. Unlawful possession of any controlled substance, except for the first offense of no more than an ounce of marijuana.
4. Robbery or extortion.
5. Assault or battery upon any school employee.

Discretionary Expulsion/Suspension: In addition to the foregoing mandatory suspension/expulsion infractions, students may be recommended for suspension or expulsion upon a determination that the student has committed one of the acts listed below:

- Causing, attempting to cause or threatening to cause serious physical injury to another person, except in self-defense
- Hate violence (defined by Section 48900.3)
- Unlawfully possessed, used, or was under the influence of any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
- Using tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, et al.
- Harassed, threatened or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- Possessed an imitation firearm, i.e., a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a responsible person to conclude that the replica is a firearm unless, in the case of possession of any object of the type, the student had obtained written permission to possess the item from a certified school employee, with the administrator's or designee's concurrence.
- Caused or attempted to cause damage to school property or private property.
- Stole or attempted to steal school property or private property.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Knowingly received stolen school property or private property.
- Engaged in, or attempted to engage in, hazing as defined in Education Code Section 32050.
- Aided or abetted the infliction or attempted infliction of physical injury to another person.
- Engaged in sexual harassment as defined in Education Code Section 48900.2.
- Engaged in harassment, threats, or intimidation directed against school district personnel or pupils as defined in Education Code Section 48900.4.
- Made terrorist threats against school officials, school property or both as defined in Section 48900.7.
- Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel.
- First offense of possession of marijuana of not more than one ounce, or alcohol.
- Sold, furnished or offered a substitute substance represented as a controlled substance
- Willfully used force or violence except in self-defense

**Suspension Procedures**

Prior to suspension, an informal conference will take place between the Head of School, with the student and his/her parent/guardian. The school is responsible for providing language support upon request (or based on home language survey) by providing written translations of all documents, and a live translator for meetings. The pupil shall be informed of the reason for the conference, the evidence against him or her, and shall be given the opportunity to present his or her version and evidence in defense. 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 conference, the parent/guardian shall be notified of the suspension and a conference will be scheduled as soon as possible.

At the time of suspension, the Head of School shall make a reasonable effort to contact the parent/guardian by telephone or in person, to be followed up with a written notification. This notice will state the specific offense(s) committed by the student. In addition, the notice will state the date and time the student may return to school. If the Head of School or AP wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice will note that the parents/guardians are required to respond to this request without delay.

The length of suspension for students shall not exceed a period of 5 consecutive days each school year. The maximum number of days of suspension for the school year is 20 days. Arrangements will be coordinated by the AP to provide the student with classroom material and current assignments to be completed at home during the length of the suspension. All materials that were distributed to students including homework and handouts will be available for pickup at the school office. Specific arrangements will be coordinated by the AP to make up any missed tests.

During the required parent conference, information will be provided to the student and parent or guardian about their right to appeal a suspension, along with information about the appeal process. All suspension appeals are handled by the Executive Director, who must follow several steps to complete the appeal process:

To initiate an appeal, the student or parent or guardian must contact the Executive Director in writing within three weeks of the date of the suspension.

The Executive Director will mail to the student or parent/guardian the "Request for Suspension Appeal" (available in English and Spanish) form with instructions to complete and return the form so that it is received no later than three weeks after the date it is received by the family.

The Executive Director will use information provided on that form to determine whether or not the Head of School suspended the student properly and followed all applicable procedures. The Executive Director will also consider the reasons the family feels the suspension was incorrect or inappropriate, and may contact the family and/or school staff to clarify information.

Within 5 days of receiving all information, based on the information submitted or requested, the Executive Director may make one of the following decisions regarding the suspension.

- Uphold the suspension
• Uphold the suspension but clear the student's record of the suspension at the end of the semester, if the student has no additional discipline problems in the district
• Determine that the suspension was not within district guidelines, overturn the suspension, and order that all records and documents regarding the disciplinary proceeding be destroyed. No information regarding the suspension will be placed in the student's permanent record, or shared with anyone not directly involved in the proceedings.

The Executive Director will mail a copy of the decision to the student and/or parent or guardian within five days of the issuing the decision. A copy of the decision is also mailed to the Head of School.

**Expulsion Procedures**

Prior to a recommendation for expulsion, the Head of School will schedule a conference with parents to inform them of the reason for a possible expulsion, and inform them of their rights. Then an administrative panel reviews the case and makes a recommendation to the Board, which will also be communicated to parents and the student in writing. Parents can request a conference at that time to review the findings with the Panel. Based on the panel's recommendation, only the Board of Directors has the authority to expel a student. For discretionary expulsions, students will be recommended for expulsion if the panel finds that at least one of the following findings may be substantiated:

a) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
b) Due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.
c) Due to the nature of the violation, state or federal law requires mandatory expulsion.

Students recommended for expulsion are entitled to a hearing, to determine whether the student should be expelled. The hearing will be held within 30 days after the school Head of School determines that an act subject to expulsion has occurred. The hearing will be presided over by an administrative hearing panel appointed by the Board. The expulsion decision can be appealed to the Board of Directors. The panel will be an impartial panel of 5 individuals (who are not on the Board and not employed on the staff of City High School, e.g. the Executive Director and the middle school and elementary school principals). The panel will be selected by the Chairman of the Board. Families can elect language support during the hearing, and the school will provide materials in the language requested, as well as a translator for the hearing.

Written notice of the hearing will be mailed and emailed from the Head of School to the student and the student’s parent/guardian at least 10 calendar days before the date of the hearing. This notice will include:

a) The date and place of the hearing (if neither parent is available, another time will be scheduled within the following week)
b) A statement of the specific facts, charges and offense upon which the proposed expulsion is based.
c) A copy of City’s disciplinary rules which relate to the alleged violation.
d) The opportunity for the student or the student’s parent/guardian to appear in person at the hearing.
e) Notice that the student will be permitted to bring witnesses and present evidence on his or her behalf.
f) Notice that the student will be permitted to be represented by legal counsel or by a non-attorney advisor, to inspect and obtain copies of all documents to be used at the hearing, to confront and question all witnesses who testify at the hearing, to question all other evidence presented, and to present oral and documentary evidence on the pupil’s behalf.

Record of Hearing

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

The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the Pupil makes a written request for a public hearing three (3) days prior to the hearing.

Presentation of Evidence

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

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay, and sworn declarations may be admitted as testimony from witnesses if the City Board of Trustees determines that disclosure of the witness’ identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

2. City High School must also provide the victim a room separate from the hearing room for the complaining witness’ use prior to and during breaks in testimony.

3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

4. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

7. If one or both of the support persons is also a witness, the School must present evidence that the witness’ presence is both desired by the witness and will be helpful to the School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

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

The expulsion decision by the Board shall be made within ten (10) school days following the conclusion of the hearing.

Written Notice Of Expulsion
The Head of School, following a decision to expel shall send written notice of expulsion, by mail including the findings of fact, to the pupil or parent/guardian. This notice shall include the following:

a) The specific offense(s) committed by the student for any of the acts listed in “Reasons for Suspension and/or Expulsion.”
b) Notice of the student or parent/guardian’s obligation to inform any new district in which the student seeks to enroll of the student’s status with City.
c) The reinstatement eligibility review date.
d) Effective date of expulsion.

In order to provide the student post-expulsion support to facilitate access to education, City High School will also provide:

e) A copy of the rehabilitation plan.
f) Type of educational placement during the period of expulsion.
g) Notice of appeal rights/procedures.
h) Date that the student may be reviewed for readmission.

The Head of School shall send an expulsion order from the governing board to the pupil’s district of residence, the Chartering District (LAUSD) and the County Office of Education. This notice shall include the following:

a) The pupil’s name;
b) The specific expellable offense committed by the pupil;
c) Disciplinary Records.

Suspension Appeals

Decisions to suspend students will be made at the sole discretion of City’s Head of School. In addition to the procedures detailed in the previous section that are designed to ensure proper parent notification and due process, parents/guardians may appeal a decision of suspension within 3 days, in writing to a 3 member panel of Board members. An appeal meeting will be held within 10 working days of the parents’ written request to the Board.

An appeal will not reinstate the student in school for the day(s) to be suspended. In reviewing the appeal, the Board member panel, with a majority vote, may remove the suspension from the student’s records.

Expulsion Appeals

In addition to the procedures detailed in the previous section that are designed to ensure proper parent notification and due process, parents/guardians may appeal the Board’s decision of expulsion within 30 days, in accordance with Education Code Section 48919, in writing to the Head of School. The Head of School will forward the appeal to the Board of Directors. An appeal hearing will be held by a fair and impartial panel of representatives appointed by the Board of Directors, and its decision will be final. The panel shall consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of the School’s governing Board. The hearing will occur within 30 working days of the parent’s written request.

In the case of an expulsion appeal, the student will be considered suspended until a meeting is convened to hear the appeal at which time the parent(s) must attend to present their appeal. City will strive to schedule the hearing to accommodate the parents’ presence. The impartial appeal panel will make a decision within 5 days of the appeals hearing. The panel’s decision is final.
Assurances Regarding List Of Offenses

In preparing the list of mandatory and discretionary expulsion and suspension offenses, City has consulted a variety of sources in addition to applicable laws to ensure that our policies comply with “best practices” at similar schools, including non-charter schools within LAUSD. Our primary purpose, of course, is to ensure the health and safety of our students, staff and community. Beyond that however, we also aim to ensure that students understand clear standards for conduct and are treated at all times in a respectful manner by their peers, teachers, administrators and other members of our community.

Periodic Review Of Discipline Policies

General Discipline Policies

If a student violates school policies enumerated in the Parent & Student Handbook that are not specified as grounds for immediate suspension or expulsion, possible disciplinary actions include:

- Warning
- Temporary Loss of Privileges (e.g. field trips and other student activities, recess, or access to materials that may have been involved in the infraction)
- Notices to parents by phone/letter
- Referral to the Head of School
- Request for Parent Conference

The Assistant Principal will bear primary responsibility for overseeing all student discipline.
Element #11: Employee Retirement System

“The manner by which staff members of the charter schools will be covered by the State Teacher’s Retirement System, the Public Employees’ Retirement System, or Federal Social Security.” Education Code Section 47605(b)(5)(K)

Staff at City participates in the federal social security system and has access to other school-sponsored retirement plans according to policies adopted by the Board of Directors for the school’s employees. The committee to recommend retirement plans to the Board of Directors must include representatives of the administrative, teaching, and clerical staff should members of these groups wish to be represented on the committee.

Certificated Staff
City certificated staff (teachers and administrators) participate in the State Teachers Retirement System and City coordinates such participation, as appropriate, with the social security system or other reciprocal systems. City High School will continue such participation for the duration of the charter school’s existence under the same CDS code. The City High School Head of School will work directly with the Los Angeles County Office of Education to forward in a timely fashion any required payroll deductions and related data. Eligible certificated employees as participants in the State Teacher Retirement System (STRS) will contribute the required percentage (currently 8%), and City will contribute the employer’s portion required by STRS (currently 8.25%). All withholdings from employees and City are forwarded to the STRS Fund as required. Employees accumulate service credit years in the same manner as all other members of STRS. City reports STRS contributions to LACOE in a timely manner and in a format acceptable to LACOE.

Classified and Other Staff Members
Non-certificated employees (office managers, and other full-time non-certificated employees as applicable) will participate in the Social Security system. A 403B retirement program may be offered at the discretion of the City Charter Schools Board of Directors.

Oversight Of Benefits
City has contracted with Charter Impact to handle our payroll and accounting services. The Executive Director is responsible for ensuring appropriate arrangements for coverage have been made. The Head of School in coordination with on-site office manager and Charter Impact ensure appropriate arrangements for STRS, 403B, and Social Security coverage.
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.” Education Code Section 47605(b)(5)(L)

Pupils who choose not to attend City High School may choose to attend other public schools in their district of residence or pursue an inter-district transfer 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.” Education Code Section 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.” Education Code Section 47605(b)(5)(N)

Disputes arising between City and the District

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 shall be addressed as follows:

To Charter School: City High School

c/o Head of School 11625 W. Pico Blvd.

Los Angeles, CA 90064

To Director of Charter Schools: Charter Schools Division

Los Angeles Unified School District

333 South Beaudry Avenue, 20th Floor

Los Angeles, California 90017

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 5:00p.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 from within the School

Disputes arising from within the school, including all disputes among and between students, staff, parents, volunteers, Board members, and partner organizations, will be resolved pursuant to policies and practices outlined below and in the staff and family handbooks.

The following Dispute Resolution Process will be used for INTERNAL disputes – as indicated by the subheading above, so named to identify the subject of this INTERNAL dispute resolution process:

- First attempt to discuss one’s conflict with the people directly involved and try to resolve it without turning to uninvolved parties
- If discussion does not resolve the conflict, ask a CLASSROOM TEACHER to act as an objective mediator (unless the situation involves a classroom teacher who prefers privacy for any reason, who may then request the next level of mediation)
- If CLASSROOM TEACHER mediation does not resolve the conflict, ask the Head of School to serve as mediator or, if mutually agreeable, as arbitrator.
- If the conflict is between two teachers or a parent and teacher, they should notify the Head of School, who will intervene only when discussion between the two initial parties is deemed unsuccessful.
- If the conflict is between the Head of School and a parent or the Head of School and a teacher, the parent or teacher may submit a complaint within the following procedures:
  - Complaint must be written, dated, and submitted to the Head of School
  - The Head of School must provide a written response within 10 school days.
• If the parent or employee is not satisfied with this response, s/he may submit a written and dated complaint to the Board of Directors. The Board members will answer the complaint directly in writing within 10 school days.
**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 the purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 4 of Title 1 of the Government Code).” Education Code Section 47605(b)(5)(O)

Charter School is deemed the exclusive public school employer of all employees of the 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 of 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.” Education Code Section 47605(b)(5)(P)

Revocation of the Charter
The District may revoke the Charter if City High 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 School Act of 1992. The District may revoke the charter of City High School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

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

Prior to revocation, and in accordance with Cal. Educ. Code section 47607(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give City High 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 City High School, either by the governing board of City High 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 or non-renewed by the LAUSD Board of Education; the governing board of City High School votes to close Charter School; or the Charter lapses.

Closure Procedures
The procedures for charter school closure set forth below are guided by California Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, Title 5 (5 CCR), 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 City High School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure
Upon the taking of a Closure Action by either the governing board of City High School or the LAUSD Board of Education, the governing board of City High School shall immediately designate a person or persons responsible for conducting all closure procedures and activities, and determine how Charter School will fund these activities.

**Notification of Closure Action**

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

1. The CSD, if the Closing Action is an act of City High School. Note: If the Closure Action is a revocation or nonrenewal by the LAUSD Board of Education, the charter school may omit this step.

2. Parents, guardians, and/or caretakers of all students currently enrolled in Charter School within 72 hours of the Closure Action. City High School shall simultaneously provide a copy of the written parent notification to the CSD.

3. Los Angeles County Office of Education (LACOE). City High 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 the school participates. City High School shall send written notification of the Closure Action to the SELPA in which City High 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 the school’s employees participate. Within fourteen (14) calendar days of the Closure Action, City High School shall notify the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), 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). City High 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. City High 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 school employees and vendors within 72 hours of the Closure Action. City High 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 school closure

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 and, legal guardians 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, and 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 school closure

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 school closure, 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.

**School and Student Records Retention and Transfer**

Charter School shall adhere to the following requirements regarding the transfer and maintenance of school and student records:

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

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

3. City High School shall prepare and provide an electronic master list of all students to the Charter Schools Division. 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 should also 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.

4. City High 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 the student records.

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

6. City High School must provide to the CSD a copy of student attendance records, teacher gradebooks, 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. City High School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage.

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 CDE will notify the charter school and the authorizing entity of any liabilities the 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.

City High School shall ensure completion of an independent final audit within six months after the closure of the 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 the charter school.

This audit may serve as the school’s annual audit.

City High 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 City High School and not LAUSD. Charter School understands and acknowledges that City High School will cover the outstanding debts or liabilities of City High School. Any unused monies at the time of the audit will be returned to the appropriate funding source. City High 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 City High School participates, and other categorical funds will be returned to the source of funds.

City High 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 City High 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 the charter school. Charter school closure procedures must also ensure appropriate disposal, in accordance with Charter School’s bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of the 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 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 the 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 the 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.

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 Ed. Code 47612 and 5 CCR § 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**
  - **(i) 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
(ii) 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.

  (i) 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.

  (ii) 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 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 charter school 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 charter school 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, Ed. 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 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.

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 Ed. 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-hour 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

Assurances and Affirmations

City High School (also referred to herein as “CHS” or “City” 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 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).


- Except for existing students of the charter school, determine attendance by a public random drawing if the number of pupils who wish to attend the charter school exceeds the school’s capacity. Preference shall be extended to pupils currently attending the 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 the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. Ed. Code § 47605(d)(3).

- Meet all statewide standards and conduct the pupil assessments required pursuant to Ed. 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 the 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 element or section. The charter includes 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 should 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) or LCAP update, as appropriate, to the Charter Schools Division and the Los Angeles County Superintendent of Schools on or before July 1. In accordance with Ed. 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 Ed. 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 Ed. 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 Ed. 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 the 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 the 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 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 Ed. Code § 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 beginning August 1, 2014 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. If Charter School does not test with the District, 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 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 school or governing board committees or councils, 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.

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 the school website will satisfy this requirement.

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

**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 all applicable requirements of California Code of Regulations, title 5, sections 4600 et seq.
Charter School shall adhere to all applicable federal and state laws and regulations regarding pupil fees, including Ed. Code sections 49010 – 49013, and extend its uniform complaint procedure to complaints filed pursuant to Ed. Code section 49013.

Charter School shall extend its uniform complaint procedure to complaints pursuant to the local control funding formula. Ed. Code § 52075.

**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 Ed. Code section 47604.33.

**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 the school, 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 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 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. Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation.

**STUDENT RECORDS**

When a student transfers for any reason from Charter School to any other school, Charter School shall transfer a copy of the student’s complete cumulative record within 10 school days of receiving a records request from the receiving school. 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 Ed. Code section 49060 et seq., regarding rights to access student records and transfer of records for youth in foster care.
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 and paraprofessionals meet the requirements for employment set forth in Ed. Code section 47605(l). Teachers of core and/or college preparatory subjects, and special education teachers, must hold and maintain 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 in the same assignment, including English Learner authorization. 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 the 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 child abuse awareness and reporting and bloodborne pathogens awareness, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. 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 Ed. Code § 49060 et seq. at all times.

**CRIMINAL BACKGROUND CHECKS AND FINGERPRINTING**

Charter School shall require the following persons to submit to criminal background checks and fingerprinting in accordance with state law: (1) all employees of Charter School, (2) any employees of vendors or independent contractors providing schoolsite services who may have contact with students, and (3) all volunteers who will be performing services that are not under the direct supervision of a Charter School employee. 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, and (2) Charter School has obtained certification that independent contractors and vendors have conducted required criminal background checks for their employees prior to any contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice to ensure the ongoing safety of its students. 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 its employees, and any volunteer, vendor, or independent contractor who may have frequent or prolonged contact with students, to be examined and determined to be free of active tuberculosis as described in Ed. Code section 49406. Charter School shall maintain TB clearance records on file.

Charter School shall provide for the immunization and health screening of its students, 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 immunization records on file.

**SAFE PLACE TO LEARN ACT**

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Ed. 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, appropriate 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, that 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).

**McKinney-Vento Homeless Assistance Act**

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 the school is open to enroll and provide services for all students, and provides a District standard contact number for access to additional information regarding enrollment.

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 Ed. 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 school’s Calendar
h. Statistical Report – monthly according to school’s Calendar of Reports
In addition:
- P1, first week of January
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 implement operational and procedural guidelines ensuring 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 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 Ed. 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
“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).

[NOTE: No District Required Language is being provided for inclusion in this element.]

**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 4 of the Government Code.” Ed. Code § 47605(b)(5)(O).

Charter School is deemed the exclusive public school employer of all employees of the 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 Ed. 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 Ed. 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 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 Ed. 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**

Upon 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 immediately designate a person or persons responsible for conducting all closure-related procedures and activities, and 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), if the Closing Action is an act of Charter School. Charter School shall provide CSD with a copy of the governing board resolution or minutes that documents its Closure Action. Note: If the Closure Action is a revocation or nonrenewal by the LAUSD Board of Education, the charter school does not need to send separate written notice of its closure to the CSD.

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 the 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 SELPA.

13. The retirement systems in which the 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 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 school closure

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 school closure
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 school closure, 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.

**School and Student Records Retention and Transfer**

Charter School shall adhere to the following requirements regarding the transfer and maintenance of school and student records:

9. Charter School shall provide the District with original student cumulative files and behavior records pursuant to District policy and applicable 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 the 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 the 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, 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 CDE will notify the charter school and the authorizing entity of any liabilities the 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 the 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 the charter school.

This audit may serve as the 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 the charter school. Charter school closure procedures must also ensure appropriate disposal, in accordance with Charter School’s bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of the 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 the 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 the 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.

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 Ed. Code 47612 and 5 CCR § 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.
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 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 charter school 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 charter school 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, Ed. 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 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.

**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 Ed. 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).