Charter Petition for
Value Schools High School 2

September 2014

Submitted by:
Value Schools
680 Wilshire Place
Suite 315
Los Angeles, CA 90005
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Assurances and Affirmations

Charter School (also referred to herein as “Value Schools High School 2”, “VSHS2” 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.
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.

<table>
<thead>
<tr>
<th>GENERAL INFORMATION</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The contact person for Value Schools High School 2 is:</td>
<td>Geraldine M. Jacoby</td>
</tr>
<tr>
<td>The contact address for Value Schools High School 2 is:</td>
<td>680 Wilshire Pl., Ste 315, Los Angeles, CA 90005</td>
</tr>
<tr>
<td>The contact phone number for Value Schools High School 2 is:</td>
<td>310.809.8444</td>
</tr>
<tr>
<td>The proposed address or target community of Value Schools High School 2 is:</td>
<td>Community within one-mile radius of Olympic Blvd &amp; Alvarado St.</td>
</tr>
<tr>
<td>This location is in LAUSD Board District:</td>
<td>2</td>
</tr>
<tr>
<td>This location is in LAUSD Educational Service Center:</td>
<td>East</td>
</tr>
<tr>
<td>The grade configuration of Charter School is:</td>
<td>9-12</td>
</tr>
<tr>
<td>The number of students in the first year will be:</td>
<td>90</td>
</tr>
<tr>
<td>The grade level(s) of the students in the first year will be:</td>
<td>9</td>
</tr>
<tr>
<td>The scheduled opening date of Charter School is:</td>
<td>August 17, 2015</td>
</tr>
<tr>
<td>The enrollment capacity is:</td>
<td>480</td>
</tr>
<tr>
<td>(Enrollment capacity is defined as all students who are enrolled in Charter School regardless of student residency).</td>
<td></td>
</tr>
<tr>
<td>The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:</td>
<td>Traditional</td>
</tr>
<tr>
<td>The bell schedule for Charter School will be:</td>
<td>7:30AM – 2:53PM</td>
</tr>
<tr>
<td>The term of this charter shall be from:</td>
<td>July 1, 2015 to June 30, 2020</td>
</tr>
</tbody>
</table>
Introduction
Value Schools High School 2, operated by Value Schools, a California nonprofit public benefit corporation, will offer a high quality, values-based educational option to students in and around the Pico Union neighborhood. Value Schools High School 2 will improve pupil learning for all students through its innovative approach of embedding in the curriculum and teaching methods five core values shown by research and experience to result in higher academic achievement in this mostly low-income minority population.

Value Schools High School 2 will reflect a commitment to the vision of the Los Angeles Unified School District that “all youth achieve.” The core values that are the bedrock of the Value Schools philosophy emphasize the importance of bringing every student to academic proficiency – including high school graduation but lasting a lifetime – by providing a safe environment, focusing on regular attendance and full attention to academic growth, and involving students and their parents in the Charter School community and the community at large.

Along with school choice for families, Value Schools High School 2 will provide opportunities for teachers to have a direct and immediate impact on how Value Schools High School 2 operates and to take responsibility for the content and outcomes of the Charter School. Like the other three charter schools established by Value Schools, Value Schools High School 2 will stress accountability – accountability of schools and teachers to students and the community, and accountability of students and families to Value Schools High School 2 and to each other. This model has proven both successful and replicable.

Community Need for Proposed Charter School
Value Schools High School 2 will be a classroom-based high school serving grades 9-12, to be located within a one-mile radius of the intersection of Olympic Boulevard and Alvarado Street. It is expected to attract students from Downtown Value School and Everest Value School, and other students attending school within a two-mile radius of Value Schools High School 2.

In its first year, Value Schools High School 2 will have 126 students in the 9th grade, and will add another grade level in each of the following three years until in year four all grade levels are offered. Seventeen traditional public schools and fourteen charter schools serve high school students in the area where Value Schools High School 2 will be located, and the Charter School expects to draw a similar demographic. Below are the median demographics for those schools:

| Demographics of 31 Public High Schools Closest to Proposed VSHS2 Site |
|---------------------------------------------------|---------------------------------|---------------------------------|
| Hispanic (N=31) | 89.3% | 93.8% |
| Asian-American | 1.5% | .5% |

Value Schools High School 2
<table>
<thead>
<tr>
<th></th>
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<th></th>
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</thead>
<tbody>
<tr>
<td>Students Eligible for Free/Reduced Lunch</td>
<td>82.2</td>
<td>12.0</td>
<td>33.4</td>
<td>77.4</td>
<td>2.7</td>
<td>12.9</td>
<td>648</td>
<td>No</td>
<td>No</td>
<td>634</td>
<td>1</td>
<td>1</td>
<td>N/A</td>
<td></td>
<td></td>
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<tr>
<td>% of Special Ed. Students</td>
<td>74.0</td>
<td>14.0</td>
<td>30.6</td>
<td>88.4</td>
<td>2.2</td>
<td>3.9</td>
<td>671</td>
<td>Yes</td>
<td>No</td>
<td>653</td>
<td>2</td>
<td>7</td>
<td>Watch</td>
<td></td>
<td></td>
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<tr>
<td>% of English Learners</td>
<td>85.7</td>
<td>3.0</td>
<td>65.7</td>
<td>89.8</td>
<td>2.0</td>
<td>2.9</td>
<td>609</td>
<td>No</td>
<td>No</td>
<td>609</td>
<td>1</td>
<td>1</td>
<td>Watch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>% of Hispanic</td>
<td>96.6</td>
<td>12.0</td>
<td>29.4</td>
<td>94.6</td>
<td>1.8</td>
<td>.07</td>
<td>658</td>
<td>Yes</td>
<td>No</td>
<td>655</td>
<td>2</td>
<td>3</td>
<td>Watch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>% of African American</td>
<td>93.3</td>
<td>9.0</td>
<td>23.3</td>
<td>94.4</td>
<td>2.1</td>
<td>1.5</td>
<td>678</td>
<td>Yes</td>
<td>No</td>
<td>660</td>
<td>2</td>
<td>4</td>
<td>Service &amp; Support</td>
<td></td>
<td></td>
</tr>
<tr>
<td>% of Asian</td>
<td>93.0</td>
<td>8.0</td>
<td>21.4</td>
<td>94.7</td>
<td>1.1</td>
<td>1.9</td>
<td>650</td>
<td>No</td>
<td>No</td>
<td>651</td>
<td>1</td>
<td>2</td>
<td>Watch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>% of Hispanic</td>
<td>90.3</td>
<td>N/A</td>
<td>27.1</td>
<td>96.8</td>
<td>2.0</td>
<td>0.4</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Data sources:
*Percentage of Students in Special Education for LAUSD Schools is taken from the Data Summary Sheets available at lausd.net. Comparable Special Education information for charter schools was not available. Other school profile information obtained from Data Quest at www.cde.ca.gov. For “span” schools, the distribution of demographic characteristics in grades 9-12 was presumed to mirror those of the span school as a whole.

Enrollment data maintained by the California Department of Education reveals that over the last five years, the total enrollment of students in schools serving high school students in the area that is approximately two miles from the projected site for Value Schools High School 2 has increased by about 2%, but that the percentage of the students being served in the area charter schools has increased from 14.4% to 23.5%. This suggests both that there is an increasing demand for charter schools and that the primary sources for incoming 9th grade students at Value Schools High School 2 will be the area’s traditional middle schools as well as Value Schools’ own Downtown Value and Everest Value.

Additional demographic and performance data for area schools, traditional and charter, are displayed in the following table:

<table>
<thead>
<tr>
<th>SURROUNDING SCHOOLS DEMOGRAPHIC AND PERFORMANCE DATA</th>
<th>Address: Alvarado Street &amp; Olympic Boulevard</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAUSD Schools</td>
<td></td>
</tr>
<tr>
<td>Embassy School of Global Leadership</td>
<td></td>
</tr>
<tr>
<td>Belmont Senior High</td>
<td></td>
</tr>
<tr>
<td>Belmont Senior High-LA Teacher Preparatory Academy</td>
<td></td>
</tr>
<tr>
<td>Contreras Language Academy</td>
<td></td>
</tr>
<tr>
<td>Contreras Language School of Business &amp; Tourism</td>
<td></td>
</tr>
<tr>
<td>Contreras Language School of Global Studies</td>
<td></td>
</tr>
<tr>
<td>Contreras Language School of Social</td>
<td></td>
</tr>
<tr>
<td>Traditional Public Schools</td>
<td></td>
</tr>
<tr>
<td>Value Schools High School 2</td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>Grade</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>Justice</td>
<td>9-12</td>
</tr>
<tr>
<td>Cortines School of Visual and Performing Arts</td>
<td>9-12</td>
</tr>
<tr>
<td>Los Angeles High School of the Arts</td>
<td>9-12</td>
</tr>
<tr>
<td>New Open World Academy</td>
<td>9-12</td>
</tr>
<tr>
<td>Roybal LC</td>
<td>9-12</td>
</tr>
<tr>
<td>Roybal LC-Civitas School of Leadership</td>
<td>9-12</td>
</tr>
<tr>
<td>Santee Education Complex</td>
<td>9-12</td>
</tr>
<tr>
<td>School of Visual Arts and Humanities</td>
<td>9-12</td>
</tr>
<tr>
<td>UCLA Community School</td>
<td>9-12</td>
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<tr>
<td>West Adams Preparatory High</td>
<td>9-12</td>
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<tr>
<td><strong>CHARTER SCHOOLS</strong></td>
<td></td>
</tr>
<tr>
<td>Alliance College Ready High # 16</td>
<td>9-12</td>
</tr>
<tr>
<td>Alliance Dr. Olga Mohan High</td>
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<tr>
<td>Alliance Gertz-Ressler Richard Merkin High</td>
<td>9-12</td>
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<tr>
<td>Camino Nuevo High</td>
<td>9-12</td>
</tr>
<tr>
<td>Camino Nuevo High #2</td>
<td>9-12</td>
</tr>
<tr>
<td>Central City Value High</td>
<td>9-12</td>
</tr>
<tr>
<td>Frederick Douglas Academy High</td>
<td>9-12</td>
</tr>
<tr>
<td>Larchmont Charter</td>
<td>9-12</td>
</tr>
<tr>
<td>Los Angeles Academy of Arts &amp; Enterprise</td>
<td>9-12</td>
</tr>
<tr>
<td>Los Angeles Big Picture High</td>
<td>9-12</td>
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<td>Math &amp; Science College Prep</td>
<td>9-12</td>
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<td>New Designs</td>
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<tr>
<td>New Village Girls Academy</td>
<td>9-12</td>
</tr>
<tr>
<td>USC Hybrid High</td>
<td>9-12</td>
</tr>
</tbody>
</table>

Table Notes and Data Sources:
1. N/A means that the data was not available for the school from the sources noted below.
2. Several of the schools are “span” schools and the percentage of students for any of the listed categories in the preceding table is for the entire enrollment of that “span” school. It is assumed for purposes here that the percentage of high school students is approximately the same as the percentage for the entire enrollment.

3. Percentage of Students in Special Education for LAUSD Schools is taken from the Data Summary Sheets available at lausd.net. Comparable information for charter schools could not be obtained.

4. School Performance Framework Classification is taken from the School Performance Framework page available at lausd.net. All other information can be found at Data Quest at cde.ca.gov.

**Student Population to Be Served**

The experience of Value Schools (a California nonprofit public benefit corporation that will operate Value Schools High School 2) with its first three charter schools, in addition to board members intimately familiar with the local community, give Value Schools High School 2 a deep understanding of the needs of the population it will draw. Students will likely come from families that are living below the poverty line, have parents who did not attend college, and come from a household where English is not typically spoken. Students from these neighborhoods often experience domestic instability, and have been exposed to higher incidents of trauma, food insecurity and substandard education than students in neighborhoods with higher income levels. Value Schools High School 2 recognizes that parents and students will need targeted assistance to ensure that students apply for, attend and complete their higher education. While maintaining cultural sensitivity, the Charter School staff will prepare the students and parents for the students’ enrollment and ultimate success in college. The educational experiences the students receive at Value Schools High School 2 will not only target the required academic areas, but also the “soft skills” that often make the difference between success and failure in college.

**Enrollment Rollout Plan for Value Schools High School 2**

<table>
<thead>
<tr>
<th>Grade</th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
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<tbody>
<tr>
<td>9</td>
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<tr>
<td>12</td>
<td>90</td>
<td>205</td>
<td>325</td>
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<td>480</td>
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**Goals and Philosophy**

**Mission of Value Schools High School 2**

Value Schools High School 2 will facilitate the learning of secondary school students who come from traditionally underserved populations by providing a highly focused academic program in a Charter School community that emphasizes five core values.
Value Schools asserts these Five Values as the core of its educational model:

1. **Academic excellence is the means to a full life**
2. **Each student can develop to his or her fullest potential**
3. **Each individual is unique and deserves respect**
4. **A safe, nurturing community is essential to academic excellence.**
5. **Service to others and the community is a responsibility of an educated person.**

Students will become self-motivated, well-rounded, competent, and lifelong learners who will make a difference in the world when they have fully understood the meaning of these values and put them into practice.

**What it Means to Be an Educated Person**

An educated person in the 21st century is one who has the motivation, knowledge and skills necessary to make a positive difference in the world. These individuals:

- actively seek to continue to learn throughout their entire lives;
- have both the basic knowledge and skills that all persons can acquire and the refinement of those special talents that each person possesses;
- respect every person and work to promote the dignity of each person;
- show that by collaborating with others the community can gain more than what the individuals can achieve on their own; and
- use what they have learned to contribute to society through employment, civic participation, family life, and community service.

The Charter School accepts the premise that successfully completing at least a college level education provides the best opportunity to acquire the skills listed above. In order to be considered educated in the 21st century, a student would be able to:

- demonstrate proficiency in English language arts, math, science, social sciences and the arts;
- gather and evaluate information and produce original works with confidence and clarity;
- use technology effectively, creatively, and responsibly;
- apply, analyze, synthesize and evaluate new information and ideas; and
- communicate ideas clearly, build and defend arguments logically, and solve problems collaboratively.

**How learning best occurs**

Learning best occurs in an environment where there are shared high expectations for academic performance and proper behavior, and a community of individuals dedicated to the support of a set of core values.
To discover the best teaching practices for particular grade-level knowledge and skills, teachers are guided by experts in the field of learning. Value Schools High School 2 will be guided by the research findings derived by Robert Marzano’s meta-analysis of studies of classroom instructional techniques (Classroom Instruction that Works, 2001). In particular, Value Schools High School 2 endorses nine instructional practices found to be especially effective in raising student achievement:

- Identifying similarities and differences;
- Summarizing and note taking;
- Reinforcing effort and providing recognition;
- Providing appropriate homework and practice;
- Modeling and allowing for nonlinguistic representations;
- Promoting cooperative learning;
- Setting objectives and providing feedback;
- Generating and testing hypotheses;
- Presenting cues, questions, and advance organizers

The Charter School will be further guided by the experience of teachers at Central City Value High School, which serves a similar population. Those teachers have identified the following additional classroom-based elements as particularly important to their students’ academic success:

- Appropriate motivation for acquisition of knowledge and/or skills;
- Measurable and attainable goals accepted by the student;
- A balance of familiar and new concepts;
- Appropriate, intermittent reinforcements and corrections during successive approximations to the goal;
- Presentation of concepts using a variety of teaching modalities;
- An opportunity to immediately apply newly acquired information in a meaningful way;
- Diversity of work models that illustrate high standards and expectations;
- Opportunity to transition from concrete to abstract thought;
- A caring, knowledgeable staff who believe that all students can succeed;
- Minimal distractions during class time.

Ongoing discussion of appropriate and effective instructional strategies will be an important part of continued professional development.

**Goals for Producing Self-Motivated, Competent, and Lifelong Learners**

The goals of the Charter School are best stated by the Schoolwide Learner Outcomes (SLOs, formerly known as ESLRs) that have been prepared by the founding faculty members of Value Schools High School 2.
Value Schools High School 2 students are:

1. Life-long self-directed learners who:
   a. Possess a strong academic foundation
   b. Think critically and analytically to extend knowledge and solve problems;
   c. Demonstrate the skills and knowledge to adapt to new technologies;
   d. Take risks for the sake of growth;
   e. Set, prioritize, and pursue goals;
   f. Recognize and use resources; and
   g. Strive to enhance and maintain physical, mental, and emotional well-being.

2. Effective communicators who:
   a. Speak, write, and use other forms of expression accurately, effectively, and creatively;
   b. Exercise efficient and critical listening and reading skills;
   c. Possess the language skills to interact in a culturally diverse society;
   d. Foster conflict resolution in a creative, peaceful, and dignified manner; and
   e. Promote the idea that school provides an environment to achieve one’s potential.

3. Collaborative individuals who:
   a. Participate effectively in a variety of leadership and supportive roles;
   b. Recognize, accept, and exercise social responsibilities and civic duties;
   c. Respect and value individuals of different cultures, backgrounds, and abilities;
   d. Maintain a high level of personal and academic integrity; and
   e. Make sound, ethical, and accountable decisions that affect the natural environment.

### Annual Goals, Actions and Measurable Outcomes During Charter Term

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

<table>
<thead>
<tr>
<th>ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)</th>
<th>Teachers required to hold a credential will hold a valid CA Teaching Credential as defined by the CA Commission on Teacher Credentialing, and all teachers will be appropriately assigned.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SPECIFIC ANNUAL ACTIONS</strong></td>
<td>• Check credentials at hiring.</td>
</tr>
<tr>
<td></td>
<td>• Assign teachers to classes for which they are appropriately credentialed.</td>
</tr>
<tr>
<td></td>
<td>• Annually review master schedule and assignments.</td>
</tr>
<tr>
<td>METHOD FOR MEASURING</td>
<td>Commission on Teacher Credentialing Website – <a href="http://www.ctc.ca.gov/lookup.html">www.ctc.ca.gov/lookup.html</a></td>
</tr>
<tr>
<td>----------------------</td>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td>MEASURABLE OUTCOME</td>
<td>Percentage of teachers who will have valid credential and be appropriately assigned</td>
</tr>
<tr>
<td>2015-2016</td>
<td>100%</td>
</tr>
<tr>
<td>2016-2017</td>
<td>100%</td>
</tr>
<tr>
<td>2017-2018</td>
<td>100%</td>
</tr>
<tr>
<td>2018-2019</td>
<td>100%</td>
</tr>
<tr>
<td>2019-2020</td>
<td>100%</td>
</tr>
</tbody>
</table>

**ACCESS TO INSTRUCTIONAL MATERIALS**

**STATE PRIORITY #1: BASIC SERVICES**

<table>
<thead>
<tr>
<th>ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)</th>
<th>All students, including English Learners and students with IEPs, will have access to appropriate standards-aligned materials and additional instructional materials as outlined in the charter petition.</th>
</tr>
</thead>
</table>
| SPECIFIC ANNUAL ACTIONS                                             | ● Review all instructional materials for alignment before purchase.  
● Purchase instructional materials aligned with Common Core State Standards and this charter petition.  
● Budget for sufficient materials to allow 100% access.  
● Inventory materials annually and supplement as needed. |
| METHOD FOR MEASURING                                                | Completed purchase orders; Charter School-maintained inventory of textbooks and supplemental materials |
| MEASURABLE OUTCOME                                                 | Percentage of students who have access to standards-aligned materials and supplemental materials |
| 2015-2016                                                          | 100%                                                                     |
| 2016-2017                                                          | 100%                                                                     |
| 2017-2018                                                          | 100%                                                                     |
| 2018-2019                                                          | 100%                                                                     |
| 2019-2020                                                          | 100%                                                                     |

**FACILITIES MAINTENANCE**

**STATE PRIORITY #1: BASIC SERVICES**

| ANNUAL GOALS | VSHS2 will maintain a clean and safe Charter School facility. |
### Specific Annual Actions

- Ensure building and grounds are in good order by performing inspection, repair, upkeep, and cleaning as needed.
- Review monthly and annual facility inspection reports that log daily spot checks for cleanliness or safety issues.
- Conduct annual review and inventory of physical plant conditions.
- Update maintenance and repair priority execution plan monthly; perform or contract for maintenance/repair service.
- Conduct monthly review of maintenance and repair log and report major maintenance or repair issues to VSHS 2 Board of Directors.

### Method for Measuring

Site inspection and facility inspection checklists

### Measurable Outcomes

**For every year** of charter term:

- 90% of items on monthly site inspection and facility inspection checklists will be in compliance/good standing.
- Health and safety hazards will be cured or mitigated promptly upon identification; other identified required corrections will be made according to the repair priority execution plan.

<table>
<thead>
<tr>
<th>Year</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-2016</td>
<td>See Measurable Outcomes</td>
</tr>
<tr>
<td>2016-2017</td>
<td>See Measurable Outcomes</td>
</tr>
<tr>
<td>2017-2018</td>
<td>See Measurable Outcomes</td>
</tr>
<tr>
<td>2018-2019</td>
<td>See Measurable Outcomes</td>
</tr>
<tr>
<td>2019-2020</td>
<td>See Measurable Outcomes</td>
</tr>
</tbody>
</table>

### Implementation of State Content and Performance Standards

**State Priority #2**

**Annual Goals**

1. Value Schools High School 2 will implement state-adopted ELA and Math academic content and performance standards by School Year 2015-16 for all students, including subgroups.
2. Value Schools High School 2 will implement academic content and performance standards for all core subjects as California adopts them.

- Provide all teachers with initial and continuing professional development on the Common Core State Standards and how to
### Specific Annual Actions

- Have teachers create year-long pacing plans incorporating the Common Core State Standards.
- Use principal and peer observations to track use of CCSS principles and materials in all classrooms.
- Align benchmark exams to the Common Core State Standards.
- Use results of the Smarter Balanced assessments, NWEA and internal benchmark data to evaluate progress towards implementing state content and performance standards.
- Provide adequate computer resources, keyboarding training, and practice on computer-based tests to prepare students to demonstrate mastery of the Common Core State Standards on computer-administered assessments.

### Method for Measuring

Professional development records; classroom observations; scores on the SBAC (when available), NWEA, benchmark data

### Measurable Outcome

Percentage of teachers who will implement the state content and performance standards

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-2016</td>
<td>100%</td>
</tr>
<tr>
<td>2016-2017</td>
<td>100%</td>
</tr>
<tr>
<td>2017-2018</td>
<td>100%</td>
</tr>
<tr>
<td>2018-2019</td>
<td>100%</td>
</tr>
<tr>
<td>2019-2020</td>
<td>100%</td>
</tr>
</tbody>
</table>

### Parent Involvement

**State Priority #3**

### Annual Goals

1. Parents will understand and concur with the Charter School’s five core values.
2. Parents will be represented on an active School Site Council (SSC).
3. Parents will participate in students’ education through the Parent/Teacher/Student Association, attendance at school-wide parent meetings, individual parent-teacher conferences and school-based parent education.

### Specific Annual Actions

- Hold orientation meetings with parents and students to explain values.
- Conduct school-wide meetings, parent-teacher conferences, and
<table>
<thead>
<tr>
<th><strong>METHOD FOR MEASURING 1</strong></th>
<th>Notes of orientation meetings; acceptance forms in each student’s file; attendance rosters; SSC minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MEASURABLE OUTCOME 1</strong></td>
<td>Percentage of students whose parent or guardian signs an acceptance of the Charter School’s values at parent induction conference (also serves as the Title I Compact for Value Schools High School 2)</td>
</tr>
<tr>
<td>2015-2016</td>
<td>≥97%</td>
</tr>
<tr>
<td>2016-2017</td>
<td>≥97%</td>
</tr>
<tr>
<td>2017-2018</td>
<td>≥97%</td>
</tr>
<tr>
<td>2018-2019</td>
<td>≥97%</td>
</tr>
<tr>
<td>2019-2020</td>
<td>≥97%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>METHOD FOR MEASURING 2</strong></th>
<th>PTSA &amp; SSC minutes and agendas; sign-in sheets; Principal’s reports to Board</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MEASURABLE OUTCOME 2</strong></td>
<td>Parents will be represented on the SSC for all years of the charter; SSC will meet quarterly; SSC will report to Board through principal</td>
</tr>
<tr>
<td>2015-2016</td>
<td>100% compliance with SSC goal</td>
</tr>
<tr>
<td>2016-2017</td>
<td>100% compliance with SSC goal</td>
</tr>
<tr>
<td>2017-2018</td>
<td>100% compliance with SSC goal</td>
</tr>
<tr>
<td>2018-2019</td>
<td>100% compliance with SSC goal</td>
</tr>
<tr>
<td>2019-2020</td>
<td>100% compliance with SSC goal</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>METHOD FOR MEASURING 3</strong></th>
<th>Sign-in sheets and teachers’ records of parent/teacher conferences</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MEASURABLE OUTCOME 3</strong></td>
<td>Percentage of students whose parent or guardian attends at least two parent/teacher conferences during the school year.</td>
</tr>
<tr>
<td>2015-2016</td>
<td>≥95%</td>
</tr>
<tr>
<td>2016-2017</td>
<td>≥95%</td>
</tr>
<tr>
<td>2017-2018</td>
<td>≥95%</td>
</tr>
<tr>
<td>2018-2019</td>
<td>≥95%</td>
</tr>
<tr>
<td>2019-2020</td>
<td>≥95%</td>
</tr>
</tbody>
</table>

**METHOD FOR** | Sign-in sheets at events
**METHOD FOR MEASURING 4**

**MEASURABLE OUTCOME 4**  
Percentage of students whose parent or guardian attends at least two school-wide events during the school year.

| 2015-2016 | ≥30% |
| 2016-2017 | ≥35% |
| 2017-2018 | ≥40% |
| 2018-2019 | ≥50% |
| 2019-2020 | ≥50% |

**ACADEMIC PERFORMANCE INDEX (API)**

**STATE PRIORITY #4: STUDENT ACHIEVEMENT**

**ANNUAL GOALS**  
(Identify schoolwide and subgroup goals as applicable)

1. By 2017/18 and thereafter, VSHS2 will meet or exceed the annual API Growth Target, or equivalent, set by the California State Board of Education.
2. By 2017/18 and thereafter, English Learners at VSHS2 will meet or exceed the annual API Growth Target, or equivalent, set by the California State Board of Education.
3. By 2017/18 and thereafter, Special Education students at VSHS2 will meet or exceed the API Growth Target, or equivalent, set by the California State Board of Education for students in Special Education.

**SPECIFIC ANNUAL ACTIONS**

- Analyze NWEA, Gates-MacGinitie, and UCLA Math diagnostic test data to determine student strengths and weaknesses.
- Analyze quarterly benchmark exams aligned to the Common Core State Standards.
- Provide individualized professional development and peer coaching to continually improve pedagogy.
- Encourage student enrollment in AP courses.
- Provide tutoring and access to Student Success Program for struggling students.
- Evaluate instructional materials to ensure alignment with Common Core standards.
- Conduct annual CAHSEE “boot camp.”

**METHOD FOR MEASURING**

API school-wide scores; API subgroup scores

**MEASURABLE**

- Growth in API schoolwide scores
<table>
<thead>
<tr>
<th><strong>Outcome</strong></th>
<th><strong>Growth in API subgroup scores</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2015-2016</strong></td>
<td>Establish baseline</td>
</tr>
<tr>
<td><strong>2016-2017</strong></td>
<td>Baseline + at least 5%</td>
</tr>
<tr>
<td><strong>2017-2018</strong></td>
<td>Baseline + at least 7%</td>
</tr>
<tr>
<td><strong>2018-2019</strong></td>
<td>Baseline + at least 9%</td>
</tr>
<tr>
<td><strong>2019-2020</strong></td>
<td>Baseline + at least 10%</td>
</tr>
</tbody>
</table>

### A-G Course of Study Completion Rate(s)

**State Priority #4: Student Achievement**

#### Annual Goals

(Identify schoolwide and subgroup goals as applicable)

In 2018/19 and in every year thereafter, at least 90% of graduating seniors will meet the A-G requirements annually.

#### Specific Annual Actions

- Develop four-year plan of course completion with each student.
- Have advisors meet weekly with students about their academic progress.
- Provide summer school for credit recovery and remediation.
- Have college counselor meet with parents and students regularly to emphasize the importance of meeting the A-G requirements.

#### Method for Measuring

Student transcripts to determine the percentage of students who meet the A-G requirements.

#### Measurable Outcome

Percentage of graduating seniors who have met all University of California A-G requirements

| **2015-2016** | N/A |
| **2016-2017** | N/A |
| **2017-2018** | N/A |
| **2018-2019** | >90% |
| **2019-2020** | >90% |

### English Learner Adequate Progress Rate

**State Priority #4: Student Achievement**

#### Annual Goals

(Identify schoolwide and subgroup goals as applicable)

1. Beginning in 2016/17, English Learners will have a first-time CAHSEE pass rate of at least 80% in both ELA and math.
2. After baseline is established, at least 70% of all English Learners will achieve one year’s growth in one school year in both ELA and math, as measured by NWEA assessments, with annual increases.
expected.

3. At least 20% of all English Learners will achieve **more than** one year’s growth in one school year in both ELA and math as measured by NWEA assessments.

<table>
<thead>
<tr>
<th><strong>Specific Annual Actions</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Provide teacher professional development targeted to needs of English Learners.</td>
<td></td>
</tr>
<tr>
<td>• Provide summer school course designed specifically for English Learners.</td>
<td></td>
</tr>
<tr>
<td>• Concurrently enroll students in a traditional English class and an English Enrichment class.</td>
<td></td>
</tr>
<tr>
<td>• Embed scaffolding and SDAIE strategies in all core classes.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Method for Measuring 1</strong></th>
<th>CAHSEE scores</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Measurable Outcome 1</strong></td>
<td>Difference between average CAHSEE score for English Learners and average CAHSEE score for English Proficient students at VSHS2.</td>
</tr>
<tr>
<td>2015-2016</td>
<td>N/A</td>
</tr>
<tr>
<td>2016-2017</td>
<td>Difference will not exceed 10% in either ELA or math</td>
</tr>
<tr>
<td>2017-2018</td>
<td>Difference will not exceed 7% in either ELA or math</td>
</tr>
<tr>
<td>2018-2019</td>
<td>Difference will not exceed 5% in either ELA or math</td>
</tr>
<tr>
<td>2019-2020</td>
<td>Difference will not exceed 3% in either ELA or math</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Method for Measuring 2</strong></th>
<th>NWEA scores</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Measurable Outcome 2</strong></td>
<td>EL performance on the NWEA</td>
</tr>
<tr>
<td>2015-2016</td>
<td>Establish baseline</td>
</tr>
<tr>
<td>2016-2017</td>
<td>70% or more students record at least one year of growth 20% or more students record more than one year of growth</td>
</tr>
<tr>
<td>2017-2018</td>
<td>70% or more students record at least one year of growth 25% or more students record more than one year of growth</td>
</tr>
<tr>
<td>2018-2019</td>
<td>70% or more students record at least one year of growth 30% or more students record more than one year of growth</td>
</tr>
<tr>
<td>2019-2020</td>
<td>75% or more students record at least one year of growth 30% or more students record more than one year of growth</td>
</tr>
</tbody>
</table>
## ENGLISH LEARNER RECLASSIFICATION RATE
STATE PRIORITY #4: STUDENT ACHIEVEMENT

<table>
<thead>
<tr>
<th><strong>ANNUAL GOALS</strong>&lt;br&gt; (Identify schoolwide and subgroup goals as applicable)</th>
<th>1. EL reclassification rate will increase annually during the term of the charter.&lt;br&gt;2. The reclassification rate during the first year of the Charter School will be greater than 10%.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SPECIFIC ANNUAL ACTIONS</strong></td>
<td>• Enroll students who test at the Beginning, Early Intermediate, or Intermediate level on the CELDT in an English Enrichment class.&lt;br&gt;• Provide English Language Development classes, using “English 3D” curriculum, four days a week for:&lt;br&gt;  - Seniors&lt;br&gt;  - students in honors classes who test Intermediate on the CELDT students who are at the Early Advanced or Advanced level&lt;br&gt;• Offer English Language Development class in Summer School.&lt;br&gt;• Use SDAIE strategies, academic vocabulary enrichment, cooperative learning groups and differentiation of assignments to build English language skills.</td>
</tr>
<tr>
<td><strong>METHOD FOR MEASURING</strong></td>
<td>CELDT and ELPAC Scores</td>
</tr>
<tr>
<td><strong>MEASURABLE OUTCOME</strong></td>
<td>Reclassification rate</td>
</tr>
<tr>
<td><strong>2015-2016</strong></td>
<td>&gt;10%</td>
</tr>
<tr>
<td><strong>2016-2017</strong></td>
<td>&gt;12%</td>
</tr>
<tr>
<td><strong>2017-2018</strong></td>
<td>&gt;14%</td>
</tr>
<tr>
<td><strong>2018-2019</strong></td>
<td>&gt;18%</td>
</tr>
<tr>
<td><strong>2019-2020</strong></td>
<td>&gt;20%</td>
</tr>
</tbody>
</table>

## AP EXAMINATION PASSAGE RATE
STATE PRIORITY #4: STUDENT ACHIEVEMENT

<table>
<thead>
<tr>
<th><strong>ANNUAL GOALS</strong>&lt;br&gt; (Identify schoolwide and subgroup goals as applicable)</th>
<th>By the final year of the charter term, at least 50% of graduating seniors will have taken at least one AP exam; at least 50% of students who take an AP exam will obtain a score of 3 or higher.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SPECIFIC ANNUAL</strong></td>
<td>• Enroll eligible students in VSHS #2 Summer Honors Academy.</td>
</tr>
</tbody>
</table>
| ACTIONS | • Enroll eligible students in Honors courses during Freshman and Sophomore years.  
• Provide professional development for AP course teachers.  
• Provide additional instructional time for students taking AP courses. |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>METHOD FOR MEASURING</td>
<td>AP exam-taking records and scores</td>
</tr>
<tr>
<td>MEASURABLE OUTCOME</td>
<td>Percentage of students taking at least one AP exam; percentage of exam takers obtaining a score of 3 or higher</td>
</tr>
<tr>
<td>2015-2016</td>
<td>N/A</td>
</tr>
</tbody>
</table>
| 2016-2017 | >10% will take AP exam  
>40% of exam takers will score a 3 or higher |
| 2017-2018 | >30% will take AP exam  
>45% of exam takers will score a 3 or higher |
| 2018-2019 | >40% will take AP exam  
>50% of exam takers will score a 3 or higher |
| 2019-2020 | >50% will take AP exam  
>50% of exam takers will score a 3 or higher |

**EAP COLLEGE PREPAREDNESS RATE**  
STATE PRIORITY #4: STUDENT ACHIEVEMENT

<table>
<thead>
<tr>
<th>ANNUAL GOALS</th>
<th>The percentage of students ready for college as measured by the EAP students will be at least 50% in English and 50% in Mathematics, and will increase over the charter term to 35%/25% respectively.</th>
</tr>
</thead>
</table>
| SPECIFIC ANNUAL ACTIONS | • Compare EAP and Common Core expectations.  
• Provide specific math and English instruction that addresses EAP college preparedness expectations.  
• Use appropriate assessment data to identify skill deficits.  
• Provide additional class sessions to help students prepare for the EAP.  
• Provide teacher professional development on instructional methods to prepare students for EAP. |
<p>| METHOD FOR MEASURING | EAP Scores |
| MEASURABLE OUTCOME | Value Schools High School 2’s EAP scores |</p>
<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage of students tested as “ready” or “conditionally ready” on the EAP</th>
<th>Total:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-2016</td>
<td>N/A</td>
<td>20%</td>
</tr>
<tr>
<td>2016-2017</td>
<td>N/A</td>
<td>20%</td>
</tr>
<tr>
<td>2017-2018</td>
<td>Percentage of students tested as “ready” or “conditionally ready” on the EAP</td>
<td>30% /</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mathematics (Total): 20%</td>
</tr>
<tr>
<td>2018-2019</td>
<td>Percentage of students tested as “ready” or “conditionally ready” on the EAP</td>
<td>33% /</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mathematics (Total): 23%</td>
</tr>
<tr>
<td>2019-2020</td>
<td>Percentage of students tested as “ready” or “conditionally ready” on the EAP</td>
<td>35% /</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mathematics (Total): 25%</td>
</tr>
</tbody>
</table>

## School Attendance Rate

**State Priority #5: Student Engagement**

### Annual Goals

1. The Charter School will have an average attendance rate of 97% or higher.
2. Attendance will improve by one percentage point during each year of the charter term.

### Specific Annual Actions

- Phone calls to parents informing them of their child’s attendance record.
- Meetings with students who are frequently absent.
- Advisors will speak with students that have a below average attendance record.
- Every semester, parents will meet with their child’s Advisor to discuss the importance of attendance.

### Method for Measuring

Average Daily Attendance

### Measurable Outcome

Attendance rate

<table>
<thead>
<tr>
<th>Year</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-2016</td>
<td>≥93%</td>
</tr>
<tr>
<td>2016-2017</td>
<td>≥94%</td>
</tr>
<tr>
<td>2017-2018</td>
<td>≥95%</td>
</tr>
<tr>
<td>2018-2019</td>
<td>≥96%</td>
</tr>
<tr>
<td>2019-2020</td>
<td>≥97%</td>
</tr>
</tbody>
</table>

## Chronic Absenteeism Rate

**State Priority #5: Student Engagement**

<table>
<thead>
<tr>
<th>Year</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-2016</td>
<td>≥93%</td>
</tr>
<tr>
<td>2016-2017</td>
<td>≥94%</td>
</tr>
<tr>
<td>2017-2018</td>
<td>≥95%</td>
</tr>
<tr>
<td>2018-2019</td>
<td>≥96%</td>
</tr>
<tr>
<td>2019-2020</td>
<td>≥97%</td>
</tr>
</tbody>
</table>
## ANNUAL GOALS
(Identify schoolwide and subgroup goals as applicable)

The chronic absenteeism rate will decrease throughout the charter term to 3% or less.

### Specific Annual Actions

- Charter School will telephone or otherwise notify parents of their child’s attendance record.
- Meetings will be held in the evenings for students and parents who are chronically absent.
- Advisors will speak with students and parents about the importance of being in school.

### Method for Measuring

Average Daily Attendance

### Measurable Outcome

**Absentee rate**

<table>
<thead>
<tr>
<th>Year</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-2016</td>
<td>≤7%</td>
</tr>
<tr>
<td>2016-2017</td>
<td>≤6%</td>
</tr>
<tr>
<td>2017-2018</td>
<td>≤5%</td>
</tr>
<tr>
<td>2018-2019</td>
<td>≤4%</td>
</tr>
<tr>
<td>2019-2020</td>
<td>≤3%</td>
</tr>
</tbody>
</table>

## DROPOUT RATE
STATE PRIORITY #5: STUDENT ENGAGEMENT

### ANNUAL GOALS
(Identify schoolwide and subgroup goals as applicable)

VSHS 2 will have a dropout rate of less than 3% by the end of its charter term.

### Specific Annual Actions

- Have advisors and the Student Success Program will work with students most at risk of dropping out of school.
- Have advisors or college counselor educate students and parents on the importance of attaining a high school diploma.
- Provide a variety of extracurricular activities and opportunities for on-campus involvement

### Method for Measuring

Charter School Dropout Rate

### Measurable

The Charter School’s dropout rate will decrease over the charter term,
<table>
<thead>
<tr>
<th>OUTCOME</th>
<th>with annual target outcomes as follows:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-2016</td>
<td>≤6%</td>
</tr>
<tr>
<td>2016-2017</td>
<td>≤5%</td>
</tr>
<tr>
<td>2017-2018</td>
<td>≤4%</td>
</tr>
<tr>
<td>2018-2019</td>
<td>≤4%</td>
</tr>
<tr>
<td>2019-2020</td>
<td>≤3%</td>
</tr>
</tbody>
</table>

**GRADUATION RATE**  
**STATE PRIORITY #5: STUDENT ENGAGEMENT**

**ANNUAL GOALS**  
(Identify schoolwide and subgroup goals as applicable)

VSHS2 will have a graduation rate of at least 95% by the end of its charter term.

**SPECIFIC ANNUAL ACTIONS**

- Teachers and administrators will stress the importance of graduating from high school in classes, community time, and parent meetings.
- Graduation checks to confirm students are on track for graduation or alert them to necessary corrective actions.
- The college counselor or other advisor will monitor the progress of all students towards high school graduation.
- Summer school will be provided for students who need remedial or credit recovery assistance.

**METHOD FOR MEASURING**

Charter School Graduation Data

**MEASURABLE OUTCOME**

Graduation rate

| 2015-2016 | N/A |
| 2016-2017 | N/A |
| 2017-2018 | N/A |
| 2018-2019 | ≥93% |
| 2019-2020 | ≥95% |

**SUSPENSION RATE**  
**STATE PRIORITY #5: STUDENT ENGAGEMENT**
### ANNUAL GOALS
(Identify schoolwide and subgroup goals as applicable)

Students will reflect the core values of the Charter School by exhibiting habits of responsible behavior. As a result, Value Schools High School 2 will maintain a low annual suspension rate. By the last year of the charter term, the percentage of students suspended at least once will be no greater than 2.5% of the schoolwide population per year.

<table>
<thead>
<tr>
<th>Specific Annual Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Set clear behavioral expectations; recognize and reinforce appropriate behaviors.</td>
</tr>
<tr>
<td>• Use Student Success Program to provide support for students and intervene early to forestall need for suspension.</td>
</tr>
<tr>
<td>• Provide positive alternatives to suspension.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Method for Measuring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charter School Suspension Data</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Measurable Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of students suspended</td>
</tr>
</tbody>
</table>

| 2015-2016 | 3.5% |
| 2016-2017 | 3.5% |
| 2017-2018 | 3.0% |
| 2018-2019 | 3.0% |
| 2019-2020 | 2.5% |

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

<table>
<thead>
<tr>
<th>ANNUAL GOALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will reflect the core values of the Charter School by exhibiting habits of responsible behavior. As a result, Value Schools High School 2 will maintain a low annual expulsion rate. By the final year of the charter term, the student expulsion rate will be no more than 2% of the schoolwide population per year.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Specific Annual Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Set clear behavioral expectations; recognize and reinforce appropriate behaviors.</td>
</tr>
<tr>
<td>• Use Student Success Program to provide support for students and intervene early to forestall need for expulsion.</td>
</tr>
<tr>
<td>• Refer students to counseling where appropriate.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Method for Measuring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charter School Expulsion Data</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Measurable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of the Charter School population that is expelled</td>
</tr>
<tr>
<td>OUTCOME</td>
</tr>
<tr>
<td>----------------------</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
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<tr>
<td></td>
</tr>
</tbody>
</table>

**OTHER LOCAL MEASURE(S) OF SCHOOL CLIMATE**  
STATE PRIORITY #6: SCHOOL CLIMATE

| ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable) | 1. Students will understand and live the values of the Charter School.  
|                                                                      | 2. Parents will be satisfied with the academic and extracurricular programs. |
| Specific Annual Actions                                             | - Have principal regularly explain and reinforce values to students and parents during Community Time and at parent meetings.  
|                                                                      | - Discuss values daily in class.  
|                                                                      | - Discuss values education techniques regularly at faculty meetings.  
|                                                                      | - Provide opportunities for parent involvement and input in Charter School decision making and activities. |
| Method for Measuring                                                | Annual surveys of students and parents |
| Measurable Outcome                                                  | Percentage of parent and student survey respondents who indicate high or very high level of satisfaction with overall Charter School program |
| 2015-2016                                                          | ≥85%  |
| 2016-2017                                                          | ≥85%  |
| 2017-2018                                                          | ≥88%  |
| 2018-2019                                                          | ≥88%  |
| 2019-2020                                                          | ≥90%  |

**BROAD COURSE OF STUDY**  
STATE PRIORITY #7

| ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable) | 1. All students in all subgroups will have access to a broad course of study.  
<p>|                                                                      | 2. By the end of the charter term, all graduates will have successfully |</p>
<table>
<thead>
<tr>
<th>Specific Annual Actions</th>
<th>completed a broad course of study.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Offer appropriate core and elective courses.</td>
</tr>
<tr>
<td></td>
<td>- Communicate importance of broad study to parents and students; counsel students on their schedules to achieve breadth.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Method for Measuring 1</th>
<th>Master calendar of course offerings; course descriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measurable Outcome 1</td>
<td>Student access to a broad course of study</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-2016</td>
<td>100%</td>
</tr>
<tr>
<td>2016-2017</td>
<td>100%</td>
</tr>
<tr>
<td>2017-2018</td>
<td>100%</td>
</tr>
<tr>
<td>2018-2019</td>
<td>100%</td>
</tr>
<tr>
<td>2019-2020</td>
<td>100%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Method for Measuring 2</th>
<th>Registration records and student transcripts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measurable Outcome 2</td>
<td>Percentage of students successfully completing a grade-appropriate broad course of study including English, mathematics, social science, science, art, health, and P.E.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-2016</td>
<td>100%</td>
</tr>
<tr>
<td>2016-2017</td>
<td>100%</td>
</tr>
<tr>
<td>2017-2018</td>
<td>100%</td>
</tr>
<tr>
<td>2018-2019</td>
<td>100%</td>
</tr>
<tr>
<td>2019-2020</td>
<td>100%</td>
</tr>
</tbody>
</table>

**College Readiness and Admission**

**State Priority #8**

**Annual Goals**

1. The average PSAT and SAT/ACT score will increase each year for the charter term.
2. The percentage of graduating seniors accepted into 4-year colleges and universities will increase each year for the charter term.

**Specific Annual Actions**

- Provide test preparation classes.
- Establish expectations for PSAT testing in sophomore and junior
Provide college counseling & guidance for students and parents from 9th to 12th grade.

<table>
<thead>
<tr>
<th>METHOD FOR MEASURING 1</th>
<th>SAT/ACT Scores; college/university admissions</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEASURABLE OUTCOME 1</td>
<td>PSAT and SAT/ACT scores</td>
</tr>
<tr>
<td>2015-2016</td>
<td>N/A</td>
</tr>
<tr>
<td>2016-2017</td>
<td>Establish baseline for PSAT scores</td>
</tr>
<tr>
<td>2017-2018</td>
<td>Establish baseline for SAT scores; PSAT average increases at least 5%</td>
</tr>
<tr>
<td>2018-2019</td>
<td>Both PSAT and SAT average scores increase at least 5%</td>
</tr>
<tr>
<td>2019-2020</td>
<td>Both PSAT and SAT average scores increase at least 5%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>METHOD FOR MEASURING 2</th>
<th>College/university acceptances</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEASURABLE OUTCOME 2</td>
<td>Percentage of graduating seniors accepted for admission to 4-year college or university</td>
</tr>
<tr>
<td>2015-2016</td>
<td>N/A (no seniors)</td>
</tr>
<tr>
<td>2016-2017</td>
<td>N/A (no seniors)</td>
</tr>
<tr>
<td>2017-2018</td>
<td>N/A (no seniors)</td>
</tr>
<tr>
<td>2018-2019</td>
<td>Establish baseline</td>
</tr>
<tr>
<td>2019-2020</td>
<td>5% increase in students accepted to U.C. schools compared to the previous year</td>
</tr>
</tbody>
</table>

**SOCIAL RESPONSIBILITY**

**STATE PRIORITY #8**

**ANNUAL GOALS**

(Identify schoolwide and subgroup goals as applicable)

At least 95% of students will demonstrate commitment to the value of service to others and the community.

**SPECIFIC ANNUAL ACTIONS**

- Provide community-building volunteer activities throughout the year using both on-site and off-site projects.
- Encourage appropriate student-led fundraising and assistance projects (e.g., raising money for AIDS-related or other health charities, disaster relief efforts, etc.).
### Method for Measuring

<table>
<thead>
<tr>
<th>Measurable Outcome</th>
<th>Student survey; activity sign-in sheets</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>2015-2016</th>
<th>95%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-2017</td>
<td>95%</td>
</tr>
<tr>
<td>2017-2018</td>
<td>96%</td>
</tr>
<tr>
<td>2018-2019</td>
<td>96%</td>
</tr>
<tr>
<td>2019-2020</td>
<td>97%</td>
</tr>
</tbody>
</table>

### Instructional Design

Value Schools High School 2 will increase academic success in a student population that is primarily low income and minority by implementing a traditional, classroom-based instructional model centered around five core values. Curriculum will be grounded in the Common Core State Standards and based on sound research. Value Schools High School 2 will model its instructional design on that of Central City Value High School, which has a proven track record of success in steadily increasing student achievement. Experienced Central City teachers will serve as the core of the initial faculty, and as department chairs, for Value Schools High School 2. They will develop a curriculum designed to lead to high student scores on the junior-year SBAC exam and university preparedness for all students.

The research-based model by which Value Schools High School 2 will increase academic success among low-income minority students rests on two proven elements: (1) an emphasis on values and (2) accountability for results.

### An Emphasis on Values

Since the 1990s, research has shown that low-income and minority students thrive in schools that share key characteristics with academically successful parochial schools serving the same demographic. Those characteristics include a focused curriculum, an emphasis on academics, and direct management by the principal. The most important factor, though, is that parents and faculty share a set of core beliefs and values; this common ground generates an extra “social capital” propelling student achievement. (See, e.g., Bryk et al., *Catholic Schools and the Common Good*, 1993.)

Research by Samuel Casey Carter found that schools that create a culture that purposefully emphasizes moral development have higher achievement levels. Carter described twelve very different schools, each of which fostered academic success by forming strong, character-based cultures. He described four traits of such schools: a
strong belief that culture determines outcomes; a culture that is nurturing but
demanding; a culture committed to student success; and a culture of people, principles
and purpose. (Carter, On Purpose: How Great School Cultures Form Strong Character,
2011.)

The secret to the success of Central City Value High School that will be replicated does
not lie in the uniqueness of its curriculum or teaching methods, which are much like
those of effective traditional public schools. Rather, what energizes and binds the
Central City Value High School community in the learning experience is a common
“worldview.” That worldview is exportable and scalable, and will be key to the success
of Value Schools High School 2. It is reflected in the Five Values that form the core of
Value Schools’ educational model, mentioned above but set out in more detail here:

● **Academic excellence is the means to a full life.**
Academic learning develops a person’s capacities to enjoy life, to live cooperatively and
comfortably with others, to contribute to the economic well-being of oneself and
society and to be an active citizen. Anything less than striving for excellence deprives
both students and society. The fundamental means to excellence are teachers who offer
expert instruction with high expectations for performance, students who are disciplined
learners and standards of accountability for both.

● **Each student can develop to his or her fullest potential.**
Each person is different, but each is gifted with talents and abilities. While each ought to
excel in an area of special talent, each also should develop the whole range of human
talents to the maximum extent possible. Schools have the responsibility of assisting
parents and the students to identify areas of special talent and, at the same time,
guiding students so that no area of learning is neglected.

● **Each individual is unique and deserves respect.**
Each person has the right to life, liberty and the pursuit of happiness. These rights
accord each with dignity that is to be respected by all. This dignity implies that in society
there are rules that limit certain behaviors so that all might have the fullest exercise of
their rights. These rules are the laws enacted by government, codes of conduct set by
institutions, customs and practices found in civil society and the moral norms freely
adopted by individuals. Good schools set high standards for student behavior.

● **A safe, nurturing community is essential to academic excellence.**
Rules of conduct that protect each person’s dignity are not enough to create
community. A community grows from common ideals and shared experiences. A
community is composed of persons who genuinely care for each other and who seek
good for each other. In a community, everyone belongs and feels valued by the others.
In community, each feels secure and is supported in efforts to grow in every way.
● **Service to others and the community is a responsibility of an educated person.**
An education completes a person by developing his/her talents and abilities. However, an educated person is not satisfied only with personal development. Talents and abilities perfected through an education need to be used to make a better world for all. Community service is a benefit for the civic or economic life of society, as well as for the family, social groups and voluntary organizations.

The Value Schools experience shows that emphasizing these five core values purposefully develops a school culture that forms student character and drives student achievement. Value Schools High School 2 will do the same.

**Accountability for Results**
Tuition-paying parents have long held private and parochial schools accountable for results. Such schools do not survive unless they deliver the product the parents want. Although the business market model is not completely applicable to education, it is useful in calling educators to look to the product of schooling. Value Schools believes that a school is successful only if it delivers that product – student learning. Whatever the merits of each side of the debate over the ideal way to assess that learning, Value Schools cannot wait while that debate is resolved. Some measurement is essential, and that measurement must be objective.

Value Schools sees student learning as a result of a continuous cycle of three critical elements:
- a clear set of student learning outcomes based on California’s Common Core State Standards;
- methods and activities for students that have been selected by professional teachers; and
- ongoing assessment (testing) to determine that the student has acquired the learning.

This approach to the learning process is not unique to Value Schools; in fact, it is increasingly being adopted by the educational community. Value Schools is different, at least at present, in that it focuses its teachers’ attention on student learning performance and compensates (i.e., rewards and continues to employ) its teachers and administrators for success in student learning.

**Factors for Success**
The success of Value Schools depends on the “who” (our educators), the “what” (our curricular focus), and the “how” (our methods and assessments) of its educational model. Experience shows six essential elements to success:

**Select the right educators.**
The educators hired for Value Schools High School 2 must be persons who have both the professional training to be able to choose effective methods and materials and the
confidence that they can identify student needs and utilize a variety of means to facilitate student learning. The Board of Directors and the CEO select the principal. The principal, along with a hiring team (administrators and teachers), interview and select the best teachers available. In summary, the teachers who are hired must display a willingness to continue refining their skills and knowledge.

**Plan, assess, and annually revise the educational program as a team.**
The principal and teachers must work as a team to choose a coordinated instructional program within the Charter School to meet student needs. An annual cycle begins with a review of the curriculum standards. Next is an analysis of available assessment results including: NWEA, CAHSEE, CELDT, UCLA Math Diagnostic Test, and Gates-MacGinitie Reading Level Diagnostic. This is followed by a determination of the instructional activities that will take place. Individual teacher planning then follows the team planning. Team and individual teacher planning include informal and formal formative assessments, and nine-week cumulative benchmark exams to determine academic progress and instructional choices. This is the on-going cycle identifying needs based on the standards, followed by instructional activities, followed by assessment, etc.

**Focus the curriculum on students as individuals.**
All students must master the California Common Core State Standards. At Value Schools High School 2, because students come to us from many different schools and backgrounds, they possess varying levels of abilities. Therefore, it is imperative that our teachers employ differentiated instruction and assessment strategies to provide individual focus for each of our students. To assist teachers with this, Value Schools High School 2 will adopt two computer assisted systems (Power School and Data Director) to track student performance and inform instruction.

**Supervise teachers.**
The success of the program relies on the commitment and professionalism of the teacher to facilitate student learning. In the Value Schools model, teachers are not simply trusted to be professional. Lead teachers, the assistant principal, and principal supervise the teaching that takes place in the Charter School. Supervision is not limited to coaching teachers on different methodologies; it is also assisting teachers in understanding the standards and interpreting assessments. Other levels of supervision and guidance are provided through peer observations and reflective debriefings, as well discussions of best practices.

**Foster the growth of the educators.**
As in most professions, teaching benefits from the professional development of the teachers. Value Schools High School 2 will provides opportunities for the continued growth of the principal and the teachers. Professional development needs vary with the achievement of the students and the experience of the teachers in any given year. Throughout the year, administration, Academic Council, and teachers set professional development goals and schedule workshops and training to meet these goals. Peer and
administrative observation cycles are used to promote best practices and to ensure accountability.

**Provide effective instructional materials.**
Value Schools High School 2 staff will evaluate published curriculum materials for alignment with Common Core standards, and the Charter School will provide the teachers with appropriate instructional materials to support the learning experience. The teachers are expected to use the materials when and where they are helpful to the students. When students require alternative or additional materials to master content and skills, the teachers are expected to research and request materials that will support student learning. Administrators will seek input from teachers regarding instructional materials as they make annual budget decisions.

**Summary of Teaching Methodologies**
The instructional program is founded on the twin principles of the Five Core Values and student needs. As noted, Value Schools High School 2 will not be organized around a particular pedagogical style; rather, its methodology will be a continuous cycle of applying learning standards, carefully selecting appropriate instructional materials and strategies, and ongoing assessment and analysis of student learning. This methodology is supported by the selection of the principal and teachers, assessment and planning, supervision of teachers, professional development, focus on individual students, and appropriate instructional materials.

**"Teaching" the Values**
Because the five core values are so central to the program at Value Schools High School 2, a consistent and purposeful presentation to the students is essential. There are three ways in which the values are presented to the students (and their parents): persistent communication, reinforcing the practice of the values by students and the modeling of the values by faculty and staff.

"Persistent communication" means that the values are being heard or read by the students many times during the school day. The following are some examples of "persistent communication." At the time of initial registration at Value Schools High School 2, the parent will meet with a school administrator who will explain the school’s expectations for the family and what the family can expect of the Charter School. The five core values are the framework in which these expectations are discussed. For example, the family is told that regular attendance is essential because the first value states that being successful in school is the means to a full and complete life, and if a student has poor attendance, the student will not be successful in school. The parent commits to supporting the values by signing a contract with the Charter School. (This also serves as the Title I Parent Compact.)
If there is an issue with student conduct, one or more of the values serves as a vehicle for discussing the issue with the student (and parent). For example if a student is teasing another student, the third value of respect is discussed as how one should act.

One period each week, all members of an entire class meet together for “Community Time.” This vital part of each week provides a variety of opportunities to introduce and reinforce the values of the Charter School. Motivational speeches from classmates, guest speakers or Charter School personnel provide concrete examples of overcoming one’s own obstacles to success and maximizing potential, giving life to Values 1 and 2. Sharing of current events and engaging student action may illustrate Value 5, while working out conflicts and setting common goals exemplify Values 3 and 4. At Central City Value High School, Community Time has been found to be an essential tool in imparting the five values and in getting students to internalize them. Staff will adopt a similar practice at Value Schools High School 2.

To carry the themes throughout the school day and the Charter School site, the values are posted in various locations throughout the Charter School and in student planners. Teachers use the current lesson as an illustration of one or more of the values, beginning every class with a statement linking the academic objectives with one or more of the values of the Charter School.

Reinforcing the practice of the values is done most frequently by praising a student or group of students for living out a value in the course of a school day. Alternatively, this can be accomplished by pointing out that a value has not been practiced. An example would be collecting student homework assignments. Students are praised for getting their work done in a timely fashion because it is an example of the value of academic success, whereas if the assignment is not done, it is discussed as not demonstrating the values. Student awards and assemblies are also opportunities for reinforcing the values.

Finally, faculty and staff serve as role-models for the students as they demonstrate the values throughout the day. For example, they demonstrate the value of community by showing how teachers collaborate in multiple ways. Teachers also provide opportunities for students to build community by assigning group projects, performing community service, playing on sports teams, and learning effective and respectful social communication skills.

**Curriculum and Instruction**

**Standards-based curriculum with a focus on university preparedness**

A standards-based curriculum is one that provides for each grade level the specific content to be known and understood, and the specific skills to be acquired, in each essential subject area. The California State Board of Education and State Superintendent of Instruction have adopted the Common Core State Standards for the subject areas of Language Arts and Mathematics. Classes in the areas of science, social studies, foreign
language, and electives will also address the Common Core literacy standards in the context of teaching the content of those subjects. Value Schools High School 2 will use these Common Core Standards as the center of its academic programming. All courses will lead to mastery of the Charter School’s school-wide learner outcomes (SLOs) and will incorporate the Charter School’s five core values whenever possible. As discussed later in this element, the curriculum is designed to ensure that students will be able to acquire the number and type of units required and recommended by the University of California and the California State University.

**Course Offerings**

During the charter term and as soon as enrollment permits, Value Schools High School 2 plans to offer the courses listed below. Value Schools High School 2 may modify course offerings and instructional strategies on the basis of new information and experience, but will continue to offer a UC-approved A-G course of study.

**English Language Arts:** English 9/Honors, Practical Writing, English 10/Honors, English 11/Honors, Expository Writing, English 12 Honors, Advanced Placement English Language and Composition, Advanced Placement English Literature and Composition


**Science:** Chemistry/Honors, Biology/Honors, Advanced Placement Biology, Physiology/Honors, Physics

**Visual Arts:** Art 1, Art History, Drawing and Painting, Advanced Placement Studio Art: Drawing

**Physical Education and Health:** Physical Education 1/2, Health

**World Languages:** Spanish 1, Spanish 2, Spanish 3, Advanced Placement Spanish Language

**Electives/Other:** Freshman Seminar, Becoming a Woman, Becoming a Man, Yearbook, History of Film, History of Music, Public Speaking, Psychology, Honors Physiology, Physiology, Art History, Life Skills, Global Issues, Introduction to Criminal Justice

**ENGLISH LANGUAGE ARTS**

**English 9/9 Honors**
Core/College Preparatory
2 semesters. Prerequisite: None
This Common Core State Standards based course introduces students to a variety of literary genres and writings, including but not limited to articles, autobiographies, poetry, persuasive essays, literature and exposition. Students will read and critically respond to texts both orally and in writing, using a variety of methods including compare/contrast, persuasion, narration, and description. In addition, students will study vocabulary and grammar, and will complete daily reading and writing tasks. By the end of the course, students will have developed and improved their analytical reading, writing, speaking, and listening skills to support their further studies through high school and into college.

**English 10/10 Honors**  
Core/College Preparatory  
2 semesters. Prerequisite: passing grade of English 9 and/or concurrent placement  
The focus of English 10 is on literature and non-fiction from around the world. This comprehensive course of study is designed to strengthen the students’ critical thinking and reading skills as they study and analyze world literature. In addition, they will compose original texts that demonstrate descriptive, narrative, expository, and literary analysis skills. Students will complete journals, grammar and vocabulary exercises, and a research paper. By the end of the course, students will have developed and improved their analytical reading, writing, speaking, and listening skills to support their further studies through high school and into college. This course is aligned to the Common Core State Standards.

**English 11/11 Honors**  
Core/College Preparatory  
2 semesters. Prerequisite: passing grade of English 10 and/or concurrent placement.  
English 11 is an intensive course of study over two semesters. Course content is driven by the American experience, Common Core State Standards, and Value Schools High School 2’s Schoolwide Learner Outcomes (SLOs), which expect that students become (1) lifelong, self-directed learners, (2) effective communicators, and (3) collaborative individuals. Students are guided through the comprehension, analysis, and critique of multiple genres including literary, expository, and technical documents in order to gain insight and develop a unique perspective into the elements and aspects of American culture as expressed through its literature, rhetoric, and media. By the end of the course, students will have developed and improved their analytical reading, writing, speaking, and listening skills to support their entry into and success through college.

**English 12 Honors**  
Core/College Preparatory  
2 semesters. Prerequisite: passing grade in English 11 and/or concurrent placement.  
This intensive course of study furthers students’ range of reading and writing skills to prepare students to enter and succeed in college English courses. The focus of the course will be on British literature, including study of Shakespeare and classical texts as
well as romantic, Victorian, modern, post-modern and contemporary works. Students will trace the historical development of English literature and the growth of the English language through social, political, and cultural influences. Students will critically read and analyze selected works for theme, tone, voice, and ideology. By the end of the course, students will have developed and improved their analytical reading, writing, speaking, and listening skills to support their entry into and success through college. This course is aligned to the Common Core State Standards.

**Expository Reading and Writing Course**  
Core/College Preparatory  
2 semesters. Prerequisite: passing grade in English 11 and/or concurrent placement; open to Seniors only  
The Expository Reading and Writing Course (ERWC) was developed collaboratively by staff at California State University and California high school teachers to more effectively bridge the high school and college literacy experiences of students. The goal of the ERWC is to use the Common Core State Standards to prepare college-bound seniors for the literacy demands of higher education. Through a sequence of rigorous instructional modules, students in this yearlong, rhetoric-based course develop advanced proficiency in expository, analytical, and argumentative reading and writing. Students will deeply read, critically comprehend, and respond to non-fiction and literary texts, and will learn research methods and documentation conventions. Course texts include contemporary essays, newspaper and magazine articles, editorials, reports, biographies, memos, assorted public documents, non-fiction and literary texts. By the end of this course, students will be expected to use an independent examination process when reading unfamiliar texts and writing in response to them.

**AP English Language and Composition**  
Core/College Preparatory  
2 semesters. Prerequisite: Teacher recommendation; grade of "C" or better in English 10/10H; open to Juniors and Seniors only; placement essay required.  
Advanced Placement English Language and Composition is a college level course that engages students in the practice of reading a variety of texts with the purpose of performing rhetorical and argumentative analysis. This full year course has four distinct quarters with thematic units in each to support the overall schema. In this course, students will examine many of the seminal works of American and British authors. The concentration of content in this course is the study of rhetoric and argument of increasing complexity in works of both fiction and non-fiction, with the holistic goal of developing critical and analytical readers and cogent writers capable of meeting the demands of college level work. Both the AP English Language standards and the Common Core State Standards will be addressed in this course.

**Practical Writing**  
Non-core
1 semester. Prerequisite: None
Designed as a "Writing Boot Camp," this class will prepare students to pass the CAHSEE written exam, as all material covered addresses the California state writing standards for grades 9-10. By performing a variety of writing tasks and receiving frequent and in-depth feedback, students become empowered, independent learners with the writing skills and knowledge to succeed throughout high school and college. Types of writing that will be addressed include biographical narratives, persuasive essays, response to literature essays, business letters, expository essays, and on-demand writing. Students will be expected to complete writing assignments both at home and in class.

**ENGLISH LANGUAGE DEVELOPMENT/ENGLISH AS A SECOND LANGUAGE**

**English Enrichment**
Core/Required for certain students
2 semesters. Prerequisite: None
Designed for English language learners, this class will allow students to continue their English language development. Targeted instructional routines for vocabulary, writing, speaking, and listening help language learners achieve the expectations of the Common Core State Standards. By completing the reading and writing assignments, and through in-depth feedback, students will become empowered, independent learners with the skills and knowledge to succeed throughout high school and college.

**MATHEMATICS**

**Math Enrichment**
Core
2 semesters. Prerequisite: None
Students who demonstrate a need for additional support will take this course concurrently with Integrated Math 1. Students will gain a strong foundation in essential basic math skills in order to increase their competence in mathematics and gain confidence in their abilities. This course will focus on number sense, the language of math, rules of exponents, square roots, order of operations, functions, equations, inequalities, data analysis, statistics, probability, and mathematical reasoning in problem solving.

**Integrated Math 1**
Core/College Preparatory
2 semesters. Prerequisite: Proficient score on Math Placement Exam.
This is the first course of the 3-year college preparatory sequence that addresses the Common Core State Standards in mathematics. The focus of the course is the relationships between topics traditionally taught in algebra and geometry, as well as an introduction to probability and statistics. An inquiry approach will be used where students frequently work collaboratively to solve problems. The course will emphasize reading through a problem and then deciding on a method to arrive at a solution.
Integrated Math 2
Core/College Preparatory
2 semesters. Prerequisite: A grade of C- or better in Integrated Math 1.
This is the second course of the 3-year college preparatory sequence in mathematics. The course addresses the Common Core State Standards in mathematics and prepares students to continue higher levels of math study. Students will be introduced to additional topics in probability and statistics, and will realize the interconnectedness of topics in algebra and geometry. As with Integrated Math 1, an inquiry approach will be used, with students frequently working collaboratively to solve problems and the course will emphasize reading through a problem and then deciding on a method to arrive at a solution.

Integrated Math 3
Core/College Preparatory
2 semesters. Prerequisite: A grade of C- or better in Integrated Math 2.
This is the third course of the 3-year college preparatory sequence in mathematics. The course teaches the Common Core State Standards in mathematics and prepares students for Precalculus. Topics normally seen in Algebra 1, Geometry, and Algebra 2 will be covered, as well as probability and statistics, and students will understand the interrelationships of various mathematical topics. As with Integrated Math 1, an inquiry approach will be used, with students frequently working collaboratively to solve problems and the course will emphasize reading through a problem and then deciding on a method to arrive at a solution.

Precalculus
Core/College Preparatory
2 semesters. Prerequisite: A grade of C- or better in Integrated Math 3.
In this course, students cover the algebraic, exponential, logarithmic, and trigonometric functions and their graphs, as well as analytic geometry, in preparation for a course in calculus. The main goal is to build a solid background in the mathematics needed to study and apply calculus to real world problems.

Honors Integrated Math 1
Core/College Preparatory
2 semesters. Prerequisite: Proficient or Advanced score on the Math Placement Exam and teacher recommendation.
Honors Integrated Math 1 explores in greater depth the mathematics topics covered in Integrated Math 1. Students learn mathematical vocabulary and concepts, and apply these to real-life situations, while developing critical thinking skills and problem solving techniques. It is designed for those students who have a strong math background. The course is aligned to Common Core State Standards in mathematics. The course will introduce students to the relationships between topics traditionally taught in algebra and geometry. An inquiry approach will be used where students frequently work
collaboratively to solve problems. An emphasis will be placed on reading through a problem and then deciding on a method to arrive at a solution. Students in Honors Integrated Math 1 will learn to solve advanced problems that require higher level cognitive skills.

**AP Calculus A&B**
Core/College Preparatory
2 semesters. Prerequisite: 4 years of high school math courses and teacher recommendation
This course focuses on the topics typically covered in the AP Calculus Exam. Topics include functions, graphs, limits and continuity, derivatives of basic functions, applications of the derivative, implicit differentiation, curve sketching, related rates, implicit differentiation to find the derivative of an inverse function, integration, applications of integration, geometric interpretation of differential equations via slope fields, and L'Hopital's rule.

**HISTORY-SOCIAL STUDIES**

**World History/Honors**
Core/College Preparatory
2 semesters. No Prerequisite
This intensive year-long course covers modern world history, focusing on the development of western civilization, and the impact of such on the development and foreign policy of the United States. The course is designed to prepare students to excel on the California Standards Test in World History. This is accomplished through an in depth exploration of the history and by incorporating CST-like questions in all unit, benchmark, and comprehensive examinations. Students will comprehend how cultural patterns, political institutions, and genetic diversity of today are directly related to the past. This course teaches students to read, write, and think critically about current and historical issues.

**U.S. History/ Honors**
Core/College Preparatory
2 semesters. Prerequisite: for Honors only, teacher recommendation.
This course covers United States history from the effect of the Age of Enlightenment on the founding institutions to the Reagan presidency. Course material is presented through a combination of verbal, text, graphics, and video formats. The emphasis is preparing students to excel on the CST in U.S. History. This is accomplished through an in depth exploration of the history and by incorporating CST-like questions in all unit, benchmark, and comprehensive examinations. The goal of this course is for all learners to appreciate how their place in the U.S. today was shaped by the history that preceded them. Students will comprehend how cultural patterns, political institutions, and
genetic diversity of today are directly related to the past. This course teaches students to read, write, and think critically about current and historical issues. A significant portion of classroom instruction is devoted to developing logical thinking by posing questions and eliciting answers. Students are given many opportunities to read, analyze, and write about historical documents.

**AP U.S. History**
Core/College Preparatory
2 semesters. Prerequisite: Teacher recommendation and placement exam.
This AP United States History course is designed to give students a rigorous, college level exposure to United States history. It will provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in U.S. history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. The course will survey significant events in U.S. history with supplementary readings in the form of documents, essays, or books on special themes. This course examines the evolution of the American republic from the initial European incursions into North America to the present. Since the AP curriculum demands higher-order thinking, students are frequently required to analyze, synthesize, and evaluate primary and secondary historical sources, in addition to comprehending, memorizing, and applying facts.

**Government**
Core/College Preparatory
1 semester. Prerequisite: open to Seniors only.
Senior high school students are required to take at least a one semester course of study on U.S. Government. This course introduces the student to the philosophy and processes of the different branches and structures of U.S. government. The class will focus on the following units: Basic Government Theory, The U.S. Constitution, Federalism in the United States, The Three Main Branches of our National Government, Civil Rights, Civil Liberties, and Political Parties. One goal of the class is to transform each student into a more politically aware and responsible citizen. After the class, each student will be prepared to be an informed voter and participate in the political process.

**Economics**
Core/College Preparatory
1 semester. Prerequisite: open to Seniors only.
This course is designed to provide students with an in-depth understanding of economic theory, culture and modern practice in all regions of the global community. This information is crucial to understanding the development and future growth of domestic and foreign markets as well as making personal decisions about the production or consumption of goods and/or services. The course covers both macroeconomic and microeconomic principles and will focus on these main units: Goods vs. Services,
Scarcity and Utility, Economics as Decision Making Process, Different Types of Economies, Role of Government in Economics, Supply and Demand, Equilibrium and Elasticity, Business Structures, Aggregate Economic Indicators, Inflation, and National Economic Trends. The main goal of the class is to transform each student into a more economically aware and financially responsible citizen. After the class, each student will be prepared to be an informed consumer and worker and participate in discussions regarding our personal and global economic experiences.

**AP US Government and Politics**  
Core/College Preparatory  
2 semesters. Prerequisite: open to Seniors only; teacher recommendation and placement exam.  
AP United States Government and Politics is an intensive study of the formal and informal structures of government and the processes of the American political system, with an emphasis on policy-making and implementation. This course is designed to prepare students for the AP Exam. The major units of the course are: Constitutional Underpinnings, The Four Main Institutions of Government, Civil Rights and Civil Liberties, American Political Culture and Public Opinion, Political Participation, Political Parties, Interest Groups, the Media, and Public Policy. This course will also cover economics and therefore fulfills the economics graduation requirement as well.

**Criminal Justice**  
Non-core  
1 Semester. Prerequisite: for Juniors or Seniors who concurrently take or have passed U.S. History  
This is an introductory course on criminal justice from the following perspectives: Historical, Sociological, Psychological, Political, Economic, Practical, and Ideological. The class will focus on topics such as the History of Criminal Justice, Constitutional Underpinnings of American Law, Structure of Criminal Trials, Basics of Law Enforcement, Felonies and Misdemeanors, Basics of Corrections, Civil Liberties vs. Criminal Justice, and Social Deviance.

**SCIENCE**

**Biology/Honors**  
Core/College Preparatory  
2 semesters. Prerequisite: None  
Biology is a laboratory science course that utilizes a conceptual approach to teach the study of living things. Students will be required to complete laboratories, apply scientific methods, and write comprehensive laboratory reports. The course will incorporate the California state content standards for Biology.

**Chemistry/Honors**  
Core/College Preparatory
2 semesters. Prerequisite: None
Chemistry is a laboratory science course that explores chemistry as it relates to household, local, and global environments. Students are expected to follow scientific methods when performing laboratories and completing lab reports. The course will incorporate the California state content standards for Chemistry.

**Physics**
Core/College Preparatory
2 semesters. Prerequisite: None
Physics is a laboratory science course designed to teach students the fundamentals of classical physics, while introducing atomic and nuclear physics as well. As active participants in this course, students will be required to solve real world physics problems, using both conceptual and mathematical reasoning. Students will be required to complete laboratory projects, apply scientific methods, and write comprehensive laboratory reports. The course will incorporate the California state content standards for Physics.

**AP Biology**
Core/College Preparatory
2 semesters. Prerequisite: Open to Juniors and Seniors only; grade of "C" or better in Biology and English classes.
This course is designed to be the equivalent of a college introductory biology course. AP Biology will provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. Essential to this conceptual understanding are the following: a grasp of science as a process rather than as an accumulation of facts; personal experience in scientific inquiry; recognition of unifying themes that integrate the major topics of biology; and application of biological knowledge and critical thinking to environmental and social concerns. The main focus of this course will be on Molecules and Cells, Heredity and Evolution, and Organisms and Populations. By successfully completing the coursework and study guides for this course, students should be prepared to excel on the AP Biology Exam.

**Physiology/Honors**
Core/College Preparatory
2 semesters. Prerequisite: Open to Juniors and Seniors only; grade of "C" or better in Biology and Chemistry is strongly recommended.
Physiology is presented using two major unifying themes: first, the complementarity of structure and function in the normal, healthy human body, and second, the importance of keeping conditions in the internal environment relatively constant through homeostasis. Repeated emphasis of these principles encourages students to integrate otherwise isolated factual information into a cohesive and understandable whole. As a
result, anatomy and physiology emerge as living dynamic topics of personal interest and importance.

**VISUAL AND PERFORMING ARTS**

**Art 1**  
Core/College Preparatory  
2 semesters. Prerequisite: None  
Art 1 is a survey course for beginning art students. Students will create original works of art in both 2 and 3 dimensional designs in a variety of media. Some of the materials utilized in the course are charcoal, ink, pencil watercolor and mixed media collage. Students will apply goal setting, time management and problem solving skills to complete their assignments. Art history and analysis will also be taught. Art 1 is a discipline-based course that is designed to meet the California Content Standards required for the Visual Arts.

**Drawing and Painting**  
Core/College Preparatory  
2 semesters. Prerequisite: Art 1 A & B  
Drawing and Painting is an advanced art class in which students will apply what they learned in Art 1 to more challenging assignments in the area of two-dimensional art. Students will create works of art of acceptable quality using the techniques of graphic drawing, pen and ink, colored pencil, watercolor, tempera paint and multi-media collage. Drawing and Painting is a discipline-based course designed to meet the California Content Standards in the Visual Arts.

**Art History**  
Core/College Preparatory  
2 semesters. Prerequisite: Art 1  
Art History is a two semester chronological survey of Western art and an overview of art and ideas outside the Western tradition. Beginning with Pre-historic and ending with Post-modernism, students will study ideas and trends influencing artists from ancient times to the present day. Art will be viewed both as an expression of culture and as an exchange of cultures. This course includes the investigation of art and art history through slides, films, reading, field trips, and writing and art projects. Studio projects will provide exploration of historic media and methods and an understanding of the creative process. Art History is a discipline-based course designed to meet the California Content Standards in the Visual Arts in the Proficient Category.

**AP Studio Art: Drawing**  
Core/College Preparatory  
2 semesters. Prerequisite: Art 1 A&B and Drawing and Painting A&B and Teacher Recommendation
AP Studio Art is a college level course offered to students who have a desire to pursue higher levels of personal development and growth in the visual arts. Students will explore various techniques and drawing media, expand foundational skills, and develop a personal style and themes in their artwork. In addition, students will hone their thinking and writing skills through art evaluation and critique. Proficiency will be demonstrated during the year through production of art pieces, research projects and oral presentations. Student's work will be presented during the year and exhibited in the annual student art exhibit. This course is designed to meet the California Content Standards in the Visual Arts in the Advanced Category.

**HEALTH AND PHYSICAL EDUCATION**

**Physical Education 1**
Core
2 Semesters. Prerequisite: None
This is a required course in which the primary goal will be to develop physical fitness and awareness of healthy lifestyle choices. Students will engage in a variety of individual and collaborative physical activities, and learn how to track their own physical fitness.

**Physical Education 2**
Core
2 Semesters. Prerequisite: Passing grade in PE 1
This is a required course in which the primary goal will be to continue the development of physical fitness and healthy living awareness begun in PE 1 to encourage students to make informed and healthy lifestyle choices. Students will engage in a variety of individual and collaborative physical activities, and continue to set physical fitness goals and track their own progress.

**Health**
Non-core and college preparatory
1 Semester. Prerequisite: None
Health is designed to enable students to make responsible and informed decisions regarding their own well-being. Students will explore and investigate the following topics: diet, exercise and the importance of maintaining a healthy weight, the impact of alcohol and drug abuse on one's health, the dangers of tobacco use, peer and family relationships, and mental health disorders. Students will also become well-informed about sexually transmitted diseases and various methods of contraception. An emphasis is placed on taking responsibility for one's own health and staying current about the latest information in the field.

**WORLD LANGUAGES**

**Spanish 1**
Core/College Preparatory
2 semesters. Prerequisite: None
This course is designed to develop the ability to communicate in Spanish by involving students in reading, writing, listening, and speaking in a contemporary cultural context.

**Spanish 2**  
Core/College Preparatory  
2 semesters. Prerequisite: "C" or better in Spanish 1, teacher recommendation and/or Spanish Placement Test  
This second year course increases the student’s ability to communicate in Spanish by involving students in more complex communicative tasks. Classroom instruction includes reading, writing, listening, and speaking skills, within a contemporary cultural context.

**Spanish 3**  
Core/College Preparatory  
2 semesters. Prerequisite: "C" or better in Spanish 2, teacher recommendation and/or Spanish Placement Test  
This elective course reviews and broadens grammatical concepts of the Spanish language through practice of more complex structures and more extensive vocabulary. Spanish 3 provides further opportunity to practice the four basic language skills. The course increases emphasis on speaking, reading, writing, and listening, and continues to present information pertaining to the life and culture of the people. The course is conducted primarily in the Spanish language.

**AP Spanish Language**  
Core/College Preparatory  
2 semesters. Prerequisite: "B" or better in Spanish 3 and teacher recommendation  
This course reviews and expands course work from the first three years. The emphasis of this course is to prepare for the AP Spanish Language Examination. It reviews and broadens grammatical concepts of the Spanish language. It continues to provide practice in the four basic language skills. It maintains emphasis on speaking, reading, writing, and listening. The basic study of literature is begun at this level. It continues to present information pertaining to the life and culture of the people portrayed in literature. The course is conducted primarily in the Spanish language.

**Electives and Other Courses**

Note: Other elective courses may be listed under department course listings.

**Freshman Seminar**  
Non-core/College Preparatory  
2 Semesters. No Prerequisite  
The goal of Freshman Seminar is to prepare each student academically for a successful high school career at Value Schools High School 2. Upon completion of this course,
students will have a thorough understanding of the five core values of our school. Students will explore their attitudes and beliefs about education and their responsibility to themselves, their families, and their community. Students will develop and demonstrate the skills and abilities of goal setting, time management, note-taking, public speaking, collaborative learning, communicating with teachers and peers, listening, and critical writing and thinking.

**Music Appreciation**
Non-core
1 Semester. Prerequisite: None
Students in Music Appreciation will identify and appreciate a broad variety of musical genres and historical roots. From Classical to the late 20th Century, the primary focus of this course will be on American music, although aspects of world music will also be included. Genres studied will include the blues, jazz, swing, country, R&B, Latin roots, and the birth of Rock and Roll. Music and musicians from the 1950s, 60s, 70s, 80s, and the beginnings of Hip Hop and Punk will also be explored.

**Film Appreciation**
Non-core
1 Semester. Prerequisite: None
Through the study of great works of film, students will learn about many aspects of filmmaking, such as production, direction, camera techniques, acting, editing, sound, screenplay, and cinematography. Students will also acquire skills in evaluating film by analyzing its artistic, educational, and entertainment value. Students will explore the various movie genres, motivations of filmmakers and the relationship between literature and film.

**Public Speaking**
Non-core
1 Semester. Prerequisite: None
The primary goal of this course is to make the student a confident public speaker. In this course, students will learn skills to increase effectiveness and lessen apprehension related to public speaking. Students will research speech topics, study the theories and principles of effective spoken communication, and critically evaluate their own speech performances and the performances of others.

**Becoming a Woman**
Non-core/UC Approval pending
1 Semester. Prerequisite: None
In this course junior and senior young women are encouraged to explore gender and cultural stereotypes, and the various options, roles and responsibilities open to them as women in modern American society. By discussing personal choices and likely consequences, students begin to appreciate their strength as maturing women. Students will recognize the normal stages of physical and emotional development in
women. Femininity as explored in anthropology, biology, psychology, sociology, history and in media/art will be discussed.

**Becoming a Man**
Non-core/UC Approved
1 Semester. Prerequisite: None
In this course junior and senior young men are encouraged to explore gender and cultural stereotypes, and the various options, roles and responsibilities open to them as men in modern American society. By discussing personal choices and likely consequences, students begin to appreciate their strength as maturing men. Students will recognize the normal stages of physical and emotional development in men. Masculinity as explored in anthropology, biology, psychology, sociology, history and in media/art will be discussed.

**Instructional Materials**
The curriculum of Value Schools High School 2 will be guided by the California Common Core Standards. At this early stage of Common Core implementation, instructional materials selection and evaluation are necessarily preliminary. The Charter School leaders have tentatively selected the following materials; after experience and assessment, they may revise the list to ensure a close alignment of instructional materials with the California Common Core Standards.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Book Title</th>
<th>Publisher</th>
<th>Edition or Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 9</td>
<td><em>Literature and Language Arts: Third Course</em></td>
<td>Holt, Rinehart, and Winston</td>
<td>1st</td>
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<tr>
<td>English 10</td>
<td><em>Literature and Language Arts: Fourth Course</em></td>
<td>Holt, Rinehart, and Winston</td>
<td>1st</td>
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<td>English 11</td>
<td><em>Standards in English-Language Conventions</em></td>
<td>Holt, Rinehart, and Winston</td>
<td>1st</td>
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<td>English 12 - Expository Reading and Writing</td>
<td><em>Expository Reading and Writing Course Student Reader</em></td>
<td>The California State University</td>
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<td></td>
<td><em>Literature and Language Arts: Essentials of British and World Literature</em></td>
<td>Holt, Rinehart, and Winston</td>
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<tr>
<td>AP English Language</td>
<td><em>Rhetorical Devices: A</em></td>
<td>Prestwick House,</td>
<td>2007</td>
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<td>and Composition</td>
<td>Handbook and Activities for Student Writer</td>
<td>Inc.</td>
<td>Three Rivers Press</td>
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<td>Thank You For Arguing: What Aristotle, Lincoln, and Homer Simpson Can Teach Us About the Art of Persuasion</td>
<td></td>
<td>Foundation for Critical Thinking</td>
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<td></td>
<td>Fallacies: The Art of Mental Trickery and Manipulation</td>
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<tr>
<td>AP English Literature and Composition</td>
<td>Literature and Language Arts: Essentials of British and World Literature</td>
<td>Holt, Rinehart, and Winston</td>
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<td>Math Readiness</td>
<td>Pre-Algebra (California)</td>
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<td>Integrated Math 1</td>
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<td>Biology</td>
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<td>AP Biology</td>
<td>Biology</td>
<td>Benjamin Cummings</td>
<td>2013</td>
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<td>Chemistry</td>
<td>Chemistry: Connections to Our Changing World</td>
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<td>Honors Physiology/Physiology</td>
<td>The Human Body in Health and Disease</td>
<td>Elsevier</td>
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### History/Social Science

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<td>US History</td>
<td>America – Pathway to Present</td>
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<td>AP US History</td>
<td>The American Pageant</td>
<td>Houghton Mifflin Company</td>
<td>12th</td>
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<tr>
<td>World History</td>
<td>World History – Connection to Today</td>
<td>Pearson</td>
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<td>AP Government</td>
<td>American Government</td>
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<td>Psychology</td>
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<td>¡Buenviaje!</td>
<td>McGraw Hill</td>
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### Spanish 2

- **Entre Mundos: An Integrated Approach to the Native Speaker**
- **Encuentros Maravillosos: Gramática a Través de la Literatura**
- Publisher: Pearson-Prentice Hall
- Edition or Year: 2nd

### Spanish 3

- **Entre Mundos: An Integrated Approach to the Native Speaker**
- **Encuentros Maravillosos: Gramática a Través de la Literatura**
- Publisher: Pearson
- Edition or Year: 2nd

### AP Spanish Language

- **AP Spanish: Preparing for the Language Exam**
- **Encuentros Maravillosos: Gramática a Través de la Literatura**
- Publisher: Prentice Hall
- Edition or Year: 3rd

### Art

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<td>Art History</td>
<td><em>Discovering Art History</em></td>
<td>Davis Publications</td>
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### Innovative curricular components of the proposed educational program

**Community Time**

One period each week, all members of an entire class meet together for “Community Time.” In addition to learning from guest speakers and faculty, students in Community Time practice public speaking, active listening, and a restorative justice model of conflict resolution. These skills pervade their performance in their academic classes and reinforce the values on which the instructional model is based.
Practical Writing
Practical Writing is a semester-long course designed to boost critical writing skills for freshmen and any other students who require additional support. All course material addresses the California English/Language Arts 9th and 10th grade writing standards used in the California High School Exit Exam (CAHSEE). Writing genres covered include biographical narratives, persuasive essays, literary analysis, business letters, and expository essays. It is expected that at least 80% of the students score at least a 3 on the 4-point CAHSEE grading rubric for each assignment. Organizational and problem-solving skills, which have been identified as essential to success in college, are also emphasized in this course.

Freshman Seminar
The goal of Freshman Seminar is to prepare each student academically for a successful high school career at Value Schools High School 2. Upon completion, students will have a thorough understanding of the five core values of the Charter School. Students will explore their attitudes and beliefs about education and their responsibility to themselves, their families, and their community. Students will demonstrate skills in goal setting, time management, note-taking, public speaking, peer learning, communicating with teachers and peers, listening, critical writing and thinking. These skills will empower students to become self-advocates throughout high school, in higher education, and as life-long learners.

Integrated Math
Integrated Math 1, Integrated Math 2, and Integrated Math 3 are offered in lieu of the traditional math sequence of Algebra I, Geometry and Algebra II. This integrated approach to math emphasizes the interrelatedness between the various strands offered in high school level mathematics. As students increase their content base in each strand each year, they will have opportunities to apply mathematical concepts to solve new and real-world problems. Successful completion of these courses should prepare students for pre-calculus in their senior year.

Concurrent Remedial Math and Integrated Math 1
It is expected that some students will not have mastered mathematical skills or concepts sufficiently to be successful in Integrated Math 1 in 9th grade without support. In these cases, students will be assigned a remedial math course to be taken concurrently with Integrated Math 1 in 9th grade. Remedial math focuses on the arithmetic skills and concepts necessary to be successful in any higher level math course.

Concurrent Integrated Math 2 and Integrated Math 3
Students who show particular strength in Integrated Math 1 will be encouraged to take both Integrated Math 2 and 3 concurrently in their sophomore year. This will allow them to enroll in Pre-Calculus in their junior year and AP Calculus in their senior year. This rigorous offering better prepares capable students for the challenges of university level mathematics.
Intervention and enrichment programs

Student Success Program
The Student Success Program (SSP) at Value Schools High School 2 is a multi-tier, system-wide program that identifies, challenges, supports and follows students who are struggling academically or behaviorally. The school’s core values are the focal points of discussion and change.

The school will develop a three-tier model of identifying students for this program. Once identified, the student will stay in an assigned tier for one or two 6-week blocks, in order for positive change to occur.

Tier 1
Students who are beginning to experience academic or behavior difficulties in two or more classes will be placed in the Tier 1 level of intervention. Teachers will use a student’s GPA and behavior to determine if the student needs to be included in Tier 1. Teachers contact the SSP coordinator via e-mail detailing the reasons why the student should be placed in Tier 1.

Discussions and activities with staff members will focus on Value #2, Reaching One’s Potential, and will help the student identify what hindrances they may have that are preventing them from experiencing success. In Tier 1, the following approaches are used to help students reach their potential:

- Student meets with SSP Coordinator during Sustained Silent Reading period once per week.
- Once problems are identified, student is provided tools to overcome immediate issue.
- Coordinator and student develop a plan for success. It is distributed to all classroom teachers and advisor.
- The parent is notified of placement and has an opportunity to comment on the plan.
- After 6 week block, student progress toward reaching goals is evaluated by a team of 3 teachers, SSP Coordinator, advisor and the student.
- If sufficient progress has been made, student is removed from SSP but monitored for continued success.
- If insufficient progress has been made, student is provided with increased interventions.

Tier 2
This level of support is for students who are still not experiencing academic or behavioral success after one six-week block of intervention. These students stay in this tier for at least two blocks before they are eligible to move to another tier. Tier 2
provides more intensive intervention, including parental consultation, more frequent progress assessment, and longer time in tier.

In Tier 2, the following approaches are used to help students move up to Tier 1 and reach their potential:

- The student and parent attend the “Living the Values” meeting at the end of blocks 1, 2, 4 and 5.
- Student meets twice weekly with SSP Coordinator either before or after school to discuss goals, interventions provided, and overall progress. Students are provided with academic skills supports through in-class small group intervention, after-school tutoring, and access to technology-based skill building programs (e.g. Naviance SAT/ACT prep, Khan Academy, Criterion Writing).
- The student is monitored for progress using the 5-point star system by the SSP Coordinator, all classroom teachers, advisor and the student.
- If progress is demonstrated, student returns to Tier 1 intervention level and monitored for continued success.
- If student is still unsuccessful, student is referred for more intensive evaluation and interventions.

Tier 3

Students in Tier 3 are those students who need more regular, more frequent, or more intensive intervention than those in Tier 2. The SSP Coordinator and Special Education professional plan and implement more intensive supports. Students are supported at this level for three consecutive blocks and must demonstrate success before becoming more independent.

In Tier 3, the following approaches are used to provide extra help for students:

- SST meeting will take place at the start of each block.
- SSP Coordinator will meet with student twice a week (once before or after school and once during school).
- Special education professional will observe student in classroom 1 or 2 times during each block, share observations with the team and make recommendations.
- Student chooses a mentor teacher to meet with regularly for support and guidance.
- The student and parent meet every six weeks with administration to clarify expectations for the student and discuss progress and supports at home. Models for the Values and successful student behaviors are identified and discussed.
- Student may be recommended for individual or group counseling to improve pro-social behaviors and explore hindrances to success.
If a disability or untreated mental health issue is suspected, student is referred to Special Education professional or counselor for further screening or evaluation.

At the end of each block the student’s progress is evaluated by the student, the SSP Coordinator, all relevant classroom teachers, the advisor, the mentor teacher, a representative from the SSP, and possibly the counselor. Students making significant progress will move back to a less intensive level of intervention and monitored for future success. Students not demonstrating significant progress at this stage may be recommended for further evaluation by a Special Education professional to explore the possibility of a more serious condition or disability.

Reaching one’s potential is a lifelong process. At every step of the Student Success Program, students are encouraged to be the agents of their own change and growth. As positive behaviors increase, students gain more power over their choices and consequences. The team is there to guide, support, encourage and model at the level needed for each student.

**Enrichment opportunities for all students**

Value Schools High School 2 will provide enrichment opportunities for all students to broaden their exposure to the fine arts, cultural activities and other extracurricular experiences that facilitate the growth of a well-rounded person. For example, Value Schools High School 2 will take students to the Los Angeles World Affairs Council, to art museums including MOCA and the Getty Museum, the GRAMMY Museum, and to plays and musicals at the Music Center and the USC drama department. Every student will have the chance to take a tour at a 4-year college or university beginning in their freshman year.

On-campus enrichment events will include a schoolwide talent show, a Winter Art performance, and etiquette classes. Motivational guest speakers will be brought in to speak to the students about their goals and future, offer advice on higher education and careers, and encourage them to deepen and broaden their studies.

**Honors Academy**

Realizing the need to challenge top students, increase student achievement in AP classes, and better prepare students for post-secondary educational success, Value Schools High School 2 will have a summer Honors Academy for the highest performing students.

To gain entrance into the Value Schools High School 2 Honors Academy an incoming ninth grade student must:

1. Read at the tenth grade level or higher, as demonstrated by a reading placement test;
2. Achieve a score in the top 20% on the math placement exam; and
3. Interview with the Honors Academy chairperson and demonstrate a desire to be challenged academically.

Throughout the Honors Academy summer session, students will attend courses in English, science, and social studies. The Honors Academy summer instructors will emphasize critical thinking across all subject areas. Students will be required to analyze and question what they read. Homework will be assigned at the end of each class session. Students will complete most of the reading at home and then meet as a group to discuss what they have learned. The instructors will minimize lecturing in favor of facilitating student-centered classroom discussions.

Research has shown that students from middle and upper-income households continue to develop academically during the summer while students from low-income households experience a decline in reading levels. Unlike affluent students able to engage in summer enrichment activities that continue their academic advancement, students in low-income areas have few resources for summer enrichment. As a result, their reading and math skills stall or atrophy during summer vacation. Twelve summers of this disparity of resources and experience contribute to the achievement gap observed between advantaged and disadvantaged students in cognitive skills and academic achievement. The Honors Academy at Value Schools High School 2 will allow students to continue to improve academically during the summer months and thereby narrow that gap.

Course and Requirements List

Scope and Sequence of Courses
Although details will vary according to an individual student’s readiness to undertake a particular course, a typical sequence of course options is set forth in the table below.

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<td>English 9 Honors Practical Writing English Enrichment</td>
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<td><strong>Mathematics</strong></td>
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<td>Honors Biology</td>
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<td><strong>Phys. Ed. and Health</strong></td>
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### Instructional Methods and Strategies

Unlike the highly directive “top-down” approach to curriculum adopted by some schools and school districts, the Value Schools model uses a collaborative, data-driven approach. That approach depends heavily on teacher input and adaptation to student needs. The model adopts a focused curriculum as its starting point, but the role of the teacher is not merely to "read the script" of the provided curriculum. Rather, the teacher uses the curriculum, assesses student progress, and introduces interventions designed to remedy inadequate progress as needed. If the methods and materials are not successful, there is no blame assigned to the curriculum planners for poor decisions; responsibility is immediate and local.
Teachers will implement the Common Core State Standards and will, as needed, adapt group sizes, increase the time spent with an individual student, break down tasks into smaller subtasks, or vary the required task to match the student’s needs and abilities. Team members including the teachers, lead teachers, principal, assistant principal, and Special Education professionals collaborate to find the right approach for students who do not reach mastery in the ordinary classroom setting. Intensive observation and guidance by all the professionals involved in the student’s learning are critical to the model’s success.

Thus, Value Schools High School 2 will not be organized around a particular pedagogical style; rather it will be organized around the twin centers of the five core values and the student needs. Educators at the school will know a variety of sound pedagogical methods. Using their professional judgment, they will determine the learning strengths and needs of each student and then differentiate their instruction to employ the most efficient way for each student to acquire the knowledge or skill set by the curriculum.

Student needs will be identified by comparing their performance with the Common Core State Standards. The first task of the teacher will be to determine the baseline of what each student knows. This will be accomplished through a variety of formal and informal diagnostic assessments. (See Elements 2 and 3.)

Once the areas to be learned have been identified, the teachers will select evidence-based materials and strategies to facilitate student learning. If these are used with fidelity for a reasonable period of time, and still not successful in promoting student learning, then the teacher will attempt another strategy. This continues until the student successfully learns the desired information and skill.

A variety of teaching strategies have proven successful and will be implemented at Value Schools High School 2. Direct instruction, peer teaching, collaborative problem solving and exploration, seminar based discussion, questioning techniques based on the Socratic style, demonstrations and experiments, and online learning may all be used as appropriate.

Transcending all teaching methodologies will be the school’s values, school-wide learner outcomes (SLOs), and the belief that when the correct teaching strategies and motivational methods are employed, all students at Value Schools High School 2 will be successful.

**Methodologies and Curriculum in Support of Content Standards**

The Administration and the academic lead teachers will be responsible for the implementation of the Common Core State Standards (CCSS). Professional training in the implementation of the new standards has already begun, and will be ongoing. Funding will be allocated for workshops and online training in content and pedagogy. Effectiveness of curriculum materials will be evaluated by department teams, and
recommendations made to the administration before the budget is set for the following year.

The school will use available technology to research models of effective teaching strategies. Time for teachers and department heads to collaborate on effective strategies will be provided weekly.

The English curriculum in the 9th, 10th, and 11th grades at Value Schools High School 2 will target the English Language Arts Common Core State Standards. Similarly, the Integrated Math 1, 2, and 3 curriculum will be aligned to the Mathematics Common Core State Standards.

Building on the experience of teachers from Central City Value High School, curricula for classes other than math and English at Value Schools High School 2 will integrate the literacy aspects of the Common Core State Standards.

**Technology-Related Skill Mastery**

All freshmen will be required to take Freshman Seminar, in which basic computer literacy will figure prominently. Using computers in the classroom, students will be required to demonstrate proficiency in keyboarding, MS Word, MS PowerPoint and MS Excel or their equivalents. Students will continue to use and practice these essential computer skills throughout their tenure at Value Schools High School 2 whenever their instructors deem it appropriate, such as using MS Word to write essays, MS PowerPoint when giving oral presentations, and MS Excel to perform calculations and create charts and graphs.

Value Schools High School 2 is planning to provide each classroom with a cart of laptops or similar devices for daily student use. To prepare for computer-administered examinations such as the SBAC tests, all students in grades 10 – 12 will also take certain semester exams on computers. Twice a year, teachers will use DataDirector or a similar program to prepare and administer Common Core/SBAC-aligned benchmark assessments using a computerized examination format similar to what students will encounter on state tests.

Anticipating the SBAC Math exam, Value Schools High School 2 will introduce graphing calculators early in the integrated mathematics sequence and require their use in all math courses.

**Graduation Requirements**

Students must earn 230 units to graduate from Value Schools High School 2. Each class in which a student demonstrates mastery of the course material at a level no lower than a D- will earn the student five units towards graduation. Students may also earn two additional units for each year in which they receive a passing grade in their Advisory Period, which is a guidance course. By taking the expected six classes per semester and
attending Advisory Period, a student will be able to earn 62 units each year for a possible four-year total of 248.

Through parent meetings, advisory periods, and biannual graduation checks, the assistant principal and advisors will ensure that students are counseled to take the right courses to allow them to graduate on time and to apply to the state university of their choice. A college counselor will work individually with juniors and seniors to ensure their eligibility for UC or CSU admission. Intervention and credit recovery opportunities such as summer school will be offered when a student appears to be in danger of falling behind schedule or missing key courses.

**University of California “A-G” Requirements**

Admission to the University of California requires a student to acquire 150 units in courses approved by the University of California. By basing its curricular offerings on those already approved for Central City Value High School, Value Schools High School 2 anticipates being able to ensure that students will be able to acquire the necessary units in UC-approved courses. The UC admission requirements and recommendations fall into seven categories described as the A-G requirements: (A) history/social science – two years required, (B) English – four years required, (C) mathematics – three years required, four recommended, (D) laboratory science – two years required, three recommended, (E) language other than English – two years required, three recommended, (F) visual and performing arts – one year required, and (G) electives – one year required, with certain restrictions on what electives qualify.

Class advisors or the college counselor, under the supervision of the assistant principal, will perform quarterly checks to ensure that Value Schools High School 2 students are on track to meet the U.C. requirements during their four years of high school. Value Schools High School 2 plans to offer the following courses that meet the University of California A-G requirements:


**B Requirement:** AP English Language and Composition, AP English Literature and Composition, CSU Expository Writing and Reading, English 10, English 11, English 11 Honors American Literature, English 12, English Honors 12, English 9

**C Requirement:** Integrated Math 1, Integrated Math 2, Integrated Math 3, Pre-Calculus, AP Calculus AB

**D Requirement:** Biology, Honors Biology, AP Biology, Chemistry, Honors Chemistry, Physics

**E Requirement:** Spanish 1, Spanish 2, Spanish 3, AP Spanish Language

**F Requirement:** Art: A Visual Journey, Art History, Drawing and Painting, and AP Studio Art: Drawing
**G Requirement:** Principles of Economics, Introduction to Psychology, Becoming a Man, Essay Fundamentals for English Learners, Practical Writing, Pre-calculus; Physiology, Honors Physiology

**California State University Requirements**
The California State University system also prescribes the number and types of courses high school students should complete for admission and success in its universities. Students at Value Schools High School 2, with the assistance of teachers and counselors, should be prepared to meet these requirements; advisors under the supervision of the assistant principal will perform quarterly checks on students’ progress toward meeting the requirements and recommend schedule changes as necessary to reach them.

Course requirements for both the UC and CSU systems will be posted on the Charter School’s website and regularly disseminated to students and parents.

**Credit recovery and support**
Value Schools High School 2 recognizes that certain students may have difficulty in a particular class or may suffer a traumatic event in their lives which may prevent them from passing a particular course. A summer school program will be provided to students who need credit recovery. Students may also repeat a class during the following school year, or be referred to a community college for a make-up class. Parents will be notified if their son or daughter has not received credit for a class and should attend the summer session.

The College Counselor or faculty advisors will provide individualized academic advising to all students to ensure they are meeting A-G requirements, helping students fill gaps as needed. While transfers in the senior year are uncommon, these students may have modified graduation goals and supports. Seniors at risk of not graduating will be prioritized for academic advising, intervention, CAHSEE support, summer school, and credit recovery opportunities.

**Transferability of credits**
Value Schools High School 2 will accept units from all WASC-accredited high schools. This will allow transfer students to graduate from Value Schools High School 2 in four years and to meet college entrance requirements. Transfer students deficient in units will be encouraged to attend summer school or a community college for credit recovery.

**WASC Accreditation Plan**
During the planning stages of the school, founding members of Value Schools High School 2 will ensure that the school will meet the ACS WASC Affiliation Conditions of Eligibility. These conditions are:

1. Be in at least the second semester of operation, with students, teachers, and administration in place.
2. School enrollment must reach a minimum of 15 full-time students.
3. School’s program must include at least two grade levels. One exception would involve a new high school that opts to begin only with grade 9.
4. Have developed and published a clear statement of purposes together with plans for a curriculum to carry out those purposes.
5. Have a management system that provides appropriate direction and oversight for the overall program.
6. Have employed a chief administration officer who is qualified for the position.
7. Have an organization, facilities, course offerings, and staffing acceptable for the school’s stage of development.
8. Have an overall plan including objectives for student achievement and assessment plans to measure progress toward those objectives.
9. Have an admissions policy compatible with the school’s stated objectives.
10. Have a written curriculum appropriate to the organization’s purpose.
11. Have a qualified instructional staff.
12. Have plans to provide access to appropriate extracurricular and enrichment activities, if appropriate.
13. Have developed an adequate financial base to give reasonable assurance of continuing financial stability.

In August of 2015, Value Schools High School 2 will complete an ACS WASC Affiliation Request. After receiving a response from WASC, the school will complete a school description report template to complete and submit to ACS WASC. Value Schools High School 2 and WASC will arrange a two-day visit by a WASC visiting committee during the second semester of the 2015-2016 school year. If the Commission’s action is favorable, the school will be granted either initial accreditation or candidacy for a period not to exceed three years.

Value Schools High School 2 will conduct a complete WASC self-study during the appropriate school year as required by WASC.

If Value Schools High School 2 is granted candidacy status the school will submit a first-year progress report during the 2016-2017 school year. This report will address the visiting committee’s recommendations indicating the progress being made in meeting the recommendations of the initial visiting committee and noting any substantial changes in the organization or operation of the school.

An appropriate budget will be reserved for WASC fees and accommodations for the visiting committee.

**Parent Notification Regarding Course Transferability**
Value Schools High School 2 understands the importance of ensuring that the school and parents can communicate effectively about all issues, but especially about students’
academic progress and requirements for university acceptance and attendance. The school will hire sufficient staff fluent in both English and Spanish (and other languages as necessary) to facilitate that communication, and will use interpreters when appropriate.

During the initial enrollment process, and at intervals throughout their students’ high school years, Value Schools High School 2 will inform parents and guardians about the transferability of courses to colleges and universities and to other public high schools. The information will be disseminated at parent meetings and sent home with students, as well as posted on the school’s website. Efforts will be made to ensure that parents receive the information in the language of their choice.

Parent-teacher conferences will be used to informed parents about their students’ progress towards fulfilling graduation and university admission requirements, as will parent meetings held on several evenings throughout the year. Students at risk of not graduating will receive special attention from advisors, appropriate interventions by the Student Support Team, and credit recovery opportunities. If a student is transferring into or out of Value Schools High School 2 and the transfer might result in the inability to obtain the credits needed to graduate or gain admission to a California university, the parents or guardians will be advised about credit recovery options and timeframe to meet graduation requirements. The school will detail which courses are missing from the student’s record or are not approved college preparatory courses and will suggest avenues by which the necessary units can be obtained. All parent meetings will be held in English and Spanish or will have translators as needed to ensure parents and administrators are able to communicate clearly.

**Academic Calendar**

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</table>
Value Schools High School 2 will employ a rotating block schedule with A, B, and C days as delineated in the chart below. On Wednesdays the school has a different schedule, with shorter periods allowing for professional development in the afternoon.

**Regular Bell Schedule (393 Instructional Minutes, including 31 passing)**

<table>
<thead>
<tr>
<th>Start</th>
<th>End</th>
<th>Session</th>
<th>Minutes</th>
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Value Schools High School 2
### Bell Schedule for Wednesdays (Early Dismissal, 317 Instructional Minutes, including 24 passing)

<table>
<thead>
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<th>Session</th>
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<td>7:30</td>
<td>8:37</td>
<td>1, 5, 3</td>
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<td>8:44</td>
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<td>Nutrition Break</td>
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<td>9:34</td>
<td>10:41</td>
<td>2, 6, 4</td>
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<td>3, 5, 1</td>
<td>67</td>
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<td>4, 2, 6</td>
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### Bell Schedule for Half-Days (255 Instructional Minutes, including 20 passing)

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<td>8:50</td>
<td>9:45</td>
<td>2, 6, 4</td>
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</table>
Value Schools High School 2 will operate on a three-day block schedule. Each day, students will take four of their six scheduled subjects. Each class will rotate through the schedule twice in each three-day cycle. On A-Days, the first four subjects meet. On B-Days, the last two subjects will meet and the rotation begins again with the first two subjects. On C-Days, the last four will meet. Interspersed in the daily schedule are Advisory, which will meet daily, and the N block (for Sustained Silent Reading or English 3D classes) which will meet every day except Wednesday.

Following are sample student schedules for a full day at each class level in each block. For each sample, there are 393 Instructional Minutes (362 in class; 31 passing).

**Sample Student Schedule - 9th Grade - ‘A’ day**

<table>
<thead>
<tr>
<th>Course</th>
<th>Teacher</th>
<th>Room</th>
<th>Period</th>
<th>Minutes</th>
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<tbody>
<tr>
<td>Honors English 9A</td>
<td>Mr. Cartwright</td>
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<tr>
<td>Advisory</td>
<td>Ms. Kamp</td>
<td>17</td>
<td>Adv.</td>
<td>20</td>
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<tr>
<td>SSR &amp; LE</td>
<td>Ms. Jones</td>
<td>12</td>
<td>N-Block</td>
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<tr>
<td>Integrated Math 1</td>
<td>Ms. Stone</td>
<td>3</td>
<td>2</td>
<td>78</td>
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<tr>
<td>Freshman Seminar</td>
<td>Mr. Garcia</td>
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<td>3</td>
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<tr>
<td>Practical Writing</td>
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**Sample Student Schedule - 9th Grade - ‘B’ day**

<table>
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<tbody>
<tr>
<td>Art</td>
<td>Mr. Cho</td>
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<tr>
<td>Advisory</td>
<td>Ms. Kamp</td>
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<td>Adv.</td>
<td>20</td>
</tr>
<tr>
<td>SSR &amp; LE</td>
<td>Mr. Taylor</td>
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<td>N-Block</td>
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<tr>
<td>P.E.</td>
<td>Ms. Payden</td>
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<tr>
<td>Honors English 9A</td>
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<td>Integrated Math 1</td>
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**Sample Student Schedule - 9th Grade - ‘C’ day**

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Sample Student Schedule - 10th grade - ‘A’ Day

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<td>Mr. Rojas</td>
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Sample Student Schedule - 10th Grade - ‘B’ day

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Sample Student Schedule - 10th Grade - ‘C’ day

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<td>Mr. DeLeon</td>
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<tr>
<td>SSR &amp; LE</td>
<td>Mr. Taylor</td>
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<td>N-Block</td>
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<tr>
<td>Biology</td>
<td>Ms. Rosenberg</td>
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<tr>
<td>World History</td>
<td>Ms. Williams</td>
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<tr>
<td>P.E.</td>
<td>Mr. Cho</td>
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Sample Student Schedule - 11th grade - ‘A’ Day

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Sample Student Schedule - 11th Grade - ‘B’ day

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<tr>
<th>Course</th>
<th>Teacher</th>
<th>Room</th>
<th>Period</th>
<th>Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>U.S. History</td>
<td>Mr. Kim</td>
<td>27</td>
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<tr>
<td>Advisory</td>
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<td>19</td>
<td>Adv.</td>
<td>20</td>
</tr>
<tr>
<td>SSR &amp; LE</td>
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<td>20</td>
<td>N-Block</td>
<td>30</td>
</tr>
<tr>
<td>Psychology</td>
<td>Ms. Patron</td>
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<tr>
<td>Integrated Math 3</td>
<td>Ms. Brown</td>
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Sample Student Schedule - 11th Grade - ‘C’ day

<table>
<thead>
<tr>
<th>Course</th>
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<th>Room</th>
<th>Period</th>
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<td>20</td>
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<tr>
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<td>N-Block</td>
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<tr>
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<td>5</td>
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</tr>
<tr>
<td>Psychology</td>
<td>Ms. Patron</td>
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Sample Student Schedule - 12th grade - ‘A’ Day

<table>
<thead>
<tr>
<th>Course</th>
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<th>Room</th>
<th>Period</th>
<th>Minutes</th>
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<tr>
<td>Advisory</td>
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<tr>
<td>Precalculus</td>
<td>Ms. Martinez</td>
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<td>AP Spanish Language</td>
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<tr>
<td>AP Biology</td>
<td>Ms. McCoy</td>
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Sample Student Schedule - 12th Grade - ‘B’ day

<table>
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<th>Course</th>
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<th>Period</th>
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<tr>
<td>Advisory</td>
<td>Mr. James</td>
<td>29</td>
<td>Adv.</td>
<td>20</td>
</tr>
</tbody>
</table>
**Teacher Recruitment**

The principal at Value Schools High School 2 will recruit teachers in two ways. The principal and the interview team (made up of administrators, lead teachers and other core faculty) will interview promising candidates from the Teach for America program and candidates who respond to job openings posted on internet job posting sites.
Candidates must meet all of the NCLB requirements before they are interviewed by the school. When possible, promising candidates will be asked to provide a model lesson, either online or in person, where the interview team can evaluate the potential teacher’s skills and knowledge of the content area. Value Schools High School 2 will look for people who are committed to helping all students succeed academically, will follow and instill in the students the core values of the school, and will be willing to collaborate with other Value Schools High School 2 faculty to create an exceptional school where students gain the proper academic foundation that will allow them to succeed in college.

**Teacher Professional Development**

Value Schools High School 2 will form an Academic Council to discuss the effectiveness of the academic program. In the beginning, the Council will include the principal and all the teachers. As the school grows, lead teachers in each department will be empowered to discuss and implement academic policies. The Academic Council will create a professional development plan to train teachers and drive school improvement. Topics for development will include differentiated instruction; critical thinking; metacognitive strategies; strategies for teaching English language learners; content literacy; RTI; special education; and training in the educational uses of technology. Teachers will attend appropriate professional development seminars and share that knowledge with their colleagues.

The faculty will meet a week before school begins to receive professional development in the areas of concentration for that school year. In addition, new teachers will be provided training in school culture and procedures, while returning teachers will be given the opportunity to work collaboratively on student and classroom needs.

The Charter School will have regularly scheduled professional development meetings throughout the school year, in which the entire faculty will participate. The school will have peer observations as one way of ensuring that teachers are using the teaching techniques learned during professional development. The administration visits classrooms on a regular basis to observe teachers applying these techniques.

As in most professions, teaching requires ongoing sharpening of skills and acquisition of knowledge. All teachers at Value Schools High School 2 will be encouraged to continue their education by attending graduate and post-graduate courses, workshops, and training throughout the year. Throughout the year, Wednesday afternoons will be set aside for professional development and for teacher collaboration. Training in a variety of fields will be provided, depending on the identified needs throughout the year. Experts in various instructional fields will be brought in to provide workshops at the school. In addition, teachers and administrators will often share their expertise with the rest of the teaching staff through in-house workshops. This collaborative sharing will become a component of the professional growth evaluation of the teachers.
Appropriate budgeting and scheduling will allow teachers to receive professional development in the following areas during the first year of the charter term.

- Implementing Common Core State Standards in the classroom
- Working with students with disabilities
- Addressing the needs of English Language Learners
- Motivating students that are not intrinsically or extrinsically motivated
- Appropriate intervention methods to help students with behavior problems
- Writing across the curriculum
- Collaborative learning
- Using technology in the classroom
- Using the Integrated Mathematics curriculum

**Process for Identifying English Learners**

The enrollment packet for Value Schools High School 2 will include a Home Language Survey that will serve as the first screening step for identifying English Learners. Then, using the student’s cumulative file and any other academic records, the principal, assistant principal, or dean will examine the student’s academic history to determine whether there appear to be any language barriers to the student’s performance.

After a student registers at Value Schools High School 2, the school will initially use CALPADS to determine which students are classified as English Learners and will be in need of additional English instruction. The school will administer the CELDT annually and use the results to refine identification of English Learner status.

**Educational Program for English Language Acquisition**

To ensure that all English Learners become proficient in English, Value Schools High School 2 will provide English Language Development in the following manner to all students who are not yet re-classified as Fluent English Proficient:

1. Students who test at the Beginning, Early Intermediate, and Intermediate level on the CELDT will attend a 30-minute English Enrichment class during the N Block in addition to their regular English Language class of 78 minutes (67 minutes on Wednesdays).

2. Students who are at the Early Advanced or Advanced level on the CELDT, but who have not yet been reclassified, will take a 30-minute Language Enrichment class during the N block every day except Wednesdays, in which they will receive help with English Language Development. Seniors and students in honors classes who test Intermediate on the CELDT will receive ELD in a 30-minute class along with Early Advanced scoring students every day except Wednesdays.

3. All English Language Learners will be provided with an English Language Development class during Summer School in addition to any credit recovery classes they may be taking.
4. All teachers will be trained in and use SDAIE strategies to provide English Learners access to the core curriculum and elective curriculum using Scholastic’s *English 3D*.

5. To increase English Learners’ vocabulary retention, teachers across all subjects except Physical Education will reinforce the acquisition of general academic vocabulary using a schoolwide method with a “Word of the Week.” In this approach, teachers in each subject deepen the students’ understanding of the word by adding to or slightly changing its meaning in the context of their subject. Teachers might provide a subject-specific sentence or a visual aid, or prompt students to create their own verbal or visual explanations of the word. Classes in all academic subjects will also teach some content-specific vocabulary using this same method each week.

6. All teachers will be aware of the Language Acquisition Status of each of their students and will use both cooperative learning in heterogeneous groups and differentiation in homogeneous groups to meet the needs of their English Language Learners. They will submit lists of these groups identifying the language acquisition levels of their students to verify they are complying with this school-wide practice. The administration will monitor this process and student progress.

7. Math teachers and administrators will regularly review the progress of their English Learners with the use of benchmarks and the UC Math Diagnostic Testing Program, to ensure that English Learners are placed in math classes according to their ability in math and not their language acquisition level.

8. The college counselor in conjunction with the principal and others as appropriate will continue to ensure the community also participates in the goal of motivating students to complete the UC requirements by arranged college tours. Career and college community member visits to Value Schools High School 2 will be used to further motivate students to put their best effort forth in meeting the UC requirements for graduation beginning in the 9th grade through 12th grade - ensuring access to EL students at these events.

9. The college counselor and each student’s advisor will also ensure that every English Learner has a graduation plan and will counsel these students to take the right classes, come to summer school, and more in order to meet the UC requirements and graduation requirements.

**How the program will meet the new state ELD standards and use the results of the CELDT/ELPAC**

The school administration will require all teachers to write unit plans that include the new state ELD standards. Teachers will then be monitored by periodic classroom visits by the principal, assistant principal and peers. During these peer observations, teachers will provide feedback on how the instructor is addressing the ELD standards and the effectiveness of the strategies used in the classroom.
CELDT results will be shared with all teachers. ELD experts on staff will explain how to use the CELDT subscores (speaking, listening, reading, and writing) to guide planning and instruction. Teachers will learn how to realize students’ weaknesses and design lessons that address these weaknesses. Teachers will also be encouraged to share pedagogical strategies with each other in an effort to help all students at the school develop their English language skills.

**Process and specific criteria for reclassification**

Students at Value Schools High School 2 will be reclassified as Fluent English Proficient when they meet the following criteria:

1. When students initially arrive in the United States and test as Early Advanced or Advanced in their overall score on the CELDT and no domains are below the Early Advanced or Advanced level, they will be classified as Initially Fluent English Proficient.
2. All other English Learners are tested annually with the goal of being reclassified as Fluent English Proficient. To be reclassified as Fluent English Proficient, a student must score at the Early Advanced or Advanced level overall on the CELDT during the annual Fall CELDT administration. In addition, the student must receive a grade of C or higher in English class at the time of reclassification. Parents are consulted on the reclassification status of their child.
3. Value Schools High School 2 will explore the possibility of using results from the NWEA and/or the SBAC English Language Arts Exam to assist in the reclassification of students.
4. The administration will be responsible for determining which students have met the criteria for reclassification.

**Service and Support for English Learners - Instructional Strategies and Intervention**

At Value Schools High School 2 all classes will be conducted in English with the exception of World Languages classes (such as Spanish) which satisfy the Foreign Language requirement for graduation. For students who are not proficient in English, the basic form of English Language Acquisition will be through Structured English Immersion with the aid of SDAIE strategies.

All students who are English Learners will be provided with English Language Development. At Central City Value, the combination of structured English Immersion with SDAIE support strategies in the classroom and separate ELD classes has proven to be effective with most students, helping them achieve at least one level of growth in English Development per year as measured by the CELDT. The details of the program that will be implemented at Value Schools High School 2 are explained in the above section entitled “Educational Program for English Language Acquisition.”
Process for annual evaluation of the school’s English Learner program
The school administration along with the English department will analyze student performance annually on the CELDT, NWEA, CAHSEE, SBAC, SAT, and internal benchmark scores and discuss ways to improve the English Learner program. The school will initially use the English 3D instructional materials, but English teachers will continue to research additional materials that may supply better English instruction.

Process for monitoring progress of English Learners, Long Term English Learners (LTELs), and reclassified (RFEP) students
Value Schools High School 2 will analyze scores on the CELDT/ELPAC (for ELs), NWEA, CAHSEE, SBAC, the SAT, internal benchmark exams, and grades to monitor the progress of the English Learners, Long Term English Learners, and reclassified students. Teachers will provide input to the principal, assistant principal, and dean about student progress. Each semester, these administrators will meet with teachers to present and discuss the test results and student progress in the classroom. Teachers will meet by department to use these results to guide instruction.

Identifying and Meeting the Needs of Gifted and Talented Students
While Value Schools High School 2 will not be offering a G.A.T.E. program, entering students will take a placement test to determine their reading level and the most appropriate mathematics placement. Students who read above grade level and possess a strong foundation in mathematics will be invited to attend the summer Honors Academy. Students who are successful in the Honors Academy and those students who score in the top 20% on the placement test will be recommended for the school’s honors classes.

Value Schools High School 2 will offer a variety of ways to meet the needs of gifted and high achieving students. Placement exams in English language arts and mathematics help place more able students in honors and advanced placement. Furthermore, teachers will be trained to differentiate their instruction within the classrooms at all levels. Opportunities will be provided within the classroom to extend the usual curriculum in breadth and depth with anchor assignments and independent learning. For example, teachers may provide high achieving students with “challenge” activities in lieu of regular assignments from the published curriculum series, or propose “teasers” or extension questions for assignments. Novels chosen for small group discussions will be leveled to provide more in-depth analysis for the more able students. Open ended assignments will provide an opportunity for high achieving students to add breadth and depth to their learning. Rubrics will be established to encourage and reinforce quality in student work products. Finally, advanced students will be given the opportunity to work with the college counselor to arrange for enrollment at local community colleges for additional courses.

In addition to the opportunity for students to gain entry to a higher level math course by taking a placement test upon initial enrollment, Value Schools High School 2 will offer
students who demonstrate high achievement after enrolling the opportunity to take honors courses in English, Math, Science, and Social Science. Honors and AP courses will focus on providing students with the academic vocabulary and foundation to read difficult material and understand subtle differences in the English language. The credits earned in these courses match the graduation requirements for the school.

Classes for high-achieving students are not tracked. Students who do not initially test into Honors or AP level courses can move up to these courses based on teacher recommendation. Value Schools High School 2 believes that all students should have the opportunity to take Honors and AP level courses.

Value Schools High School 2 will analyze scores on the NWEA, SBAC AP tests, the SAT, and internal benchmark exams to monitor the progress of the honors students in the school. Furthermore, the school will also use teacher input when monitoring student progress.

**Meeting the Needs of Students Achieving Below Grade Level**

Every student who enrolls at Value Schools High School 2 will take the Gates-MacGinitie reading test to determine the student’s reading level and a math placement test to determine the most appropriate math course for the student. Thus, teachers will learn early which students are performing above or below grade level.

Value Schools High School 2 will have multiple structures to support students who are working below grade level academically. These include the Advisory Program, office hours, and the Student Success Program. For example, teachers use in-class small group intervention and offer tutoring during office hours, which may be after school or during other free periods. Teachers also seek out alternative materials by which a student may better understand the content to be mastered, and encourage students performing below grade level to take advantage of technology-based skill building programs (e.g. Naviance SAT/ACT prep, Khan Academy, Criterion Writing).

Additionally, the school will offer summer school and ELD classes for those who need the extra instructional time, and an after school math enrichment program using Khan Academy.

The purpose of the Advisory Program is to boost the students’ academic success through a professional, caring relationship between advisors and students. Faculty members, who act as advisors, will work towards building students’ awareness of their learning patterns and motivate them to become college ready. The advisor draws on all five of the school’s core values and the schoolwide learner outcomes (SLOs), and functions as the key support network for all students. The Advisory Program is also the primary mode of communication, enabling students to be well-informed members of the school community. To ensure that students receive adequate support, the advisory
program will provide direct communication between faculty members and students’ families.

Each week, an advisor will meet with the student to review academic progress and set goals for the week using information from PowerSchool and DataDirector to monitor student grades and other progress measures. The advisor is the primary teacher on campus who ensures that students working below grade level receive the academic support the school offers. Each semester, the advisor will meet with the parents/guardians and the students to discuss the academic progress of each student. In addition, the advisor manages the students’ transcripts and works with the administration to see that students working below grade level are scheduled for summer school courses.

Teachers will use differentiated instructional strategies - SDAIE strategies, homogeneous/heterogeneous grouping, computer software, small group instruction - in their classrooms. Students who are working below grade level will have the opportunity to receive tutoring during the SSR and lunch periods. If students continue working below grade level, they will be referred to the Student Success Program (SSP). The Student Success Program is an intervention program that assists students facing academic difficulties. The program is based on the understanding that all students learn differently and that with the appropriate supports all students can achieve academic success. Each student in the program will have a team comprising their teachers, advisor, an administrator, the SSP coordinator and parents. This team will take on the responsibility of assessing the student’s strengths and weaknesses and developing appropriate interventions to help the student improve to grade level academic work.

Value Schools High School 2 will also offer students who work below grade level the opportunity to attend summer school sessions to improve their understanding and mastery of the California standards. Summer school will also be used to provide further ELD instruction as delineated by the Title III plan. Furthermore, during the summers, students will be required to complete their summer reading requirement, which is based on their identified reading levels. Teachers set goals for students to raise their reading levels two grades each year and use differentiated instruction and active reading strategies to assist students as they work toward the goal.

Additionally, students who are functioning below grade level in math and need a stronger foundation will be placed in Math Enrichment and will be highly encouraged to attend office hours to receive tutoring on their specific deficiencies. Teachers will direct students on a course of training using Khan Academy, identifying the appropriate modules to target the students’ deficiencies. Students will remain in this program until they have demonstrated mastery of the course-level standards.

Finally, all students will complete a graduation plan that is updated each semester, which allows the students to keep track of their progress towards graduation. Those
who need to make up credits in order to graduate on time will be invited to summer school at Value Schools High School 2. Students are also counseled to seek credit recovery at local adult high schools.

Value Schools High School 2 will use scores on the NWEA, SBAC, AP tests, the SAT, and internal benchmark exams to monitor the progress of students achieving below grade level in the school. Furthermore, the Charter School will organize grade level meetings in which teachers will meet and discuss strategies to better assist these students.

**Meeting the Needs of Socio-economically Disadvantaged/Low-Income Students**

When students enroll at Value Schools High School 2, the principal or assistant principal will use CALPADS and the forms students complete during registration that the state uses to qualify students for free/reduced lunch to identify socio-economically disadvantaged/low-income students.

Value Schools High School 2 will provide enrichment opportunities for its socio-economically disadvantaged students to broaden their exposure to the fine arts, cultural activities and other extracurricular experiences that facilitate the growth of a well-rounded person. For example, Value Schools High School 2 will take students to the Los Angeles World Affairs Council, to art museums including MOCA and the Getty Museum, the GRAMMY Museum, and to plays and musicals at the Music Center and the USC drama department. Value Schools High School 2 will also sponsor a schoolwide talent show, a Winter Art performance, and etiquette classes, and will establish clubs in extracurricular areas such as chess and cricket.

Consistent with its core value that “Academic excellence is the means to a full life,” Value Schools High School 2 will emphasize the value of an education and the importance of hard work to all its students, most of whom are likely to be socio-economically disadvantaged. To motivate students to keep their focus on higher education, teachers, administrators, and other school staff will, throughout the school year and in all activities, refer to college admission and attendance as a desirable and achievable goal.

Value Schools High School 2 will also provide opportunities for students and parents to acquire the intangible social skills and information needed for higher education and career success. The student advisory program will focus students on college information and the five values, using events such as Back to School Nights, College Nights, college campus visits, an annual college fair, financial aid workshops, and on-campus college presentations. Advisors will work with all students to ensure they take a university-oriented curriculum. Juniors and seniors will work with a college counselor to create individual graduation plans, prepare for university admission and placement tests, write personal statements and essays for applications, apply to appropriate institutions of higher education, and seek financial aid.
Parents will be treated as partners with teachers and administrators in the educational process. At individual meetings with advisors, teachers, and the college counselor, as well as at monthly meetings of parent groups, parents of students at Value Schools High School 2 will be encouraged to help their children attain their educational and career goals. The Charter School will honor the Title I Parent Compact that guarantees regular meetings with parents, teachers and staff to develop goals to help socioeconomically disadvantaged students increase their academic achievement, and will seek input from the School Site Council and Academic Council on ways to reach those goals.

Many socioeconomically disadvantaged students enter college with a smaller academic vocabulary than their more advantaged peers. To mitigate this deficit, Value Schools High School 2 will assign all students a curriculum-aligned summer reading book and assignment. By reading grade-level texts and thinking about these texts critically throughout the summer months, students will not only acquire vocabulary but practice critical reading comprehension strategies as well.

For students who desire additional support and tutoring or simply want a quiet place to sit and complete daily homework assignments, teachers will provide office hours during each full school day. While open to all, such safe havens and additional support structures are especially important to socioeconomically disadvantaged students, who often lack home environments conducive to academic work. Of particular importance to students who do not have computers or the internet in their homes, students at Value Schools High School 2 will have access to computers on campus before, during, and after school. Regular computer access will be provided from the opening of Value Schools High School 2, beginning with a cart of shared computers in each classroom; as budget permits, the Charter School will acquire one computer for each student to use on campus.

Recognizing the impact of poverty on student concentration and performance, the Charter School will contract with an outside provider (initially, Pacific Clinics) to provide free or reduced cost counseling services for students who do not have Medi-Cal or other health insurance sufficient to cover similar services.

**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.

**A Typical Day**

At Value Schools High School 2, students will have six classes per semester on a three-day rotation schedule described above. Classes begin at 7:30 a.m. and the day ends at 2:53 p.m. Teachers are required to hold office hours after school to provide students with an opportunity to receive additional instruction.

At the end of the first class session, students will have a seven-minute break to decompress and prepare mentally for the next class. Students will then report to an Advisory period, which lasts 20 minutes. (Alternatively, once each week a student will join the rest of the class in Community Time, an essential part of the Value Schools program described in Element 1.) The advisor will take attendance and read the daily bulletin. Students will be able to use computers during this time to check grades on PowerSchool or do research on colleges, universities, and financial aid. The advisor may introduce topics for discussion to develop and reinforce the five core values and goals that reflect them.

Advisors will also use this time to develop relationships with the students, to monitor academic and social problems and to direct students to office hours if their grades fall below a C- in any class. Students can count on the advisor for academic and personal support. Each student and his or her parent will meet with the advisor each semester to discuss the student’s motivation and progress in each class.

After the Advisory or Community Time session, the student will go to a 20-minute nutrition period, followed by a 7-minute passing period before he or she reports back to a class for 30 minutes of either Sustained Silent Reading (SSR) or an English Enrichment class, depending on their classification. (At Value Schools High School 2, English Language Learners will receive a minimum of 2 hours of language instruction weekly through *English 3D* by Scholastic or an equivalent program.) After the English Enrichment or reading time, students report to their second class of the day.

At the beginning of each class period during the day, each teacher at Value Schools High School 2 will begin class by explaining the agenda for that class period so that each student understands what the teacher expects during the class period. Included in this agenda is the academic objective, the California or Common Core State Standard attached to that objective, the school values and school-wide learner outcomes (SLOs)
that apply to the lesson and a coordinating warm-up exercise that focuses students on the objective for the period.

At the end of the second session students will have seven minutes again to decompress from the last period and ready themselves for the third class of the day. After the third session students will have a 30-minute lunch break. The fourth class of the day will begin after lunch. The school day will end at 2:53 p.m.

On a typical day, a student whose grade has fallen below a C- might be found visiting the instructor for that class during office hours after school. Students will be encouraged to use that time to obtain tutoring or other assistance. Students who participate in CIF-sanctioned athletics will be required to attend office hours in lieu of attending practice if they have a D or an F in any of their classes.
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.

**Measurable Goals of the Educational Program**

The measurable goals of Value Schools #2’s educational program are set out in the State Priorities table in Element 1, and are incorporated here by reference.

**Objectives of the school’s educational program**

Value Schools High School 2 will provide an engaging, rigorous, college preparatory education centered on its five core values. Students graduating from Value Schools High School 2 will be prepared for success in college and will possess the motivation and skills to make a positive difference in the world.

The school will provide adequate modeling, explicit teaching, and opportunities for
students to learn and practice the core values. Through the hiring and training of highly qualified and caring teachers, the school will build a vibrant learning community in which all students can thrive.

**Measuring Pupil Outcomes: Summative Assessment Performance Targets**

**Performance Targets Aligned to State Priorities**

Value Schools High School 2 is aligning its performance targets to state priorities, as can be seen in the State Priorities table in Element 1, which sets out measurable goals and is incorporated here by reference.

All students will take the Gates-MacGinitie Reading Level Diagnostic Test, the UCLA Math Diagnostic Test, and the NWEA assessments in the fall and again in spring to measure academic growth in ELA and math. Teachers will analyze the results of these exams and use the results to tailor lessons specific to the needs of the students. Data from these assessments will allow the school to monitor student progress during the period of transition to state standardized assessments based on the California Common Core State Standards.

Administrators will prepare a school dashboard to present to parents and board members quarterly as data become available. Students will review their individual results with their advisor.

It is expected that students will, on average, demonstrate an increase of one grade level on the Gates-MacGinitie exam every year. At least 75% of students will demonstrate at least one year of growth in ELA and Mathematics for each year in school, as measured by the NWEA assessments, administered in the fall and spring.

Academic progress will be measured by internal benchmark exams given in each academic discipline four times each year. Teachers will use Data Director or similar student data tracking program to track and analyze the results of these exams, and 90% of students will pass these benchmark exams each time they are administered. Since the questions on the benchmark exams will be linked to the Common Core State Standards, the results of these exams should give the school an indication of future student performance on the Smarter Balanced assessments. The NWEA assessments also closely mirror concepts to be tested on the SBAC assessments and will therefore also be used to gauge future SBAC assessment results.

**Other Performance Targets**

<table>
<thead>
<tr>
<th>INNOVATIVE COMPONENT GOALS</th>
<th>MATHEMATICS</th>
</tr>
</thead>
<tbody>
<tr>
<td>INNOVATIVE</td>
<td>Concurrent enrollment in Math Enrichment and Integrated Math 1</td>
</tr>
</tbody>
</table>

Value Schools High School 2
<table>
<thead>
<tr>
<th>COMPONENT 1</th>
<th>during the ninth grade for students who struggle with mathematics.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GOALS</strong></td>
<td>1. At least 75% of students will achieve more than one year of</td>
</tr>
<tr>
<td></td>
<td>academic growth in math as measured by NWEA.</td>
</tr>
<tr>
<td></td>
<td>2. No more than 5% of students will achieve less than one year of</td>
</tr>
<tr>
<td></td>
<td>academic growth in math as measured by NWEA.</td>
</tr>
<tr>
<td></td>
<td>3. More than 80% of students enrolled in math enrichment and</td>
</tr>
<tr>
<td></td>
<td>Integrated Math 1 will achieve a grade of a C- or higher in</td>
</tr>
<tr>
<td></td>
<td>Integrated Math 1 during the second semester.</td>
</tr>
<tr>
<td><strong>ASSESSMENT TOOLS / MEASURES</strong></td>
<td>● Smarter Balanced assessment scores</td>
</tr>
<tr>
<td></td>
<td>● NWEA scores</td>
</tr>
<tr>
<td>INNOVATIVE COMPONENT 2</td>
<td>Concurrent enrollment in Integrated Math 2 and Integrated Math 3 for tenth grade students who have demonstrated a strong aptitude in mathematics.</td>
</tr>
<tr>
<td><strong>GOALS</strong></td>
<td>1. 10% of twelfth-grade students at Value Schools High School 2 will take AP Calculus.</td>
</tr>
<tr>
<td></td>
<td>2. At least fifteen students each year will enroll concurrently in</td>
</tr>
<tr>
<td></td>
<td>Integrated Math 2 and Integrated Math 3.</td>
</tr>
<tr>
<td></td>
<td>3. At least 95% of these students will pass the math section of the</td>
</tr>
<tr>
<td></td>
<td>CAHSEE in their sophomore year.</td>
</tr>
<tr>
<td><strong>ASSESSMENT TOOLS / MEASURES</strong></td>
<td>● Transcripts/registrations</td>
</tr>
<tr>
<td></td>
<td>● CAHSEE scores</td>
</tr>
</tbody>
</table>

**INNOVATIVE COMPONENT GOALS**

**ACHIEVEMENT ENCOURAGEMENT**

<table>
<thead>
<tr>
<th>INNOVATIVE COMPONENT</th>
<th>Summer Honors Academy</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GOALS</strong></td>
<td>1. At least 60% of students at Value Schools High School 2 will earn a 3 or higher on an Advanced Placement Exam.</td>
</tr>
<tr>
<td></td>
<td>2. At least 90% of students who participate in the Honors Academy will be accepted into a four-year university.</td>
</tr>
<tr>
<td></td>
<td>3. At least 80% of Honors Academy participants will graduate with a grade point average of at least 3.4.</td>
</tr>
<tr>
<td><strong>ASSESSMENT TOOLS / MEASURES</strong></td>
<td>● AP Scores</td>
</tr>
<tr>
<td></td>
<td>● University acceptance letters</td>
</tr>
</tbody>
</table>

**INNOVATIVE COMPONENT GOALS**

**PERFORMANCE IMPROVEMENT**
**INNOVATIVE COMPONENT**  
Student Success Program (SSP)

**GOALS**
1. At least 70% of the students in the Student Success Program will increase their GPA by a full grade point over two years.
2. At least 80% of students who have participated in the SSP program will earn a high school diploma in four years.

**ASSESSMENT TOOLS / MEASURES**
- School transcripts
- Graduation data

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**Measuring Pupil Progress Toward Outcomes: Formative Assessment**

Value Schools High School 2 will use the following tools to track student progress. They will be used for placement, formative data and summative data as indicated.

Performance expectations are found in Element 1 (State Priorities Table) or listed below the description of the assessment.

<table>
<thead>
<tr>
<th>Assessment Tools</th>
<th>Placement</th>
<th>Formative</th>
<th>Summative</th>
<th>Other</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gates-MacGinitie Diagnostic Reading Test</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td>Annually</td>
</tr>
<tr>
<td>Level appropriate UCLA Diagnostic Math Test</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>Annually</td>
</tr>
<tr>
<td>NWEA Assessments</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td>Biannually</td>
</tr>
<tr>
<td>Common Core standards aligned benchmark assessments</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td>4/year (every 9 weeks)</td>
</tr>
<tr>
<td>Class-specific unit end/chapter end exams</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>Teacher option</td>
</tr>
</tbody>
</table>

Goal: At least seventy percent of students receive a grade of C or higher on each exam.

| Other student work products, e.g., reports, multi-media presentations, demonstrations, speeches, graphics | | | X | | Teacher option |

Goal: At least seventy percent of students earn a 3 on a 5 point rubric, which corresponds to a “C” grade.

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**Data Analysis and Reporting**

**The types of data the school will use**

Value Schools High School 2 will use performance data from the following standardized assessments: The Gates-MacGinitie Reading Test, the UCLA Math Diagnostic Test, The NWEA assessments, the CAHSEE, the Smarter Balanced Assessments, the EAP, the CELDT, and AP exams. Moreover, the school will also use data from benchmark exams which will be given every nine weeks.
The role and use of data to inform curriculum and instruction

Teachers and administration will analyze performance data to identify the students’ skill strengths and deficits, and perform item analyses of the assessments themselves to identify the most challenging learning tasks. Teachers will then use the data to modify their instruction and will reteach standards that students have failed to master until the large majority of students are able to demonstrate proficiency on that standard on a formative assessment. The data will also be used to suggest possible curricular changes, if necessary.

The Gates-MacGinitie reading level diagnostic assessment will be administered to incoming students and at the end of the school year to measure student growth, inform instruction, and determine the summer reading selection for each student. The UCLA Math Diagnostic Testing Program will be used to identify students’ strengths and weaknesses and to measure growth and inform instruction. It is also used to determine a student’s readiness for the next math course, and to identify areas for remediation.

Mandatory benchmark exams will be given every nine weeks, and teachers will use Data Director to mine the information to assess student progress. This action will allow teachers to re-teach when necessary, and use differentiated instruction to appropriately address student learning styles and various subgroups. Results of the benchmarks will be routinely discussed in Department meetings and shared with the administration. During these discussions, teachers will exchange ideas on how to teach difficult concepts in their subject area. With the use of frequent benchmark exams, teachers identify areas of academic weakness in students from the identified subgroups (students with disabilities, ELs). The teachers use the data to provide additional instruction in those areas to meet the needs of the students and move them toward mastery of the standards.

The role and use of data to monitor and improve the charter school’s educational program and operations

The school administration will always try to improve the school’s educational program and operations. WestEd surveys will be given to students, parents, teaching, and support staff on an annual basis. These surveys are designed to provide the school with feedback on the opinions of its stakeholders. The school administration will form a committee to analyze and discuss the results of the surveys and suggest improvements.

Value Schools High School 2 will use surveys to assess parent support for the school and to assess how well students have internalized the five core values. These surveys will be administered and analyzed annually and reports from the data will be prepared for the Board of Directors and the school community.

The school may also administer anonymous online surveys to parents, students and teachers. These surveys will allow the administration to monitor the opinions and effectiveness of various aspects of the school program.
The role and use of data to inform stakeholders of school performance

The administration at Value Schools High School 2 believes that a school’s primary measure of success is the students’ demonstration of academic proficiency. A dashboard will be used to keep the governing board members apprised of the results of the school and class level assessments and to track the most significant data points. The Academic Performance and Accountability Committee, a committee of the Value Schools High School 2 Board of Directors, will meet at least twice during the year to review the dashboard and the school’s progress toward meeting specific goals. Dashboard data may be made available on the school’s website.

Grading policy

Teachers will use the following end-of-semester grading practices:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>59% and below</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
</tr>
<tr>
<td>A</td>
<td>90-100%</td>
</tr>
</tbody>
</table>

Pluses and minuses will be assigned according to the following chart:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97%-100%</td>
</tr>
<tr>
<td>A</td>
<td>93%-96%</td>
</tr>
<tr>
<td>A-</td>
<td>90%-92%</td>
</tr>
<tr>
<td>B+</td>
<td>87%-89%</td>
</tr>
<tr>
<td>B</td>
<td>83%-86%</td>
</tr>
<tr>
<td>B-</td>
<td>80%-82%</td>
</tr>
<tr>
<td>C+</td>
<td>77%-79%</td>
</tr>
<tr>
<td>C</td>
<td>73%-76%</td>
</tr>
<tr>
<td>C-</td>
<td>70%-72%</td>
</tr>
<tr>
<td>D+</td>
<td>67%-69%</td>
</tr>
<tr>
<td>D</td>
<td>63%-66%</td>
</tr>
<tr>
<td>D-</td>
<td>60%-62%</td>
</tr>
<tr>
<td>F</td>
<td>59% ↓</td>
</tr>
</tbody>
</table>

Grades at Value Schools High School 2 reflect level of mastery of academic standards and do not reflect behavior. Teacher comments about citizenship and work habits will be mentioned in a separate area of a student’s report card. Quizzes, exams, oral presentations, projects and papers will be graded and used to determine a student’s final grade in a course.

Type and frequency of progress reporting

At the end of each semester, report cards will be issued to students and families. Progress reports will be given at the midpoint of each semester. Parent-advisor-student conferences will be scheduled at this time specific strategies will be discussed for improving grades.

Power School will be used to calculate grades and provide progress reports and report cards. Parents, students, and teachers will have twenty-four hour access to student grades via the Power School website. Teachers will be required to update student
grades at least once a week in order for students and parents to monitor student progress in all classes.

Advisors will discuss academic progress with their advisees at least once a week. Advisor shares effective strategies and practices for maximizing student’s potential and, with the student, sets incremental goals for improvement. The Advisor/Advisee relationship involves motivation, inspiration and modeling, as well as correction of ineffective learning habits and poor time management.

**Promotion/retention policy and procedures**

Value Schools High School 2 students will be promoted to the next grade level once they have earned a sufficient number of units that will show that they are on track to graduate. Students are retained if they are deficient in units and their deficiencies will not be able to be remediated during summer school. The teachers and administration at the school will make every effort to prevent students from being deficient in units.

Parents are notified at each advisory meeting of a student’s progress. Retention as a possible option will be presented as soon as it is apparent that a student is unlikely to complete the year’s units, and no later than the April advisory meeting. A separate retention meeting will be held with the student, parents, and either principal or assistant principal to fully explain the role that retention may play in their child’s academic future. Every effort will be made to enlist the parent’s help in encouraging and motivating the student to excel.
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. Unless prohibited by law, 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.

**Value Schools**

Value Schools is a California nonprofit public benefit corporation that was established by Jerome R. Porath, Ph.D. and incorporated in July 2000.

The mission of Value Schools is to establish and support high quality, values based elementary and secondary charter schools for populations of students who have been historically underserved.

The Value Schools Board of Directors will set all policies for, and have sole legal and fiduciary responsibility for, Value Schools High School 2.

Value Schools is responsible for establishing and maintaining relationships with all relevant government units on behalf of the Charter School, including but not limited to the Los Angeles Unified School District, the Los Angeles County Office of Education, and the California Department of Education.

Value Schools will separately account for all funds, public and private, that are given to Value Schools High School 2, and it will use such funds solely for the operation of Value Schools High School 2. Value Schools will enter into all contracts, leases and other legal agreements that may be necessary to operate Value Schools High School 2.
Value Schools will provide financial and accounting services for Value Schools High School 2, legal representation, public relations and general oversight of school operations. In return for the services provided, a percentage of the public funds given to operate Value Schools High School 2 shall be annually transferred for the general operations of Value Schools. That percentage is determined by the anticipated cost of services provided and financial position of the charter school. Six percent is currently set as the appropriate target; however, Value Schools has decided in some years that it could maintain operations without collecting the full assessed amount. Value Schools will continue to evaluate the need for back office services, and adjust the percentage of fees assessed to the charter school accordingly.
Value Schools Organizational Chart

Value Schools Board of Directors

Committee on Accountability & Performance
Committee on Finance & Business Operations

Value Schools CEO

Value Schools CFO

Value Schools Communications Director

Value Schools High School 2

Value Schools High School 2 Principal

Value Schools High School 2 School Site Council

Value Schools High School 2 Faculty & Staff (includes the Assistant Principal and the Dean)

Supervisory

Performance Accountability

Advisory
Major Roles

Board of Directors
See Section on Board below.

Chief Executive Officer
The primary responsibility of the Chief Executive Officer (CEO) of Value Schools is the leadership and management of that organization. In this capacity the CEO is concerned with oversight of financial operations, the assurance of a safe and adequate facility, the raising of funds from public and private sources and the liaison with various external organizations. The CEO is available to support and assist the principal in whatever areas may be needed. The CEO is not a member of the Value Schools Board of Directors.

Chief Financial Officer
The Chief Financial Officer (CFO) will keep and maintain adequate and correct accounts of the properties and the financial transactions of the corporation. The CFO will prepare and disseminate such financial reports as may be required by the Board of Directors, the responsibilities of bondholders and governmental agencies. The CFO prepares such analysis of the financial operations as may be necessary to improve financial operations. The CFO supports the activities of the auditors during the annual financial audit. As directed by the CEO, the CFO may also serve as the Business Manager for Value Schools.

Communications Director
The Communications Director is responsible for promoting the image of Value Schools through the organization’s website, through regular e-mail communication with stakeholders and supporters, and through the publication of materials. The Communications Director supports the work of fund development by developing materials that justify financial support. In addition to compiling and presenting statistical information, the Communications Director identifies the success stories of students and faculties and disseminates those stories. The Communications Director also provides support to faculty members in their use of the website.

Principal
The major responsibility for school decisions rests with the principal. The principal has authority in the areas of school personnel, curriculum, students, facilities and finances. The principal also chairs the School Site Council. The responsibilities of the principal are delineated in the Policies on Governance and in Element 5.

Faculty & Staff
See Job Descriptions in Element 5.
School Site Council
Value Schools High School 2 has established a School Site Council. The School Site Council comprises the principal, two parents chosen by the PTSA, two faculty members chosen by the faculty, and two students chosen by student election. The School Site Council reviews the Value Schools High School 2 budget prior to its approval, provides input on the LCAP, reviews any policies sent to it by the Value Schools Board of Directors for review, and serves as the Advisory Committee required by Title I. The School Site Council also advises on school policies of concern to parents and students (e.g., student uniforms, vacation schedules, nutrition, special classes and extra-curricular activities) and to the faculty (e.g., leave days, faculty dress code and non-classroom responsibilities).

The School Site Council meets at least four times a year and complies with the Brown Act in its operations. Information from School Site Council meetings is communicated to the Value Schools Board by the Principal.

Parent Teacher Student Association (PTSA)
PTSA membership is open to all parents, teachers and students. Agendas for the monthly meetings are prepared by the principal or designee in collaboration with interested members, focusing on schoolwide events, classroom needs and fundraising. By-laws will be written and adopted by the PTSA.

Board of Directors
The Value Schools Board of Directors oversees all schools operated by Value Schools, the nonprofit public benefit corporation that operates Value Schools High School 2. The principal of each school operated by Value Schools nominates one person to serve as a director on the Value Schools Board, subject to approval of the sponsor (Value Schools Foundation). Directors are appointed for renewable three-year terms, staggered to provide continuity.

Meetings of the Value Schools Board of Directors are usually held at one of the Value Schools. Information regarding location, date and time of the meetings is posted for parents and the public in a prominent location at the Downtown Value School, Central City Value High School, Everest Value School and Value Schools High School 2 sites, no later than 72 hours before the beginning of the meeting. In addition, information regarding location, date and time of the meetings is sent home to parents of students at Downtown Value School, Central City Value High School, Everest Value School and Value Schools High School 2 in newsletters and is posted on the Value Schools website. Meetings are held the second Friday of the months of September, January, March and June.

The Members
The members of the board of directors for Value Schools shall constitute the members of the board of directors for Value Schools High School 2. The by-laws
provide that there be no fewer than five and no more than seven members of the board.

The responsibilities of the board are to ensure that the mission of the Charter School is fulfilled, to hold the Value Schools Chief Executive Officer accountable for the successful performance of Value Schools High School 2 in all areas, and to ensure the financial integrity of the school and the sufficiency of resources.

The board of directors for Value Schools will meet at least four times a year (approximately quarterly). Its meeting procedures will comply with all appropriate federal, state, and local laws and regulations, including the Brown Act.

The board members for Value Schools are the board members for Value Schools High School 2. The current members will be appointed by the Board of Directors of the Value Schools Foundation. Value Schools Foundation (“VSF”) is a California nonprofit public benefit corporation that is recognized as an exempt organization under section 501(c)(3) of the Internal Revenue Code. VSF is identified as the sponsor because VSF has been created and is operated exclusively to support Value Schools. However, VSF does not in any way participate in or interfere in governance of the school, or take on the role of the Value Schools Governing Board. The board of the Value Schools Foundation diligently recruits candidates who share the vision of Value Schools and who have the capacity to make a contribution to the advancement of the mission of Value Schools. This capacity is demonstrated through having the time to assist with various projects, the talent to provide expertise in areas where the board is making decisions or providing oversight, or the treasure to provide financial assistance. Most board members have more than one gift to give. Current board members have expertise in finance and investments, community resources, education, community health and business consulting. The board is open to adding new members and values diversity in both backgrounds and expertise. Current VSF board members are invited to submit candidates for consideration to be elected to the board. The VSF board will also consider candidates recommended by the school community. Candidates are interviewed by the chair of the Value Schools Foundation Board and at least one other board member. A resume and references are presented to all the board members before a vote is taken.

**Board Committees**

Board Committees are composed of board members and normally are assisted by the CEO, the CFO, or the principals. The committee may determine that it needs to invite persons, such as stakeholders, who are not directors or staff to complete its work successfully. Committees act in accordance with the Brown Act, and generally meet one to two weeks before quarterly board meetings, but may meet more frequently as circumstances and projects require.
Committee on Accountability and Performance
This committee will work with staff to examine the ways in which Value Schools High School 2 determines its success. It will consider the performance elements being measured, the means by which they are measured, the timing of the measurements and the ways in which results are being reported. Principals will provide the committee with current dashboard metrics to review. These will include schoolwide and subgroup goals developed in the LCAP and progress made toward reaching these goals. In addition, any internal metrics determined to be significant in fulfilling the mission of the charter will be included.

The committee may determine that there are other elements in the schools that are essential to success and therefore should be measured. The committee may consider alternate forms of measurements and means of reporting the results.

The committee will regularly report its findings to the Value Schools Board of Directors to help the board fulfill its responsibility to ensure a successful educational program.

Committee on Finance and Business Operations
This committee will work with CEO and CFO to ensure that the finances of Value Schools High School 2 are being properly managed and reported. It will regularly review the financial reports prepared by the staff. It will consider whether the reporting forms are adequate or whether they should be changed to provide a better understanding of school finance. The committee will also review the business practices of Value Schools and look for ways to improve efficiency and effectiveness.

The Audit Committee, a sub-committee of the Committee on Finance and Business Operations, will participate in the selection of an external auditor, annually meet with the auditor and report audit findings to the Value Schools Board of Directors.

The Committee on Finance and Business Operations, currently consisting of three members, will regularly report its findings to the Value Schools Board of Directors to help the Value Schools Board of Directors fulfill its responsibility to ensure sound financial operations.

Conflict of Interest Policy
Value Schools High School 2 will follow the LAUSD Conflict of Interest Code and the Conflict of Interest Policy of Value Schools, which will comply with LAUSD’s policy.

Meetings Procedures for Governing Board and School Site Council
The meeting dates and locations of Value Schools Board of Directors and School Site Council will be given in writing to the parents of students enrolled in Value Schools High School 2 according to Brown Act timelines. These meeting dates and locations will also be posted at Value Schools High School 2 in a prominent place as close to the school’s
main entrance as is practically possible, included in the monthly newsletter and posted on the Value Schools website. At least three calendar days prior to the meeting of either body, the meeting agenda will be posted in the same location as the notice of dates and locations. The meetings comply with any other Brown Act timelines.

Agendas and minutes of the meeting will be made available by other means (e.g., e-mail, web posting) 72 hours in advance of regular meetings and 24 hours in advance of special meetings in accordance with the Brown Act. Copies of the minutes can be requested from the school secretary.

To the extent possible the meetings of both bodies will be held in a location sufficiently large to accommodate most, if not all, members of the public to attend. Members of the public will be allowed to address either body during its meeting after the chair of that body has specified at the beginning of the meeting the time for comments and the length of comments.

Quorum. A majority of the authorized Directors shall constitute a quorum of the Board for the transaction of business.

Teleconferencing. The Board may elect to use teleconferencing in connection with any meeting of the Board. If the Board elects to use teleconferencing, it shall post agendas at all teleconference locations and conduct teleconference meetings in a manner that protects the statutory and constitutional rights of the parties or the public appearing before the Board. Each teleconference location shall be identified in the notice and agenda of the meeting or proceeding, and each teleconference location shall be accessible to the public. The agenda shall provide an opportunity for members of the public to address the Board directly at each teleconference location. During the teleconference, at least a quorum of the members of the Board shall participate from locations within the boundaries of the School District. Participation in a meeting through use of teleconferencing pursuant to this subsection constitutes presence in person at that meeting as long as all members participating in the meeting are able to hear one another. All votes taken during a teleconferenced meeting shall be by roll call.

**Stakeholder Involvement**

Parents will be involved in the process of the annual evaluation of the Local Control Accountability Plan. School level and subgroup performance data will be made available so parents can review student progress. Parents will be invited to participate in discussions and surveys to provide input and feedback on spending and program decisions. Value Schools High School 2 will also invite parent participation in the Parent Teacher Student Association, the ELAC, and a Parent Advisory Council pursuant to Title I. These groups create additional avenues for parental communication and influence on the operation of the Charter School.
Teachers participate in a variety of committees throughout the year to analyze performance data and evaluate program effectiveness. A collaborative process encourages maximum involvement in decision making.
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.

**Employee Positions and General Qualifications**

At full enrollment, Value Schools High School 2 will have the following positions:

- Principal
- Assistant Principal
- Dean of Students
- Teacher
- Substitute Teacher
- College Counselor
- Teacher Aide
- School Secretary
- Clerical Assistant
- School Custodian
- School Facilities Maintenance Worker
General Requirements
1. Demonstrate commitment to the five core values. Successful candidates and employees demonstrate a world view consistent and in agreement with the five core values of Value Schools through the interview process and a review of any or all of the following: resume, references, transcripts and/or personal statement.
2. Provide evidence of having cleared a criminal background check.
3. Provide evidence of negative results on Mantoux skin test or chest X-ray for active tuberculosis
4. Meet all other requirements set forth in law and regulation.

Qualifications for principal
To be the principal for Value Schools High School 2, one must have the relevant experience or appropriate preparation for the kind of leadership and decision-making required in a charter school. The relevant experience would include being a principal in a private or parochial school or a principal in a “site-based-managed” public school. Appropriate preparation would include (1) on-the-job training by having been a assistant principal (or equivalent position with a different title) in a private, parochial or site-based-managed public school or (2) graduate level education in a program designed to prepare for leadership in private, parochial or charter school. A master’s degree in school administration (or equivalent) is also expected.

Qualifications for teachers
Teachers of non-core subjects, as noted in Element 1, must have a bachelor’s degree from an accredited college or university in the subject area that they will be teaching. An exception to the degree requirement can be made if the candidate has demonstrated proficiency in the subject area through years of professional experience.

Other educational and support staff
All non-teaching staff must have demonstrated competency for the position. This can be demonstrated through education, employment experience or the capacity to be trained on the job.

Selection
The selection process is absolutely critical to the success of the professional educational team. Value Schools High School 2 will follow the employment policies, hiring protocol and job descriptions adopted by Value Schools. These policies and procedures are designed to determine three critical elements. First, they inquire of the potential educators directly through the interview process whether they are persons who have the characteristics of one who is committed to the five core values. The process also asks references about the characteristics of the potential employees; again to determine whether that commitment to the values is present.
Second, the process clarifies the expectation that the teacher is responsible for finding the means to educate each child. That expectation is confirmed by explaining to potential employees that their continued employment at Value Schools High School 2 depends on student learning. As teachers they will be supported in their effort to find the most effective means, but in the end the responsibility falls on them.

Third, whenever possible, potential educators will be asked to demonstrate teaching competencies by preparing and conducting a lesson in the grade level of the position that they are seeking.

Finally, a determination is made that the potential educator has the knowledge and skills to be successful. This is accomplished primarily through a review of the references, persons who know of the candidate’s past performance.

Compensation
Value Schools High School 2 makes an effort to compensate its teachers at least as much as they would make if employed in the Los Angeles Unified School District. The school’s compensation practice is to give a teacher in their first year at the school a salary that is approximate to what he or she might have received at LAUSD. In succeeding years the teacher is eligible for a cost of living adjustment in those years where one is justified by an increase in the cost of living, an increase based on performance (see below) and a longevity increase after the third, sixth and ninth year at the school.

Evaluation and Performance Compensation
Value Schools High School 2 evaluates the performance of its teachers on six criteria. The first is student achievement and this measure counts for at least 50% of the evaluation. The teacher’s performance is measured by the value added by the teacher to the students in his or her class. Growth in student achievement is assessed by multiple tests given throughout the school year, and by the academic growth demonstrated from the fall benchmark to the spring benchmark on NWEA and CAASP assessments. The second and third criteria are pedagogical skills and classroom management. These two criteria account for 25% of the evaluation. The fourth criterion is parental satisfaction and is measured by a survey. The fifth is an assessment by peers of the teacher’s demonstration of the five core values. The sixth criterion is the successful completion of an appropriate area of professional development. These criteria make up the remaining 25%. The protocol and rubrics for these evaluations will be developed in collaboration with the teachers, and are likely to change over time.

The results of the combined elements produces a mathematical score which in turn is used to determine the size of the performance compensation to be added to the teacher’s salary in the following year. The higher the score is, the larger the performance compensation will be.
While Value Schools High School 2 is committed to providing performance compensation to all its employees, the availability and size depend on available funding.

The principal is responsible for ensuring that classified staff is evaluated.
Job Descriptions

Job Description for Position of Principal

General Responsibility
The principal provides overall leadership, direction and management to the Value Schools High School 2 community in accord with the policies and practices of Value Schools.

Supervision
The principal is supervised by the chief executive officer of Value Schools (or an authorized delegate) and is directly responsible to that person.

Specific Duties
1. Hires, supervises and evaluates all personnel at Value Schools High School 2; subject to the policies of Value Schools governing the qualification for employees and the personnel practices—including teacher evaluation based on student achievement.
2. Organizes the instructional program, chooses the programs and materials, and supervises the instruction and assessment of students; with the advice and assistance of the faculty and subject to the curriculum standards and program assessment for Value Schools.
3. Administers the admission of students to Value Schools High School 2, including the student orientation and parent induction (described later), makes major student disciplinary decisions, supervises the grading of student performance and makes student placement decisions; with the advice and assistance of the faculty.
4. Supervises the maintenance and repair of the materials, equipment and Value Schools High School 2 facilities and property; makes recommendations for facilities improvements. The faculty is invited to offer suggestions for facilities improvements.
5. Prepares the Value Schools High School 2 budget according the budget preparation guidelines for Value Schools and makes or approves all financial decisions necessary to implement the approved budget plan. The faculty is invited to make suggestions in the preparation of the budget.
6. Participates in the professional development activities that have been established by the principal or by the chief executive officer (or authorized delegate).
7. Acts as a role model of the five core values of Value Schools.
8. Supports the philosophy and goals of Value Schools High School 2 and the mission and goals of *Value Schools*.

9. Ensures the health, safety and welfare of students and other faculty and staff.

10. Holds confidential matters with appropriate confidentiality.

11. Adheres to all the employee policies and practices of Value Schools High School 2 and of *Value Schools*.

12. Carries out other such duties and responsibilities as may be assigned by the chief executive officer (or authorized delegate) to achieve the goals of *Value Schools*.

**Required Qualifications**

1. Evidence of agreement with the five core values of *Value Schools*.

2. Master’s degree in school administration (or equivalent).

3. Successful experience as a principal in a private or parochial school or as a principal in a “site-based-managed” public school; or preparation through
   a. on-the-job training by having been a vice-principal (or equivalent position with a different title) in a private, parochial or site-based-managed public school; or
   b. graduate level education in a program designed to prepare for leadership in private or parochial school.

4. Evidence of negative results on Mantoux skin test or chest X-ray for active tuberculosis, an I-9 form demonstrating employment eligibility, and acceptable criminal background check.

5. Fluency in the English language.

6. Ability to observe visually student activities and read printed materials; to hear oral questions and instructions; orally present information, give directions and answer questions; to arrange furniture, equipment and materials in classrooms and other school settings; to move about in such a manner as to supervise adequately student behavior in the classroom and in other school settings.

**Desired Qualifications**

1. Five years successful experience as a principal of a private, parochial or site-base-managed public school.

2. Academic preparation through graduate level education in a program designed to prepare for leadership in private or parochial school.

3. Fluency in the native language of the students other than English.
Job Description for Position of Assistant Principal

General Responsibility
The assistant principal is responsible for assisting the principal by performing some of the duties of the principal in accord with the policies and practices of Value Schools. The assistant principal may also be assigned teaching responsibilities.

Supervision
The assistant principal is supervised by the principal and is directly responsible to the principal.

Specific Duties
1. Performs certain specific duties of the principal that are assigned by the principal.
2. Assists the principal with certain activities of the specific duties of the principal.
3. Represents the principal to the faculty, staff, parents and students in the absence of the principal.
4. Participates in the professional development activities that have been established by the principal or by the chief executive officer (or authorized delegate).
5. Acts as a role model of the five core values of Value Schools.
6. Supports the philosophy and goals of the Value Schools High School 2 and the mission and goals of Value Schools.
7. Ensures the health, safety and welfare of students and other faculty and staff.
8. Holds confidential matters with appropriate confidentiality.
9. Adheres to all the employee policies and practices of Value Schools High School 2 and of Value Schools.

Required Qualifications
1. Evidence of agreement with the five core values of Value Schools.
2. A master’s degree or valid California teaching credential.
3. Five years successful teaching experience.
4. Evidence of negative results on Mantoux skin test or chest X-ray for active tuberculosis, an I-9 form demonstrating employment eligibility, and acceptable criminal background check.
5. Fluency in the English language.
6. Ability to observe visually student activities and read printed materials; to hear oral questions and instructions; orally present information, give directions and answer questions; to arrange furniture, equipment and materials in classrooms.
and other school settings; to move about in such a manner as to supervise adequately student behavior in the classroom and in other school settings.

Desired Qualifications

1. Experience working in one of the schools operated by Value Schools.
2. Preparation by experience or education to be a principal in one of the schools operated by Value Schools.
3. Fluency in the native language of the students other than English.
Job Description for Position of  
Dean of Students

General Responsibility  
The Dean of Students is responsible for maintaining order in the Value Schools High School 2 community.

Supervision  
The Dean of Students is supervised by the principal and is directly responsible to the principal.

Specific Duties  
1. Performs certain specific duties of the principal that are assigned by the principal.
2. Gives assistance to the principal in undertaking certain activities of the specific duties of the principal.
3. Participates in the professional development activities that have been established by the principal or by the chief executive officer (or authorized delegate).
4. Acts as a role model of the five core values of Value Schools.
5. Supports the philosophy and goals of Value Schools High School 2 and the mission and goals of Value Schools.
6. Ensures the health, safety and welfare of students and other faculty and staff.
7. Holds confidential matters with appropriate confidentiality.
8. Adheres to all the employee policies and practices of Value Schools High School 2 and of Value Schools.
9. Works with faculty and staff to:  
   a. Create classroom discipline procedures,
   b. Observe classroom management,
   c. Organize meetings with parents and students,
   d. Update emergency procedures in classroom and school,
   e. Help develop sound relationships with students,
10. Works with students to:  
    a. Mend and maintain relationships with teachers, students and parents,
    b. Assist them with their behavior in the classroom,
    c. Hold them accountable for their actions,
    d. Develop to their fullest potential,
    e. Work with our counseling services,
f. Understand the need to be at school on time.

11. Works with parents to:
   a. Emphasize the importance of academic excellence,
   b. Encourage their parental role in their student’s life,
   c. Create the safe and learning environment at home,
   d. Solve student’s behavioral issues in the classroom,
   e. Help reinforce the five core values of the school.

Required Qualifications
1. Evidence of agreement with the five core values of Value Schools.
2. A bachelor’s degree or valid California teaching credential.
3. Five years successful teaching experience.
4. Evidence of negative results on Mantoux skin test or chest X-ray for active tuberculosis, an I-9 form demonstrating employment eligibility, and acceptable criminal background check.
5. Fluency in the English language.
6. Ability to observe student activities and read printed materials; to hear oral questions and instructions; orally present information, give directions and answer questions; to arrange furniture, equipment and materials in classrooms and other school settings; to move about in such a manner as to supervise adequately student behavior in the classroom and in other school settings.

Desired Qualifications
1. Experience working in one of the Value Schools.
2. Preparation by experience or education to be a principal in one of the Value Schools.
3. Fluency in the native language of the charter school students other than English.
Job Description for Position of Teacher

General Responsibility
A teacher is responsible for facilitating student learning in accordance with the employee policies and practices of Value Schools High School 2.

Supervision
A teacher is supervised by the school principal and is responsible to the principal. However, if the size of the school justifies school administrators in addition to a principal, the principal may assign the supervision of a teacher to one of these other administrators.

Specific Duties
1. Prepares and delivers instruction (presentations, activities, investigations, projects, discussions and so forth) that is designed to help students acquire one or more of the curriculum content items specified in the California curriculum standards (or, in the absence of California curriculum standards, the curriculum content standards approved by the chief executive officer of Value Schools).

2. Monitors student acquisition of the content items by formal and informal means; these include orally questioning students, preparing tests or other assessment tools, utilizing publisher produced tests and assessment tools, reviewing and correcting student assignments, and so forth.

3. Supervises students, encouraging responsible student behavior, providing direction for responsible behavior where needed and otherwise caring for the well-being of each student and for good order of the learning environment; this is done both in regular classroom settings, at times of student meals and recreational breaks, during approved school field trips, and for any other period that may be assigned by the principal.

4. Reports student progress in acquiring curriculum content items and responsible behavior on such forms or in such a manner as specified by the principal; this reporting is done both to the principal and to parents.

5. Maintains an environment that is conducive to learning; this is to be done by caring for a learning area that is assigned to the teacher by the principal and decorating it with instructional aids and student work, by caring for a learning space that may be temporarily used by the teacher but assigned to another person, and by helping to maintain the general appearance of all school facilities.
6. Participates in school planning, budgeting and decision making with the principal through meetings, reviews of curricula and instructional materials, the preparation of reports or any other means that may be assigned by the principal.

7. Supports and cooperates with other school faculty and staff in a manner that furthers the successful completion of their duties.

8. Responds promptly to inquiries from parents and provides promptly to parents any special information about student performance or behavior that will help a student better meet the school’s performance standards.

9. Attends such parent, community and professional meetings that in the opinion of the principal are necessary for teacher attendance.

10. Participates in the professional development activities that have been established by the principal or by the chief executive officer (or authorized delegate).

11. Acts as a role model of the five core values of Value Schools.

12. Supports the philosophy and goals of Value Schools High School 2 and the mission and goals of Value Schools.

13. Ensures the health, safety and welfare of students and other faculty and staff.

14. Holds confidential matters with appropriate confidentiality.

15. Adheres to all the employee policies and practices of Value Schools High School 2 and of Value Schools.

16. Performs other duties that may be assigned by the principal that further the goals of the school.

**Required Qualifications**

1. Evidence of agreement with the five core values of Value Schools.

2. Bachelor’s degree in the subject area(s) to be taught or in a closely related area.

3. Has the credential required by the Commission on Teacher Credentialing for the position and is “highly qualified” as defined by No Child Left Behind.

4. Evidence of negative results on Mantoux skin test or chest X-ray for active tuberculosis, an I-9 form demonstrating employment eligibility, and acceptable criminal background check.

5. Fluency in the English language.

6. Ability to observe visually student activities and read printed materials; to hear oral questions and instructions; orally present information, give directions and answer questions; to arrange furniture, equipment and materials in classrooms and other school settings; to move about in such a manner as to supervise adequately student behavior in the classroom and in other school settings.
Desired Qualifications

1. Successful experience in teaching or in other ways working with students (of the age level for which employment is offered).

2. Fluency in the native language of the students other than English.
Job Description for Position of Substitute Teacher

General Responsibility
A substitute teacher is responsible for facilitating student learning in the absence of a teacher in accordance with the employee policies and practices of Value Schools High School 2.

Supervision
A substitute teacher is supervised by the Value Schools High School 2 principal and is responsible to the principal in all matters. However, if the size of Value Schools High School 2 justifies school administrators in addition to a principal, the principal may assign the supervision of a substitute teacher to one of these other administrators.

Specific Duties
1. Implements the lesson plans, learning activities and assessments that were designed by the absent teacher.
2. In cases of a long absence of a teacher, the substitute teacher may be required to perform all the specific duties of the teacher for whom a substitute is needed.
3. Acts as a role model of the five core values of Value Schools.
4. Supports the philosophy and goals of Value Schools High School 2 and the mission and goals of Value Schools.
5. Ensures the health, safety and welfare of students and other faculty and staff.
6. Holds confidential matters with appropriate confidentiality.
7. Adheres to all the employee policies and practices of Value Schools High School 2 and of Value Schools.
8. Performing other duties that may be assigned by the principal that further the goals of the school.

Required Qualifications
1. Evidence of agreement with the five core values of Value Schools.
2. Bachelor’s degree in the subject area(s) to be taught or in a closely related area.
3. Has the credential required by the Commission on Teacher Credentialing for the position and is “highly qualified” as defined by No Child Left Behind.
4. Evidence of negative results on Mantoux skin test or chest X-ray for active tuberculosis, an I-9 form demonstrating employment eligibility, and acceptable criminal background check.
5. Fluency in the English language.
6. Ability to observe visually student activities and read printed materials; to hear oral questions and instructions; orally present information, give directions and answer questions; to arrange furniture, equipment and materials in classrooms.
and other school settings; to move about in such a manner as to supervise adequately student behavior in the classroom and in other school settings.

**Desired Qualifications**

1. Successful experience in teaching or in other ways working with students (of the age level for which employment is offered).
2. Fluency in the native language of the students other than English.
Job Description for Position of
School Secretary

General Responsibility
A secretary provides clerical and staff support to the principal and to others on the Value Schools High School 2 faculty and staff.

Supervision
The School Secretary is supervised by the principal or by a staff person assigned by the principal to perform the function; the secretary is responsible to the principal or assigned staff person.

Specific Duties
1. Performs clerical functions of word processing, data entry, filing, mailing, telephone calling and answering, event scheduling, arranging meetings and appointments, etc.
2. Performs receptionist duties of greeting visitors, answering general inquiries about the school, observing the comings and goings of persons on Value Schools High School 2 premises.
3. Assists in the preparation of reports and Value Schools High School 2 records (attendance, fire drills, inspections, employee work hours, etc.).
4. Calls parents of absent students or parents in cases of special needs.
5. Manages projects as assigned by the principal.
6. Helps with certain bookkeeping and financial management functions.
7. Makes purchases of office and certain Value Schools High School 2 supplies.
8. Admits tardy students and records their entry into Value Schools High School 2.
9. Acts as liaison with members of the community beyond Value Schools High School 2.
10. Supports teachers as may be necessary in arranging field trips, duplicating materials and ordering instructional supplies.
11. Attends staff meetings as scheduled by the principal.
12. Participates in the professional development activities that have been established by the principal or by the chief executive officer (or authorized delegate).
13. Acts as a role model of the five core values of Value Schools.
14. Supports the philosophy and goals of Value Schools High School 2 and the mission and goals of Value Schools.

15. Ensures the health, safety and welfare of students and other faculty and staff.

16. Holds confidential matters with appropriate confidentiality.

17. Adheres to all the employee policies and practices of Value Schools High School 2 and of Value Schools.

18. Performs other duties that may be assigned by the principal that further the goals of Value Schools High School 2.

**Required Qualifications**

1. Evidence of agreement with the five core values of Value Schools.

2. High school diploma.

3. Experience or formal training in the word processing, data entry and management, the use of computers and other office equipment.

4. Evidence of negative results on Mantoux skin test or chest X-ray for active tuberculosis, an I-9 form demonstrating employment eligibility, and acceptable criminal background check.

5. Fluency in the English language.

6. Ability to observe visually student activities and read printed materials; to hear oral questions and instructions; orally present information, give directions and answer questions; to arrange furniture, equipment and materials in classrooms and other school settings; to move about in such a manner as to supervise adequately student behavior in the classroom and in other school settings.

**Desired Qualifications**

1. Experience of three or more years in a secretarial position.

2. Experience as an employee or volunteer in a school or agency serving school-aged children and youth.

3. Some college.

4. Knowledge of basic spreadsheet functions.

5. Fluency in a native language of the students other than English.
Job Description for the Position of  
Clerical Assistant

General Responsibility
A clerical assistant provides clerical and staff support to the principal and to others on the Value Schools High School 2 faculty and staff.

Supervision
The Clerical Assistant is supervised by the principal or by a staff person, such as the School Secretary, assigned by the principal to perform the function; the clerical assistant is responsible to the principal or assigned staff person.

Specific Duties
As directed by the responsible supervisor, the Clerical Assistant:

1. Performs clerical functions of word processing, data entry, filing, mailing, telephone calling and answering, scheduling of events, arrangements for meetings and appointments and so forth.
2. Performs receptionist duties of greeting visitors, answering general inquires about the school, observing the comings and goings of persons on Value Schools High School 2 premises.
3. Assists in the preparation of reports and Value Schools High School 2 records (attendance, fire drills, inspections, employee work hours, and so forth).
4. Calls parents of absent students or parents in cases of special needs.
5. Manages projects as assigned by the principal.
6. Admits tardy students and records their entry into Value Schools High School 2.
7. Acts as liaison with health professionals and other community agents.
8. Supports teachers as may be necessary in arranging field trips, duplicating materials and ordering instructional supplies.
9. Attends staff meetings as scheduled by the principal.
10. Participates in the professional development activities that have been established by the principal or by the chief executive officer (or authorized delegate).
11. Acts as a role model of the five core values of Value Schools.
12. Supports the philosophy and goals of Value Schools High School 2 and the mission and goals of Value Schools.
13. Ensures the health, safety and welfare of students and other faculty and staff.
14. Holds confidential matters with appropriate confidentiality.
15. Adheres to all the employee policies and practices of Value Schools High School 2 and of Value Schools.

16. Performs other duties that may be assigned by the principal that further the goals of Value Schools High School 2.

**Required Qualifications**

1. Evidence of agreement with the five core values of Value Schools.

2. High school diploma.

3. Experience or formal training in the word processing, data entry and management, the use of computers and other office equipment.

4. Evidence of negative results on Mantoux skin test or chest X-ray for active tuberculosis, an I-9 form demonstrating employment eligibility, and acceptable criminal background check.

5. Fluency in the English language.

6. Ability to observe visually student activities and read printed materials; to hear oral questions and instructions; orally present information, give directions and answer questions; to arrange furniture, equipment and materials in classrooms and other school settings; to move about in such a manner as to supervise adequately student behavior in the classroom and in other school settings.

**Desired Qualifications**

1. Experience of three or more years in a secretarial position.

2. Experience as an employee or volunteer in a school or agency serving school-aged children and youth.

3. Some college.

4. Knowledge of basic spreadsheet functions.

5. Fluency in a native language of the students other than English.
Job Description for Position of
School Custodian

General Responsibility
A custodian is responsible for cleaning the school building and grounds and keeping the appearance of the facilities in good order.

Supervision
The custodian is supervised by the principal or by a staff person assigned by the principal to perform the function; the custodian is responsible to the principal or assigned staff person.

Specific Duties
1. Cleans regularly and routinely all areas of the building.
2. Ensures that the exterior of the building and grounds are in good order.
3. Prepares for the principal a schedule for the cleaning of the building.
4. Assists faculty and staff in the maintaining the good appearance of their work areas.
5. Cleans facilities on evenings or weekends as may be needed to accommodate school activities.
6. Purchases cleaning and other school supplies.
7. Attends staff meetings as scheduled by the principal.
8. Participates in the professional development activities that have been established by the principal or by the chief executive officer (or authorized delegate).
9. Acts as a role model of the five core values of Value Schools.
10. Supports the philosophy and goals of the school and the mission and goals of Value Schools.
11. Ensures the health, safety and welfare of students and other faculty and staff.
12. Holds confidential matters with appropriate confidentiality.
13. Adheres to all the employee policies and practices of the school and of Value Schools.
14. Performs other duties that may be assigned by the principal that further the goals of the school.

Required Qualifications
1. Evidence of agreement with the five core values of Value Schools.
2. High school diploma.
3. Evidence of negative results on Mantoux skin test or chest X-ray for active tuberculosis, an I-9 form demonstrating employment eligibility, and acceptable criminal background check.


5. Ability to observe visually student activities and read printed materials; to hear oral questions and instructions; orally present information, give directions and answer questions; to arrange furniture, equipment and materials in classrooms and other school settings; to move about in such a manner as to supervise adequately student behavior in the classroom and in other school settings.

Desired Qualifications

1. Experience of three or more years in a custodial position.

2. Experience as an employee or volunteer in a school or agency serving school-aged children and youth.

3. Fluency in a native language of the students other than English.
Job Description for Position of School Facilities Maintenance Worker

General Responsibility
A school facilities maintenance worker is responsible for ensuring that the building systems are in good working order. The school facilities maintenance worker may also be asked to fulfill one or more of the custodial functions.

Supervision
The school facilities maintenance worker is supervised by the principal or by a staff person assigned by the principal to perform the function; the school facilities maintenance worker is responsible to the principal or assigned staff person.

Specific Duties
1. Inspects, maintains and repairs building systems (electrical, plumbing, HVAC, and so forth) either directly or by arranging for the inspection, repair and maintenance.
2. Prepares for the principal a schedule of inspections and maintenance.
3. Identifies, screens, and assists in the selection of maintenance and repair services.
4. Makes purchases of supplies and equipment.
5. Performs one or more of the duties of a school custodian.
6. Attends staff meetings as scheduled by the principal.
7. Participates in the professional development activities that have been established by the principal or by the chief executive officer (or authorized delegate).
8. Acts as a role model of the five core values of Value Schools.
9. Supports the philosophy and goals of Value Schools High School 2 and the mission and goals of Value Schools.
10. Ensures the health, safety and welfare of students and other faculty and staff.
11. Holds confidential matters with appropriate confidentiality.
12. Adheres to all the employee policies and practices of Value Schools High School 2 and of Value Schools.
13. Performs other duties that may be assigned by the principal that further the goals of the school.

Required Qualifications
1. Evidence of agreement with the five core values of Value Schools.
2. High school diploma.
3. Experience as a tradesperson or apprentice in at least one area of building systems or has three years experience in facilities maintenance.

4. Evidence of negative results on Mantoux skin test or chest X-ray for active tuberculosis, an I-9 form demonstrating employment eligibility, and acceptable criminal background check.

5. Fluency in the English language.

6. Ability to observe visually student activities and read printed materials; to hear oral questions and instructions; orally present information, give directions and answer questions; to arrange furniture, equipment and materials in classrooms and other school settings; to move about in such a manner as to supervise adequately student behavior in the classroom and in other school settings.

**Desired Qualifications**

1. Holds a license in one or more of the areas of building systems (e.g., HVAC, electrical, plumbing).

2. Has three or more years’ experience in facilities maintenance.

3. Experience as an employee or volunteer in a school or agency serving school-aged children and youth.

4. Fluency in a native language of the students other than English.
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.

The Principal of Value Schools High School 2 will serve as Custodian of Records as defined by the California Department of Justice for the purposes of this element.

Health & Safety

Value Schools High School 2 will have a full program to ensure the health and safety of its students, as well as its staff, the parents and others who may be in the Charter School building, consistent with Value Schools’ policies on health and safety. These policies cover the following areas:

- Compliance with federal, state and local laws requiring health and safety, including but not limited to building codes, fire codes, and occupational safety laws
- Supervision of students
- Prevention of injury
- Prevention of property loss, including fire prevention and threats of vandalism, theft and water damage
- Emergency preparedness for fire, medical emergency, earthquake, flooding, bomb threat, and violence or criminal activity or police action around the school
- Administration of medication to students

In addition, Value Schools has adopted wellness policies on physical activity and nutrition to implement its commitment to providing school environments that promote and protect children’s health, well-being, and ability to learn by supporting healthy eating and physical activity. In particular:
• Value Schools High School 2 will engage students, parents, teachers, food service professionals, health professionals, and other interested community members in developing, implementing, monitoring, and reviewing the school’s nutrition and physical activity policies.

• All students at Value Schools High School 2 will have opportunities, support, and encouragement to be physically active on a regular basis.

• Foods and beverages sold or served at Value Schools High School 2 will meet the nutrition recommendations of the U.S. Dietary Guidelines for Americans.

• Qualified child nutrition professionals will provide students at Value Schools High School 2 with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students; will accommodate the religious, ethnic, and cultural diversity of the student body in meal planning; and will provide clean, safe, and pleasant settings and adequate time for students to eat.

• To the maximum extent practicable, Value Schools High School 2 will participate in available federal school meal programs (including the School Breakfast Program, National School Lunch Program [including after-school snacks], Summer Food Service Program, and Fruit and Vegetable Snack Program).

• Value Schools High School 2 will provide nutrition education and physical education to foster lifelong habits of healthy eating and physical activity, and will establish linkages between health education and school meal programs, and with related community services.

Specific goals have been adopted in the following areas:

• Nutritional quality and portion sizes of foods and beverages sold and served on campus, including both government-supported food programs and foods and beverages sold individually

• Determining qualifications of the food service staff

• Discouraging the sharing of foods and beverages

• Healthy choices in fundraising activities, rewards, celebrations, and school-sponsored events

• Nutrition and physical activity promotion and food marketing, appropriate to grade level, using a sequential, comprehensive, and standards-based program

• Integrating physical activity into the classroom setting

• Communicating with parents about the importance of healthy diets and daily physical activity for their children, encouraging good practices in these areas,
and supplying resources to educate them on ways to achieve these goals outside school

- Appropriate food marketing in schools consistent with the school’s standards
- Staff wellness
- Physical activity opportunities and physical education, including daily physical activity and physical activity opportunities before and after school

*Value Schools*, the nonprofit public benefit corporation operating Value Schools High School 2 and several other schools, establishes for each of its schools a baseline assessment of nutrition and physical activity status. For each of its schools, including Value Schools High School 2, *Value Schools* regularly monitors and reviews policies to ensure the schools achieve the standards set by *Value Schools*’ Wellness Policy and any site-specific wellness policies adopted by the Charter School.

**Facilities**

The projected permanent site for Value Schools High School 2 is near the intersection of Alvarado Street and Olympic Boulevard in Los Angeles.
**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.
General Policy Statement
Notwithstanding other statements, assurances and certifications that may appear in this charter petition, Value Schools High School 2 in admitting students to the Charter School will follow California law and the requirements and procedures presented in Element 8.

Court-Ordered Integration and Achieving Racial/Ethnic Balance
Value Schools High School 2 acknowledges that court-ordered integration applies to it and accepts that its ultimate goal is to achieve a racial and ethnic balance of 70% (PHBAO) : 30% (OW).

Most of the students likely to attend Value Schools High School 2 will live in nearby neighborhoods, which are currently largely Hispanic/Latino. Thus, Value Schools High School 2 will have a disproportionately high number of Hispanic students compared to district-wide percentages, but will be demographically almost identical to traditional public schools in the neighborhood. Value Schools High School 2 will prepare recruitment literature in Spanish and Korean as well as English, and other languages as needed. Value Schools High School 2 will conduct outreach to community organizations and middle schools, both public and private, during the late fall and winter to attract additional ethnic groups. An open house will be held in the fall and winter to make students and parents aware of the educational choices at Value Schools High School 2.

Value Schools High School 2 will research local organizations such as community and church youth groups, Boys and Girls Clubs, Magnolia Place (Los Angeles Children’s Bureau), and youth programs at local parks and recreation centers and enlist their support in recruiting a diverse student population. The organizations will be provided with brochures to disseminate to their clients. The organizations will be asked to invite their participants to an open-house at Value Schools High School 2 to be held in late Fall each year.

Value Schools High School 2 will ask nearby public and private middle schools to disseminate flyers to their 7th and 8th grade students, and will, where possible, meet with those students and their parents.

Value Schools maintains a website to inform families of prospective students about their school choices and the advantages of attending one of the Value Schools charter schools. Specific information about Value Schools High School 2 will be included on that site to encourage parents to consider the school for their high school students. Value Schools High School 2 will also ensure that it is listed with information sites about charter schools such as those maintained by the LAUSD and the California Charter Schools Association.
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.

Student Recruitment

Value Schools High School 2 will primarily be recruiting students from the neighborhood in which it is located. As indicated in the demographics of the surrounding schools (see Element 1), the student population is largely socio-economically disadvantaged (as defined by eligibility for free or reduced price meals). There are also a significant number of English language learners. The traditional public schools in the surrounding area have low achievement profiles. Value Schools High School 2 will be reaching out students from these schools to inform them of their educational choices. Value Schools High School 2 will ensure that all of its recruiting, advertising and outreach materials clearly state that Value Schools High School 2 has programs and support for students with disabilities and that it welcomes those students.
Admissions requirements
The requirements for admission to Value Schools High School 2 are as follows:

1. The student must be a resident of the state of California.
2. The student must be eligible to enter the ninth grade.
3. The student must not have completed the twelfth grade.

Admission Priorities
In the event that there are more children seeking enrollment in Value Schools High School 2 than there is space available, students will be admitted according to the following priorities:

Lottery Exemptions
Students currently enrolled in Value Schools High School #2 are exempt from the lottery.

Siblings of students currently enrolled at Value Schools High School 2 are exempt from the lottery.

Lottery Preferences
1. Students living within LAUSD boundaries are given first preference in the lottery, as required in Ed Code 47605(d)(2)(B)
2. Children of Value Schools’ staff or board members not to exceed 10% of school’s enrollment

Admissions Process
1. Parents who are seeking to enroll a new student in the school submit a lottery application. These lottery applications are available at the school and on the school’s website throughout the school year for the following school year.
2. The lottery application requests the student name, parent contact information, the grade level for which admission is sought, the birth date of the student and information that would indicate whether the student is eligible for preference in the lottery.
3. On or about January 15th parents of students who are currently enrolled are asked if they plan to have their children return in the following year. If they say “yes,” or fail to return the form, those students are counted as returning.
4. Open enrollment period ends on the Monday before the lottery draw date. Open enrollment is ongoing, but is closed between the Monday before the lottery draw date, and the day following the lottery draw date.
5. A lottery draw is held in February, with the specific date and location listed on the lottery application. Attendance at the lottery is not required for admission to the school. The lottery is held at or near Value Schools High School 2 to accommodate all anticipated attendees. Actual lottery dates may change, but will be held on a school day at a time considered convenient for
most parents.
6. If the number of applicants at any grade level does not exceed the available seats on the lottery date, all the applicants are accepted and the number of available seats is recalculated.
7. If the number of applicants at any grade level exceeds the available seats, the principal or principal’s designee reviews the applications to first determine if any student is eligible for a preference, and those students are admitted in order of the priorities listed above. If the number of students with preferences does not exceed the available seats at a given grade level, all those students are accepted and the number of available seats is recalculated.
8. If the number of applicants with lottery preferences exceeds the available seats on the lottery date, a lottery is conducted by the school administration by randomly drawing names of only the applicants on the list of students with preferences, in the order of priority listed. Those names drawn first are accepted for admission and the other applicants on this list are placed on a waiting list in the order their names are drawn.
9. Once the waiting list of students with lottery preferences is established, the principal or principal’s designee randomly draws names from the remaining applicant pool and places them on a waiting list in the order the names are drawn.
10. Once all seats are filled and a waiting list established, applications are still accepted, and assigned a waiting list number in the order in which the applications were received.
11. Only after a student has been accepted in the charter school is the family asked to complete an enrollment form, by which the school obtains information required for enrollment.
12. One staff member chosen by the faculty and one designated parent representative chosen by the Parent Teacher Student Association oversee lottery procedures, and verify that procedures are fairly executed, by reviewing stated procedures beforehand and ensuring that these are followed. District representatives are invited to attend lottery drawing.

Public notice of admissions process
1. All applicants to Value Schools High School 2 are given a written description of the rules governing the admissions process when they submit an application for admission to the school.
2. The dates and times of all lotteries are posted in a prominent place near the entrance to the school most commonly used by the public and on the Value Schools website.
3. The lotteries are conducted in a public space on or near the school’s campus by the principal or the principal’s designee.
Notice to those admitted and to those on the waiting list

1. The school secretary notifies those selected for admission by the preferred mode of contact specified on the lottery admission form. If the secretary is unable to reach a parent directly, the secretary will leave a message asking the parent to call for an appointment. If the parent fails to respond within two days, that student loses his/her place and is moved to the end of the waiting list.

2. At the time of the contact an appointment is scheduled for the parent to complete the admissions process. If the parent fails to keep the appointment and does not reschedule, that student loses his/her place and is moved to the end of the waiting list. If necessary, VSHS2 office hours are extended for working parents.

3. Within twenty-four hours after the lottery, names of those selected by lottery are posted in the same location as the notice of the lottery.

4. Those on the waiting list are notified by the school secretary by letter and told of their position on the waiting list.

5. If a parent applies after the lottery and all seats for a given grade have been filled, the parent is orally notified at the time of application of the approximate position that the student will be assigned on the waiting list.

6. If a seat becomes available at a later date, the school secretary calls the next person on the waiting list to make an appointment for the parent induction. If that parent indicates that he/she is no longer interested, or does not respond within 48 hours, the next person on the waiting list is contacted.

Lottery records
Value Schools High School 2 maintains in the cumulative files of admitted students a record of how they were selected for admission (e.g., a sibling of a current student or lottery) for as long as the student continues in enrollment at Value Schools High School 2. If the student leaves Value Schools High School 2 before graduating, the record of how the student was selected is removed from the student personnel file and filed with the records of those students not selected in the year the student was admitted.

Value Schools High School 2 maintains for three years a file with the lottery applications for those students not selected for admission. Filed lottery applications indicate the date the application was received, the date of lottery and the waiting list number if one was assigned. A copy of any admission-related correspondence between a family and Value Schools High School 2 is appended to the filed application.

Parent induction program
The admission process includes a parent induction into the Value Schools program. A student’s admission is not dependent on a parent’s attendance at the induction meeting.
The induction program is designed to facilitate parents’ understanding of the expectations by Value Schools High School 2. The first step is a conference with the school’s principal or designee. In the conference the school’s expectations for both the student and parent are outlined. Parents are encouraged to identify their children’s current strengths, interests, needs, and potential challenges. They are also asked to identify the challenges they may face in their role as partners in their child’s success at Value Schools High School 2. The principal guides the parent through possible solutions to these challenges and describes the parent supports provided by the school. The conference concludes with an invitation to parents to make a commitment to support the core values and to cooperate with the school in the formation of the student in these values.

The induction program continues at each parent gathering. At these meetings parents come to understand more of their role in assisting in their children’s education. Students will join the parent for the conclusion of the conference and also make a commitment to the core values.

**Student orientation**

Critical to the success of the school is the willingness of students to understand and embrace the five core values. Value Schools High School 2 conducts an orientation program to introduce the values to the students and explain how the values will be the building blocks of their success not only during their time at the school but for the rest of their lives. The orientation is constructed to engage the students, encourage them to embrace the values, and inspire them to participate fully in the life of the school community. Students are encouraged to sign a commitment to the core values before school begins, but this is not required for 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 of Reports
- h. Statistical Report – monthly according to school’s Calendar of Reports
- In addition:
  - i. Instructional Calendar – annually five weeks prior to first day of instruction
  - j. Other reports as requested by the District.

Selecting the Auditor Approved by the State Controller
The Value Schools’ CEO and CFO meets annually with the Audit Committee of Value Schools to determine whether the auditor engaged for the previous fiscal year should be contracted for the current fiscal year audit. If the auditor previously engaged is determined to be satisfactory, the Audit Committee reports that determination to the Value Schools Board for approval by the Board. If a new auditor is to be engaged, the Value Schools CEO and CFO proposes two or more auditors with experience in education finance from the California State Controller’s list of Certified Public Accountants Directory Service (CPADS) for K-12 Local Education Agency Audits as posted at http://cpads.sco.ca.gov/ or otherwise promulgated by the Controller. The Audit Committee reviews the qualifications of the auditors, verifies that they are on the state controller’s list of approved auditors, interviews prospective auditors and reviews references as needed. The Audit Committee submits its recommendation to the Board for approval.

Conducting the Annual Audit
The Value Schools CFO prepares a draft financial statement for the auditor's review, prepares all schedules requested by the auditor and provides all documents and records.
requested by the auditor. The Principal of Value Schools High School 2 provides information to the CFO or to the auditor as requested. The Value Schools CEO is available to meet with the auditor as needed to ensure that all necessary information is provided. The Audit Committee has the opportunity to meet with the auditor to review the draft audit before it is finalized.

**Correcting Issues Identified in the Audit**
Upon completion of the annual audit the final audit report is submitted to the Audit Committee. The Audit Committee reviews the report for any deficiencies, findings, material weaknesses, or audit exceptions. The Audit Committee reports such issues to the entire Board. The Audit Committee supervises the CEO and CFO in the correction of such issues and provides such support as may be needed. All recommended changes are to be implemented within thirty days of the Audit Committee’s review of the final audit report or within a reasonable time period based on the complexity of the recommended changes. All deficiencies, findings, material weaknesses, or audit exceptions are to be resolved to the satisfaction of LAUSD.

**Submitting the Audit to Required Agencies**
The Value Schools CFO is responsible for submitting the completed annual audit to the Los Angeles Unified School District, the California State Controller, the California Department of Education and the Los Angeles County Office of Education and any other governmental agency that might become required by law or regulation. The submission of the annual audit is to be on the timeline required by state law or regulation.
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:

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 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.
Responsible Behavior
Value Schools High School 2 believes that the promotion of responsible behavior and not the administration of sanctions is the core of a safe and harmonious school environment. This responsible behavior is the direct result of the Charter School's five core values. Living these values is the meaning of responsible behavior. Students, parents, faculty and staff are expected to demonstrate a commitment to the values to the best of their abilities. The section below describes the principles applicable to student behavior.

Responsible Behavior for Students
Responsible behavior is a hallmark of Value Schools because it is a result of an acceptance of the five core values, in particular the values of human dignity and community. Because of a respect for the dignity of each person, words about and to another person, as well actions taken towards another person, affirm that person’s worth. In addition each person takes good care of oneself because of one’s own self-respect for personal dignity. This value results in such traits as:

- politeness and courtesy towards all (e.g. teachers, students, volunteers, visitors, and so forth);
- kind words about others: statements that degrade another because of race, gender, creed, national origin, physical appearance or any other characteristic are not acceptable; language that is crude and obscene or in any way may be considered a form of sexual harassment is unacceptable; threats to a person’s well-being and all forms of bullying—even if made in jest—are not acceptable;
- just actions toward others: acts of physical violence of any kind—including pushing, shoving, tripping—and any kind of fighting are not acceptable; taking or destroying or in any way reducing in value the property of another (including the community property of the school) is not acceptable; lewd behavior, signs and gestures are not acceptable;
- good personal appearance: good grooming is a sign of self-respect; wearing of certain articles of clothing, jewelry, and personal adornments of hair style and tattoos that are potentially threatening to others or oneself are not acceptable;
- good health, including the avoidance of tobacco, controlled substances and alcohol.

Respecting human dignity is a form of toleration of another’s rights and differences. However, beyond just getting along with others, human persons have the opportunity of benefiting from the gifts and talents of one another. This is the meaning of community: recognizing that we both give and gain in our cooperative work with one another. This value results in such traits as:

- cooperation with teachers and students in academics and other activities;
• honesty: telling the truth creates the possibility of trust and trust leads to a comfort and freedom in cooperation;
• resolving differences peacefully: going beyond the avoidance of negative words or violent actions and seeking a way to live and work together so that everyone can benefit—resolving differences peacefully sometimes means bringing in another person (most often an adult) who can help find a solution that works for everyone;
• getting help for those in need—this includes help for those who are physically sick or injured and those who are psychologically suffering because of some personal problem (e.g., substance abuse or depression) of some family situation (e.g., death of a parent or divorce) and of some peer pressure (e.g., conflicts in school or with friends, pressure from gangs);
• punctuality and cleanliness which recognize that time and space and material goods in a school are shared and not personal possessions;
• following safety rules so that all can feel and be secure;
• being responsible in reporting absences from school and bringing written excuses: this allows for accommodations to be made to continue group activity;
• regular attendance—because frequent absences affect school funding that reduces resources for all.

The other three values—academic learning, the development of each person’s talents but in an academically well-rounded way, and service to the community—are manifested in the following traits:

• striving to do one’s best at all times;
• paying attention in class and following teacher directions;
• doing homework and other assignments in a timely fashion; and
• helping others to do their work where appropriate.

Finally, all must recognize that the five core values are not just for school hours or the school property. Students will be expected to exemplify these values outside school hours and off school property.

Interventions, Rather Than Sanctions

1. Interventions by Classroom Teachers

• Meet with students between classes or after school to discuss underlying cause of inappropriate behavior, and understand effects of behavior on others.
• Model appropriate behavior for specific situations.
• Generate alternative behavioral strategies.
• Formulate classroom-specific behavior plan.
• Discover common areas of interest with staff or other students.
• Seek motivational and inspirational influences.
• Help student find and carry out restitution for wrongdoing.
• Contact parent to meet with student and teacher.

2. Interventions by Administrators

All of the above interventions are also used by the principal, assistant principal, or dean, or other personnel designated by the principal as an administrator. In addition, administrators may:
• Formulate a schoolwide behavior plan.
• Identify additional staff members for mentoring or support.
• Convene SSP meeting to explore unmet learning or social needs.
• Recommend and arrange counseling.
• For attendance-related issues, follow up with approved protocol.

3. Interventions by Counselors

• Explore root causes of inappropriate behaviors.
• Screen for common mental health problems (trauma, depression, bullying, gender confusion or sexual orientation issues, eating disorders, anger, drug use, etc.).
• Set up individual or group sessions to teach coping skills.
• Refer student to other mental health professional if needed.

4. Interventions by Parents

• Meet with teachers and administration to discuss behaviors.
• Reinforce positive changes at home.
• Coordinate behavior plans with school and home.
• Arrange for outside support, if needed.

Sanctions Other Than Suspension and Expulsion especially as they relate to low academic achievement or attendance-related issues)

1. Opportunity for make-up work, with support if necessary
2. Making restitution for offense
3. Loss of privileges
4. Detention

Grounds for Suspension and Expulsion

1. Suspension

Grounds for suspension are discretionary, unless there is an immediate threat to the safety of students and staff, and can be decided by principal or assistant principal.
Offenses are similar to ones for expulsion (discretionary). The decision whether to suspend or expel will depend on:

a. Severity of damage to property or another person
b. Frequency of offense
c. Response to previous tiered behavioral supports

These are the discretionary grounds for a suspension:

a. Caused, attempted to cause, or threatened to cause physical injury to another person
b. Willfully used force or violence upon the person of another, except in self-defense
c. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind
d. Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant
e. Committed or attempted to commit robbery or extortion
f. Caused or attempted to cause damage to school property or private property (includes, but is not limited to, electronic files and databases)
g. Stole or attempted to steal school property or private property (includes, but is not limited to, electronic files and databases)
h. Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel (exception made for use or possession by a student of his or her own prescription products)
i. Committed an obscene act or engaged in habitual profanity or vulgarity
j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code
k. Knowingly received stolen school property or private property (includes, but is not limited to, electronic files and databases)
l. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm
m. Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code

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

o. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma

p. Engaged in, or attempted to engage in, hazing. For the purposes of this subdivision “hazing” means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.

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

r. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

s. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

t. Intentionally harassed, threatened or intimidated a student or group of students, to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

u. Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a
crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

v. 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.

w. Cheating (homework, class work, tests, plagiarism, etc.)—suspension only

At the discretion of the principal, the Charter School may use an “in-school” suspension.

The grounds for suspension apply to student behavior during the school day, on the Charter School premises and during Charter School activities that occur outside the school day and off the Charter School premises. However, grounds for suspension may apply if the student behavior outside the school day, off Charter School premises and not during other Charter School activities proves an imminent threat to the well-being of the Charter School community. Illegal acts committed off Charter School premises may be reported to law enforcement officers.

2. Expulsion (Mandated)

The following offenses are those which mandate expulsion if committed at Charter School or at a Charter School activity off Charter School grounds:

a. Possessing, selling, or furnishing a firearm.
b. Brandishing a knife at another person.
c. Unlawfully selling a controlled substance.
d. Committing or attempting to commit a sexual assault or committing a sexual battery.
e. Possession of an explosive.

Note: Pursuant to E.C. Section 48915 (g), “knife” means any dirk, dagger, or other weapon with a fixed sharpened blade fitted primarily for stabbing; a weapon with a blade fitted primarily for stabbing; a weapon with a blade longer than 3½ inches; a folding knife with a blade that locks into place; or a razor with an unguarded blade.

3. Expulsion (Limited Discretion)
The following offenses are subject to Limited Principal Discretion in recommending expulsion; the principal shall recommend a student’s expulsion if he or she determines that the student committed one or more of the following acts at Charter School or at a Charter School activity off Charter School grounds unless the principal also determines that expulsion is inappropriate:

a. Causing serious physical injury to another person, except in self-defense.
b. Possession of a knife or other dangerous object of no reasonable use to the pupil.
c. Unlawful possession of any controlled substance, except for either of the following:
   i. The first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis.
   ii. The possession of over-the-counter medication for use by the student for medical purposes or medication prescribed for the student by a physician.
d. Robbery or extortion.
e. Assault or battery upon any school employee.

Note: A serious physical injury includes, but is not limited to: “loss of consciousness, concussion, bone fracture, protracted loss or impairment of function of any bodily member or organ, wound requiring extensive suturing, and serious disfigurement.” (California Penal Code Section 243)

4. Expulsion (Broad discretion)
The principal has maximum discretion to expel or not expel when he or she determines that a student has committed any of the following offenses at any time, including, but not limited to, while on school grounds; while going to or coming from school; during the lunch period whether on or off campus; and during, or while going to or coming from, a school-sponsored activity:

a. Caused, attempted to cause, or threatened to cause physical injury to another person.
b. Willfully used force or violence upon the person of another, except in self-defense.
c. Possessed not more than one ounce of marijuana (applicable to the first offense only) or possessed alcohol.
d. Offered, arranged, or negotiated to sell any controlled substance, alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material represented as a controlled substance, alcoholic beverage, or intoxicant.
e. Caused or attempted to cause damage to school or private property.
f. Stole or attempted to steal school property or private property.
g. Possessed or used tobacco or any tobacco products.
h. Committed an obscene act or engaged in habitual profanity or vulgarity.

i. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia.

j. Knowingly received stolen school or private property.

k. Possessed an imitation firearm. “Imitation firearm” means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude it is a firearm.

l. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding.

m. Committed sexual harassment (applicable to grades 4 through 12 only).

n. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence (applicable to grades 4 through 12 only).

o. Intentionally engaged in harassment, threats, or intimidation against school district personnel or pupils (applicable to grades 4 through 12 only).

p. Made terrorist threats against school officials or school property, or both.

q. Offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

r. Engaged in, or attempted to engage in, hazing.

s. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

The grounds for expulsion apply to student behavior during the school day, on the school premises and during charter school activities that occur outside the school day and off the school premises. However, grounds for expulsion may apply if the student behavior outside the school day, off school premises and not during other school activities proves and imminent threat to the well-being of the school community.

**Suspension Procedures**

**Notice to Parents**

Parents and students will have due process rights with regards to suspensions. At the time of a student’s suspension, the principal, either personally or by appointing a staff person, shall make a reasonable effort to contact the parents by telephone or in person. Initial contact will be followed by a written notice. This notice will state the specific offense(s) committed by the student. In addition, the notice will also state the date and time the student may return to Value Schools High School 2. If the principal, assistant principal or dean of Value Schools High School 2 wishes to confer with the parents regarding matters pertinent to the suspension, the notice may note that the parents are required to respond without delay, and that violation of school rules can result in expulsion from the school.
General

- The Principal and Assistant Principal have the authority to suspend.
- A student may be suspended either after the parent and student have been
given notice and the opportunity for a conference meeting or prior to a
conference.
- When the student is suspended before a conference, the student’s parent must
be immediately notified that the student is being suspended and be given the
opportunity to meet with an appropriate school official no later than the next
school day. This conference shall be a requirement for the student to return to
school. If information presented at the conference proves the suspension was in
error, the suspension shall be removed from the student’s record.
- The maximum consecutive number of school days for a suspension is five. The
maximum number of days for suspension during the school year is twenty.
- During a period of suspension the student shall be given assignments and
homework by the student’s teacher(s) to minimize the loss of schooling. Upon
return to school, the student shall be given an opportunity to make up any
missed tests. The assignments are listed on PowerSchool, which the student and
parent have access to at home or in school. This gives the student and parent(s)
the knowledge of all classroom and homework assignments that are assigned
during the days of suspensions. The suspended student’s advisor will meet with
the student upon return to ensure that assignments have been completed. If a
test has been missed during a suspension, the advisor will make sure that the
student has the opportunity to take a make-up exam.

Appeals of a Suspension

An appeal from the decision of a suspension shall be made in writing to the chief
executive officer of Value Schools within five calendar days after the decision of the
Principal or Assistant Principal. The written appeal must specify the grounds for the
appeal. Within five calendar days of receipt of the written appeal the chief executive
officer of Value Schools shall notify the parent of the following:

- When and where the informal hearing will be held; however the informal
hearing shall be conducted no later than fourteen calendar days after the appeal
has been received;
- Who will conduct the hearing, however the informal hearing officer will either be
the chief executive officer of Value Schools or an administrator of Value Schools
who is not an employee of the charter school at which the suspension occurred;
- Who may attend the informal hearing;
- What types of evidence or testimony will be considered;
- What the possible outcomes of the hearing may be;
- When a final decision will be made; however the decision shall not be made later
than three (3) calendar days after the hearing.
All timelines may be extended by mutual agreement. The decision shall be given in writing. The decision of the principal shall not be over-turned unilaterally, arbitrarily or capriciously. The decision of the hearing officer is final.

Expulsion Procedures
- The authority to expel a student belongs to the Principal and to the Appeals Panel. The Principal’s decision is final unless the parents appeal.
- The Charter School will work cooperatively with the parents, public school district of residence, and others to assist with the educational placement of a student who is being expelled.
- The Charter School will notify the school or district in which an expelled student will next be enrolled of any and all incidents of violence or of behavior that was threatening to the well-being of any person.

Recommendations for Expulsion
When a student is suspected of committing an offense that may warrant expulsion, a Reviewing Officer, who could be a teacher not directly involved with the student, assistant principal, or the Dean, will convene a Discipline Committee to review the case. Teachers and other staff members not directly involved with the student may be asked to serve on this committee. The principal, since he/she will make the final decision after the hearing, does not participate in the Discipline Committee. If the student has already been suspended for the action, committee first decides whether continued suspension is warranted while expulsion is being considered. This determination to extend the suspension is made upon either of the following findings:

- The student’s presence will likely be disruptive to the educational process.
- The student poses a threat or danger to others.

The committee is responsible for gathering evidence relating to the offense(s), interviewing the student and any available witnesses, and recommending further actions, i.e., expulsion, suspension, alternative sanction, or dismissal of the case to the principal. Every effort is made to be as objective as possible and to gather all the pertinent facts. If a recommendation to expel is made to the principal, a hearing will be scheduled in which the student and the parent will be invited to hear all the evidence and to present any mitigating evidence or evidence to the contrary.
Expulsion Hearing

The hearing will be held within 30 days after the Discipline Committee determines that an act subject to expulsion has occurred, and that this is the recommended course of action. 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 at least three (3) business days prior to the hearing.

Written notice of the hearing will be forwarded by the Principal or designee by U.S. Post to the student and the student’s parents at least 5 business days before the date of the hearing. Parent(s) will also be notified by phone at least 5 business days before the hearing. This notice will include:

- The date and place of the hearing
- A statement of the specific facts, charges and offense(s) upon which the proposed expulsion is based
- A copy of the disciplinary rules that relate to the alleged violation
- The opportunity for the student or the student’s parents to appear in person at the hearing
- The opportunity for the student to be represented by counsel
- The right to examine and acquire copies of all documents to be used at the hearing
- The opportunity to cross-examine all witnesses that testify at the hearing
- The opportunity to present evidence and witnesses on behalf of the student

Record of Hearing

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

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A decision by the Principal to expel must be supported by substantial evidence presented at the hearing that the student committed an expellable offense. Findings of fact are issued by the principal in support of his/her decision to expel based on evidence presented at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from unidentified witnesses to the alleged offense, if the Discipline Committee, Principal, or Appeals Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.
If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Principal shall be in the form of written findings of fact. The final decision by the Principal shall be made within five (5) school days following the conclusion of the hearing.

If the Principal decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

Written Notice to Expel
The Assistant Principal or designee following a decision of the Principal to expel shall send written notice of the decision to expel, including the Principal’s adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: notice of the specific offense(s) committed by the student; notice of the student’s or parent/guardian’s obligation to inform any new district in which the student seeks to enroll of the student’s status with the Charter School; notice of any appeal options; and information about alternative placement options.

Appeal of an Expulsion
An appeal from an expulsion decision shall be made in writing to the chief executive officer of Value Schools within three calendar days after the decision of the Principal has been received by the parent. The appeals hearing will be conducted by a three member Appeals Panel consisting of the Chief Executive Officer and two employees of Value Schools who are not employees of the Charter School at which the expulsion occurred. The hearing officer will be one of the members of the Appeals Panel.

The written appeal must specify the grounds for the appeal. Within three calendar days of receipt of the written appeal the chief executive officer of Value Schools shall notify the parent of the following:

- When and where the hearing will be held; however the hearing shall be conducted no later than fourteen calendar days after the appeal has been received;
- Who will conduct the appeals hearing; this will be a member of the Appeals Panel selected by the CEO
- Who may attend the hearing; student, parents and anyone serving as counsel to the student; principal or principal’s designee
- What types of evidence or testimony will be considered; evidence pertaining to whether stated procedures and timelines were followed will be considered
- What the possible outcomes of the hearing may be; return case to the school for another hearing following proper procedures, uphold school’s decision
When a final decision will be made; however the decision shall not be made later than three calendar days after the hearing.

All timelines may be extended by mutual agreement. The decision shall be given in writing not later than three days after the appeal hearing. The decision of the principal shall not be overturned arbitrarily or capriciously. The decision of the hearing officer is final.
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).

Responsible staff
Value Schools High School 2 will have two categories of employees – certificated and classified. At the time of initial employment, each employee will meet with the principal of the charter school and receive information about the applicable retirement programs. The principal will collect the pertinent employee information and send it to the CFO to ensure that each employee is properly enrolled in the appropriate retirement program.

Coverage offered
1. **Certificated Staff.** All eligible credentialed employees will be covered by the California State Teachers Retirement System (CalSTRS) subject to the terms of that system. Those employees covered by CalSTRS participate in the Medicare portion of the federal social security system, but are not eligible for the OASDI portion. Value Schools High School 2 acknowledges that it must continue such participation for the duration of its existence under the same CDS code.

2. **Classified Staff.** All eligible non-credentialed employees will be covered by the California Public Employees Retirement System (CalPERS) if CalPERS is made available to Value Schools High School 2. Employees covered by CalPERS participate in both the Medicare and OASDI portions of the federal social security system. Value Schools High School 2 acknowledges that it must continue such participation for the duration of its existence under the same CDS code.

3. **All Staff.** All employees will be eligible to make voluntary contributions to a tax sheltered plan.
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.

By a notice in the Parent-Student Handbook, Value Schools High School 2 will notify students and parents/guardians that any pupil may choose to enroll in another school.
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:

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

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

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Value Schools High School 2
c/o Geraldine M. Jacoby
Value Schools
680 Wilshire Pl., Suite 315, Los Angeles, CA 90005

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

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

4) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California. Each party shall bear its own attorney’s fees, costs and expenses associated with the arbitration. The arbitrator’s fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney’s fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.
Element 15 – Exclusive Public School Employer

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

Charter School is deemed the exclusive public school employer of all employees of 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:

1. 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.

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

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

4. The Special Education Local Plan Area (SELPA) in which 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 CSD.

5. 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.

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

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

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

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

1. The effective date of the 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/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

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

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

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

3. Information on student completion of college entrance requirements, for all high school students affected by the closure.

Notification of employees and vendors shall include:

1. The effective date of the 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. 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.

2. 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.

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

4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of the student records.

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

6. Charter School must provide to the CSD a copy of student attendance records, teacher 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. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.

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

**FINANCIAL CLOSE-OUT**

After receiving notification of closure, the 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:

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.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. If Charter School chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed charter school with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

**Disposition of Liabilities and Assets**

The closeout audit must identify the disposition of all liabilities of 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-Located Facility 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

(i) 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.

(ii) 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
(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- hours notice.

Internal Fiscal Controls
Charter School will develop and maintain sound internal fiscal control policies governing all financial activities.

Apportionment Eligibility for Students Over 19 Years of Age
Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. Ed. Code § 47612(b).

Local Control and Accountability Plan
In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a “listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)” of section 47606.5(a). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” Ed. Code § 47606.5(b).
ADDENDUM

District Required Language for Independent Charter School Petitions (New and Renewal) and Material Revisions

Assurances and Affirmations

Value Schools High School 2 (also referred to herein as “Value Schools High School 2”, “VSHS2” 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.
<table>
<thead>
<tr>
<th>The contact person for Value Schools High School 2 is:</th>
<th>Geraldine M. Jacoby</th>
</tr>
</thead>
<tbody>
<tr>
<td>The contact address for Value Schools High School 2 is:</td>
<td>680 Wilshire Pl., Ste 315, Los Angeles, CA 90005</td>
</tr>
<tr>
<td>The contact phone number for Value Schools High School 2 is:</td>
<td>310.809.8444</td>
</tr>
<tr>
<td>The proposed address or target community of Value Schools High School 2 is:</td>
<td>Community within one-mile radius of Olympic Blvd &amp; Alvarado St.</td>
</tr>
<tr>
<td>This location is in LAUSD Board District:</td>
<td>2</td>
</tr>
<tr>
<td>This location is in LAUSD Educational Service Center:</td>
<td>East</td>
</tr>
<tr>
<td>The grade configuration of Charter School is:</td>
<td>9-12</td>
</tr>
<tr>
<td>The number of students in the first year will be:</td>
<td>90</td>
</tr>
<tr>
<td>The grade level(s) of the students in the first year will be:</td>
<td>9</td>
</tr>
<tr>
<td>The scheduled opening date of Charter School is:</td>
<td>August 17, 2015</td>
</tr>
<tr>
<td>The enrollment capacity is: (Enrollment capacity is defined as all students who are enrolled in Charter School regardless of student residency).</td>
<td>480</td>
</tr>
<tr>
<td>The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:</td>
<td>Traditional</td>
</tr>
<tr>
<td>The bell schedule for Charter School will be:</td>
<td>7:30AM – 2:53PM</td>
</tr>
<tr>
<td>The term of this charter shall be from:</td>
<td>July 1, 2015 to June 30, 2020</td>
</tr>
</tbody>
</table>
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. Unless prohibited by law, 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 (TII BG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TII BG 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

Value Schools High School 2

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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:

- **k.** Provisional Budget – Spring prior to operating fiscal year
- **l.** Final Budget – July of the budget fiscal year
- **m.** First Interim Projections – November of operating fiscal year
- **n.** Second Interim Projections – February of operating fiscal year
- **o.** Unaudited Actuals – July following the end of the fiscal year
- **p.** Audited Actuals – December 15 following the end of the fiscal year
- **q.** Classification Report – monthly according to school’s Calendar
- **r.** Statistical Report – monthly according to school’s Calendar of Reports
  In addition:
  - P1, first week of January
  - P2, first week of April
- **s.** Instructional Calendar – annually five weeks prior to first day of instruction
- **t.** Other reports as requested by the District
Element 10 – Suspension and Expulsion Procedures

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

GENERAL PROVISIONS

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

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

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

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

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

STUDENTS WITH DISABILITIES

Charter School shall 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:

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:
  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 1 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:

1. 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.

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

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

5. 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.

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

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

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

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

1. The effective date of the 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/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements
In addition to the four required items above, notification of the CDE shall also include:

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

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

9. Information on how to enroll or transfer the student to an appropriate school
10. 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
11. 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**
  
  (i) 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.

  (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

• **Minimum Payments or Charges to be Paid to District Arising From the Facilities:**

  (iii) **Pro Rata Share:** The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

  (iv) **Taxes; Assessments:** Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.

• **Maintenance & Operations Services:** In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
(iii) **Co-Location**: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

(iv) **Sole Occupant**: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD’s policies on operations and maintenance services for facilities and F&E. **NOTWITHSTANDING THE FOREGOING**, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

- **Real Property Insurance**: Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD’s property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

**Non-District-Owned Facilities**

**Occupancy and Use of the Site**: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to
the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

**Facility Compliance:** Prior to occupancy or use of any school site or facility, Charter School shall provide adequate documentation to the CSD that the 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, 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).