YPI Valley Public Charter High School
CHARTER PETITION

Youth Policy Charter Schools, Inc.
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10th Floor
Los Angeles, CA 90014
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Submitted to:
Los Angeles Unified School District
Charter Schools Office
333 South Beaudry Avenue
20th Floor
Los Angeles, CA 90017
213-241-0399

Wednesday, September 10, 2014

for
For the term July 1, 2015 through June 30, 2020
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Assurances and Affirmations

YPI Valley Public Charter School High School (hereinafter “YPI-VPCHS” or “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. Ed. Code § 47605(d)(1).
- Except as provided in Ed. Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. Ed. Code § 47605(d)(1).
- Except for existing students of the charter school, determine attendance by a public random drawing if the number of pupils who wish to attend the charter school exceeds the school’s capacity. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). Ed. Code § 47605(d)(2)(B).
- If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. Ed. Code § 47605(d)(3).
- Meet all statewide standards and conduct the pupil assessments required pursuant to Ed. Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. Ed. Code § 47605(e)(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: DESCRIPTION OF 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).


DISTRICT REQUIRED LANGUAGE

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.

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.

### GENERAL INFORMATION

<table>
<thead>
<tr>
<th>Item</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>The contact person for Charter School is:</td>
<td>Yvette King-Berg</td>
</tr>
<tr>
<td>The contact address for Charter School is:</td>
<td>9400 Remick Avenue, Pacoima, CA 91331</td>
</tr>
<tr>
<td>The contact phone number for Charter School is:</td>
<td>(818)726-8883</td>
</tr>
<tr>
<td>The proposed address or target community of Charter School is:</td>
<td>To be determined. Arleta/Pacoima Area, near 9400 Remick Avenue, Pacoima, CA 91331</td>
</tr>
<tr>
<td>This location is in LAUSD Board District:</td>
<td>District 5</td>
</tr>
<tr>
<td>This location is in LAUSD Educational Service Center:</td>
<td>ESC North</td>
</tr>
<tr>
<td>The grade configuration of Charter School is:</td>
<td>9(^{th}) through 12(^{th})</td>
</tr>
<tr>
<td>The number of students in the first year will be:</td>
<td>150</td>
</tr>
<tr>
<td>The grade level(s) of the students in the first year will be:</td>
<td>9(^{th}) through 10(^{th})</td>
</tr>
<tr>
<td>The scheduled opening date of Charter School is:</td>
<td>July 1, 2015</td>
</tr>
<tr>
<td>The enrollment capacity is:</td>
<td>500 students</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>Block Schedule</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>

### 1.2 COMMUNITY NEED FOR PROPOSED CHARTER SCHOOL

**Community Need for Proposed YPI Valley Public Charter High School**

The **YPI Valley Public Charter High School** will be located in the East San Fernando Valley, a cohesive community within the City of Los Angeles. This area of Los Angeles was chosen as the site for the school because it is an underserved community, composed of immigrant families struggling to overcome the economic barriers that accompany poor educational resources and cultural isolation. The **YPI Valley Public Charter High School** will offer students the opportunity to continue to learn through clear and high expectations for all students, a rigorous technology-integrated curriculum, a personalized learning environment, and family-school community partnerships.
The YPI Valley Public Charter High School ensures middle school students will have access to a high school in the area and it will allow them continued support in overcoming barriers and empower them to succeed well beyond high school, while calling upon the memory of Bert Corona to inspire them to provide service to their community. The community, parents and students have requested and expressed the need for the YPI Valley Public Charter High School. Many of our students have been with us since sixth grade and are accustomed to the curriculum, expectations and are motivated toward academic achievement. The YPI Valley Charter High School intent is to provide students with ongoing educational support and educational access in a small learning community.

Through the YPI Valley Public Charter High School continued services will be provided to ALL students in the area.
### Table 1.1 Surrounding Schools Demographic and Performance Data

<table>
<thead>
<tr>
<th>LAUSD Schools</th>
<th># of Students 2012-2013</th>
<th>% Students Eligible for Free/Reduced Lunch</th>
<th>% of Special Ed. Students</th>
<th>% of English Learners</th>
<th>% Hispanic</th>
<th>% African American</th>
<th>% Filipino</th>
<th>2013 Growth API</th>
<th>2013 API Statewide Rank</th>
<th>2013 API Similar Schools Rank</th>
<th>Met Schoolwide Growth Target?</th>
<th>Met Subgroup Growth Targets?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maclay MS</td>
<td>812</td>
<td>67%</td>
<td>12%</td>
<td>25%</td>
<td>95%</td>
<td>4%</td>
<td>0</td>
<td>716</td>
<td>1</td>
<td>7</td>
<td>Yes</td>
<td>No</td>
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<tr>
<td>Pacoima MS</td>
<td>1,537</td>
<td>86%</td>
<td>9%</td>
<td>44%</td>
<td>94%</td>
<td>1%</td>
<td>1%</td>
<td>733</td>
<td>2</td>
<td>3</td>
<td>Yes</td>
<td>Yes</td>
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<tr>
<td>San Fernando MS</td>
<td>957</td>
<td>67%</td>
<td>16%</td>
<td>25%</td>
<td>96%</td>
<td>1%</td>
<td>0</td>
<td>697</td>
<td>2</td>
<td>6</td>
<td>No</td>
<td>No</td>
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<tr>
<td>Arleta High School</td>
<td>1053</td>
<td>100%</td>
<td>11%</td>
<td>14%</td>
<td>95%</td>
<td>1%</td>
<td>1%</td>
<td>718</td>
<td>3</td>
<td>6</td>
<td>Yes</td>
<td>Yes</td>
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<tr>
<td>Francis Polytechnic</td>
<td>2040</td>
<td>100%</td>
<td>12%</td>
<td>17%</td>
<td>91%</td>
<td>1%</td>
<td>2%</td>
<td>753</td>
<td>5</td>
<td>10</td>
<td>Yes</td>
<td>No</td>
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<td>High School</td>
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<tr>
<td>Sun Valley High School</td>
<td>485</td>
<td>99%</td>
<td>19%</td>
<td>31%</td>
<td>93%</td>
<td>2%</td>
<td>0</td>
<td>583</td>
<td>1</td>
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<td>No</td>
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</tr>
<tr>
<td>Fenton Charter</td>
<td>944</td>
<td>99%</td>
<td>12%</td>
<td>24%</td>
<td>24%</td>
<td>6%</td>
<td>2%</td>
<td>808</td>
<td>5</td>
<td>10</td>
<td>Yes</td>
<td>No</td>
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<tr>
<td>Bert Corona</td>
<td>364</td>
<td>81%</td>
<td>14%</td>
<td>18%*</td>
<td>18%</td>
<td>1%</td>
<td>1%</td>
<td>734</td>
<td>1</td>
<td>1</td>
<td>Yes</td>
<td>No *</td>
</tr>
</tbody>
</table>

*Data gathered from cde.ca.gov, Dataquest*
As indicated in the chart above, there is a large population of students ranging from a middle school of 364 to 2040, with a student population of 1923 at the San Fernando Senior High. Adding three (3) High Schools: Arleta High School, Francis Polytechnic High School and Sun Valley High School. The majority of these schools are in the API range of 671 to 808, with some not meeting all subgroups growth targets. Students who are eligible for Free/Reduced Lunch range from 67% to 100%. Due to the large student population, students are put into larger classrooms where students from the smaller learning communities have access to smaller classrooms. Students attending a school with a larger population also have difficulty adjusting to such a large campus, especially if they are accustomed to a smaller learning community.

The ethnicity of the surrounding schools reflects 1% to 6% range of African Americans. In one school 1% American Indian, in two (2) schools 1% Filipino, and 2% reflected in Fenton Charter. All schools reflect 1% to 3% White Non-Hispanic and from 89% to 97% Hispanic or Latino student representation. Therefore, the projected student population will reflect the demographics of the surrounding schools. Students enrolled at YPI Valley Public Charter High School will come from families at the federal poverty level. The majority of students (83%) will represent low-income families that are eligible for free and reduced meals (83%).

1.3 Student Population To Be Served

YPI Valley Public Charter High School will serve grades 9 through 12. Student educational interests will be addressed through a focus on Service Learning, Linked Learning, and technology integration (in all core subjects, including Mathematics and Science). Our Service Learning, Linked Learning and technology integration program will use a blended instructional model using teacher direct instruction, independent learning and technology enhanced learning. This learning model will be used to support hands-on learning through project-based instruction, student internships, teacher internships, real-world relevant integrated curriculum that will provide for our students as they join our work force and continue to prepare for the 21st century. The following data supports the importance of why a continued support for a high school needs to be in place:

- In 2009, just 34 percent of U.S. 8th graders were rated proficient or higher in a national math assessment, and more than one in four scored below the basic level.\(^1\)
- In an international exam given to 15 year olds in 2009, U.S. high school students ranked significantly behind 12 industrialized nations in science and 17 in math. Students in only 4 industrialized nations scored lower in math.\(^2\)
- Only 45 percent of U.S. high school graduates in 2011 were ready for college work in math and 30 percent were ready in science.\(^3\)


\(^2\) Ibid
Our educational **Approach** includes the following:

- **Safety**-Creating an environment where students have a safe environment. A safe environment that is not only safe physically, but an environment where the student feels safe to learn.
- **Access to Instructional** Curriculum that meets the challenges of College and Career Readiness which integrates Common Core Standards.
- **All students** are supported by credentialed teachers.
- **Technology**-Assisted Learning with technology component. Students will have access to technology at home to support their academic achievement and access to research, Google documents, and other technical access.

Students will explore how subjects relate to each other while achieving proficiency in the core academic and technical subjects and becoming critical thinkers. Teachers will engage students by organizing curricula around central ideas, building on the students’ prior knowledge, and connecting learning to students’ lives.

### Table 1.2: - YPI Valley Public Charter High School- Enrollment Projections 2015-2020

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>9</td>
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</tr>
<tr>
<td>Total</td>
<td>150</td>
<td>290</td>
<td>400</td>
<td>445</td>
<td>500</td>
</tr>
</tbody>
</table>

### 1.4 Goals and Philosophy

**VISION**

The vision for **YPI Valley Public Charter High School** is to create a place of learning that empowers students to become functional and prepared communicators for the demanding global requirements of the future. The high school will provide a mutually supportive and positive environment.
learning environment in which every member will develop communications, technological, and leadership skills to foster self-confidence and personal growth. Emphasis will be placed on challenging students to develop problem-solving and interpersonal skills to succeed in the 21st Century through Service-Learning, Linked Learning and technology integration across subjects. The Service-Learning and Linked Learning will be the basis of the YPI Valley Public Charter High School’s educational focus and build on core strengths from the Bert Corona Charter School (service learning) and the San Fernando Institute for Applied Media Pilot School (project-based learning), and the strong technology resources provided by the Youth Policy Institute for families in the community. Students who have attended Bert Corona Charter School have participated in programs through Youth Policy Institute that provided each family with computers. It is anticipated that YPI Valley Public Charter High School will also apply for programs to continue to provide access to technology.

MISSION

YPI Valley Public Charter High School’s mission is to prepare students for academic success in high school; as well as, post-secondary education and careers, prepare students to be responsible and active participants in their community, and enable students to become life-long learners. Students at the high school will become active citizens characterized by the ideals of a diverse and democratic society. Our students will provide service to their community, take responsibility for their own learning, and develop the habits of mind that will empower them to be successful in high school and beyond.

The YPI Valley Public Charter High School’s mission is to:

- Prepare students for academic success in high school and post-secondary education.
- Prepare students to be responsible and active participants in their community.
- Enable students to become life-long learners.
- Provide access and use of technology.
- College and career readiness.

At the YPI Valley Public Charter High School students will become active citizens characterized by the ideals of a diverse and democratic society. Our students will provide service to their community, take responsibility for their own learning, and develop the habits of mind that will empower them to be successful in high school and beyond.

MEANS TO ACHIEVE MISSION AND VISION

The innovative educational plan of YPI Valley Public Charter High School will provide students with a rigorous Common Core State Standards-based college preparatory program in order to prepare them to succeed in the real-world through Linked Learning, which includes project-based learning, internships for both students and teachers, and other
student-designed field work and work-based learning opportunities that integrate the academic and technical components of the model. This approach at YPI Valley Public Charter High School’s targeted population will provide a real-world context for learning, which in turn will motivate and inspire at-risk students to apply what they have learned to solve problems. Wraparound support, through grants that are being sought, will be provided so that students succeed in this challenging program of study.

YPI Valley Public Charter High School recognizes and supports the importance of utilizing research-based instructional practices to promote student achievement. In order to address how learning best occurs, faculty will be provided professional development and support in the following areas:

- Design standards-based instruction (using the principles of backwards design)
- Align appropriate assessments to the Common Core State Standards
- Implement instructional activities that are aligned to standards and reflect research-based best practices.

Teachers will incorporate instructional strategies detailed in Classroom Instruction that Works, by Marzano, Pickering, and Pollock. In addition to using the Marzano’s observation and self-assessments instruments:

- **iObservation**—An online system for leaders and teachers that manages walkthroughs, observations, feedback, reporting, and professional development. It is also a system where teachers can engage in self-assessment and direct their own professional development based on Charlotte Danielson's Framework for Teaching.
- Professional development will be provided to teachers in the use of all teaching protocols, iobservation, and evaluation systems, setting of benchmarks, methodology and annual growth plans.

**Supervise and Support Effective Teachers in Every Classroom**

The Leaders of Learning Program is the professional development for district and school leaders to skillfully use the Marzano Observation and Feedback Protocol for supervising and supporting effective teachers in every classroom. The program is delivered in six professional development sessions spaced over a school year delivered either in-person or online. Each session builds on the previous to deepen observers' skills and effectiveness. Topics include:

1. Marzano Observation and Feedback Protocol
2. **Inter-rater reliability** for observers
3. Constructing **effective feedback**
4. Analyzing data on teacher practice for trends and patterns
5. Collecting data to convene collegial conversation
6. Connecting teacher practice to student achievement

YPI Valley Public Charter High School
iObservation Certification Process
AKA iObservation Implementation Plan 2015 - 2016

<table>
<thead>
<tr>
<th>Content Specific</th>
<th>Pacing Plan: Teachers with 4+ years of teaching experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>August - October</td>
<td>New Knowledge</td>
</tr>
<tr>
<td>November - March</td>
<td>Deepening Knowledge</td>
</tr>
<tr>
<td>April - June</td>
<td>Generating and Testing Hypotheses</td>
</tr>
</tbody>
</table>

**Routines**

<table>
<thead>
<tr>
<th>August/September</th>
<th>Communicate Learning</th>
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<tbody>
<tr>
<td></td>
<td>Goals Establish Rules and</td>
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</tbody>
</table>

**Enacted on the Spot**

<table>
<thead>
<tr>
<th>October - December</th>
<th>Adherence to Rules and Procedures High Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>January - June</td>
<td>Engage students</td>
</tr>
<tr>
<td></td>
<td>Effective</td>
</tr>
</tbody>
</table>

**Content Specific**

<table>
<thead>
<tr>
<th>August - January</th>
<th>New Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>February - May</td>
<td>Deepening Knowledge</td>
</tr>
</tbody>
</table>

**Routines**

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<td>Goals Establish Rules and</td>
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**Enacted on the Spot**

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</tr>
<tr>
<td></td>
<td>Effective</td>
</tr>
</tbody>
</table>

The traditional backwards design process guides teachers through a three-step process:

- Internalization and prioritization of the Common Core State Standards
- Differentiated assessment methods aligned to prioritized standards and identified learning targets
- Innovative, research-based instructional strategies clearly articulating student learning objectives
The third step is a process of aligning standards and assessments to real-world learning applications that take the shape of meaningful, rigorous, and assessable projects.

At **YPI Valley Public Charter High School**, it will be the expectation that students are engaged in the curriculum and learning objectives at all times. Teachers are expected to continuously communicate learning objectives to all students while using formative and summative assessments to check for student mastery of all concepts and state content standards. Research clearly suggests that learning best occurs when students are actively engaged in their own learning. This requires that students are involved in conversations and participation about learning objects, instruction, and assessment. Furthermore, this student-centered approach supports a more culturally relevant curriculum that connects with student's interests and prior experiences. Frequent and meaningful connections with parents and engaging them in conversations about their child's education will also ensure that the academic program reflects the diversity of our community being served.

As part of the curriculum design process, research-based instructional strategies for increasing student achievement will be embedded into the daily culture of the classroom. Strategies addressed in *Classroom Instruction that Works* (Marzano, Pickering, and Pollock) will be utilized by teachers in their classrooms. These researchers have compiled teaching practices and strategies that "have a high probability of enhancing student achievement for all students in all subject areas at all grade levels" (Marzano, Pickering, Pollock, 2001). Teachers will be challenged to examine the three elements of effective pedagogy: Instructional Strategies, Management Techniques, and Curriculum Design.

This approach further supports teachers to develop standards-aligned assessments and project-based instructional activities at each grade level, across the content areas. The professional development in preparation and during the initial year will focus on this integration, as a transition period toward a more complete use of the technique in subsequent years. The foundational coursework, as outlined above, will use a repertoire of instructional strategies, curriculum, and materials. Instructional strategies will include:

- Direct instruction
- Research based projects
- Cooperative group work and projects
- Inter-disciplinary approaches to curriculum
- The presentation of clearly defined "Learning Targets" for all students by all teachers
- Rubric self-assessment
- The involvement of community members and educational partners in instructional presentation
- Mentoring program
Computer Assisted learning as described in Blended Learning

YPI Valley Public Charter High School will form and maintain partnerships with organizations to benefit the continued use of effective practices supported from their research and the resources of innovative educators in the networks. The following principles, taken from the theoretical frameworks of both these efforts, provide a foundation for our schools. **Teaching and learning should be personalized to the maximum feasible extent.** Teacher teams at YPI Valley Public Charter High School will be encouraged to work in interdisciplinary teams that will allow strong relationships to form between students and teachers. This will allow student to make connections within content areas.

- **Student-as-worker, teacher-as-coach.** Students will be engaged in service-learning and other project-based work that demands their engagement with the core content.
- **Demonstration of mastery.** Multiple forms of fair and credible evaluations, ranging from ongoing observation of the learner to completion of specific projects, will be used to better understand the learner's strengths and needs, and to plan for additional assistance and enrichment, as needed. Students will have opportunities to exhibit their expertise before their family and community during the culminating —capstone projects at the end of each semester.
- **A school climate of decency and trust.** Our school will be a place that is comfortable and inviting to all students. School leadership will cultivate an environment of respect, trust, and partnership among students, parents, and teachers.
- **Democracy and equity.** Our school will demonstrate a non-discriminatory policy and institute an inclusive policies, practices, and pedagogies. It will model democratic practices that involve all who are directly connected and aligned with the school. The school will build on the strength of the community through its partnerships and outreach efforts.

Another effective source that we use is the School Redesign Network which is a learning collaborative that helps schools develop a deeper understanding of the features that effectively support excellence and equity in schools. *From the Stanford University School Redesign Network:*

- **Creating Family-School Partnerships.** When parents/families know what the school expects and needs from their children and from them, they are able to support their students ‘learning. Just as strong teacher-student relationships can provide students with invaluable support, likewise, solid partnerships among teachers and families are a key component of student success. Our charter school will actively create family-school partnerships through ongoing communication (with materials and presentations in parents’ home language –
Spanish), a school compact that conveys to parents the school’s expectations, and school-wide family events organized by the parents.

- **Continuous Relationships.** Our charters are structured to provide the time necessary for students to develop strong relationships with their teachers and peers. Students will remain with the same set of advisory teachers throughout their four years at our charter. The sustained relationship that develops over time will facilitate student’s learning, and provide an ongoing monitoring of student progress. This process will also allow for additional support for College and Career Readiness and focus on student’s achievement of career and educational goals.

- **Adaptive Pedagogy.** Research supports that students have different pathways and approaches to learning that enable them to process information and to make sense of their experiences. Teachers will adjust their teaching modes to meet students’ individual needs and use technology, the arts, and real-world curriculum connections to support student learning. Through effective professional development, teachers will increase their toolkit of effective practices.

In other words, the organizational process will evolve into charting concepts that support, nurture and provide for every student’s academic achievement.

**SCOPE AND SEQUENCE**

Curriculum will address all state required standards, Common Core State Standards, NEXT Generation, and Appendices, and will utilize:

- Common Core Standard based curriculum units
- Submit courses for A-G approval
- Technical curricula for Media & Design Arts and Graphic Arts Technology career-technical education component of Linked Learning

**THE 21ST CENTURY EDUCATED PERSON**

The educated person in the 21st Century must have the critical thinking skills necessary to engage in continuous learning – essential for adaptation to the constantly changing economic and social environment of tomorrow. The educated person must not only value academic pursuits such as reading, writing, and mathematics, but also community interests and a respect for cultural diversity. The educated person uses knowledge and skills to analyze situations, formulate questions and ideas, and creatively present findings. Exercising such skills enables the educated person to perform well in the economic workforce and to become an active participant in the diverse global community.
In support of our learning community, we will provide opportunities for academic enrichment during non-school hours for students, particularly since our students who attend are in a high-poverty area and are surrounded with low-performing schools. Our educational program will offer students opportunities to meet state and local student standards in core academic subjects, such as reading and math; integrates academics with the technical core that prepares them for college and careers; offers students a broad array of enrichment and work-based learning activities that can complement their regular academic programs; and offers literacy and other educational services to the families of our students.

**Academic Skills and Knowledge**

- Demonstrate effective written and verbal communication to a variety of audiences.
- Identify and understand mathematical facts, concepts, principles, and theories, applying them in problem situations within and outside the school setting.
- Demonstrate comprehension of a variety of printed materials when reading for pleasure and/or information.
- Demonstrate the ability to read, understand, question, and challenge the literal and implied meanings of fictional and non-fictional material.
- Demonstrate a general understanding of history in order to perceive the complexities of social, economic, and political problems.
- Demonstrate a general understanding of major concepts and processes that are common to all of the sciences.
- Demonstrate understanding of the connections between academic and technical content areas and apply knowledge by gathering, analyzing, interpreting, and integrating information.
- Demonstrate critical thinking and ability to solve problems when making decisions.
- Demonstrate an ability to use technology efficiently to achieve specific goals.
- Demonstrate the ability to evaluate information across a range of media.
- Demonstrate the ability to apply academic and technical knowledge to real world applications and problems.

**Non-Academic Skills**

- Demonstrate the desire to pursue learning as a life-long endeavor.
- Formulate questions, make decisions, and seek answers using factual information, logical reasoning, and intuitive and creative thinking.
- Demonstrate collaboration, teamwork, interpersonal skills and respect and appreciate diversity in order to solve conflicts, strive for consensus, and function as both learner and teacher.
- Demonstrate self-confidence and leadership capabilities.
- Demonstrate the ability to set priorities in order to achieve personal and community goals.
- Understand, preserve, and appreciate their culture and the heritage of others.
- Exercise personal responsibility and flexibility; set and meet high standards and
goals for themselves and others.

- Demonstrate the ability to engage intensely in tasks even when answers or solutions are not immediately apparent; push the limits of his/her own knowledge and abilities; generate, trust, and maintain own standards of evaluation; generate new ways of viewing a situation outside the boundaries of standard convention.
- Demonstrate personal, social, and civic responsibility.
- Demonstrate the ability to adapt to an ever-changing environment.
- Participate in creative activities of her/his own and understand and engage with the artistic, cultural, and intellectual work of others.
- Demonstrate 'soft skills' necessary for success in future careers.

**HOW LEARNING BEST OCCURS**

The National Assessment of Educational Progress (NAEP), Scholastic Aptitude Test (SAT), and American College Test (ACT) consistently demonstrate gaps in performance between students by race and income. African-American, Latino/a, Native American, and low-income students demonstrate lower performance than their white, Asian, and economically advantaged peers. The **YPI Valley Public Charter High School** development teams have studied examples of effective practices that have worked to close this achievement gap.

**YPI Valley Public Charter High School** will incorporate the following recommendations from Kati Haycock, director of Education Trust:

- Have uniform standards: **YPI Valley Public Charter High School** will have clear and high expectations of all students that fully align with the Common Core State Standards.
- Make the curriculum challenging: Rigorous curriculum will be organized around major concepts that students are to know deeply.
- Help students catch up: A personalized environment and regular assessments will ensure that no students fall behind. Teachers will provide extra support before and after school will be given to those students in need.
- Provide good teachers: All **YPI Valley Public Charter High School** core subject and technical teachers will have an appropriate credential in their subject matter based on NCLB requirements for highly qualified teachers. In addition, regular planning and professional development time will allow teachers to improve their practice.

**YPI Valley Public Charter High School** will align its Linked Learning model with that of LAUSD, while drawing from best practices offered by ConnectEd and the Linked Learning Alliance. Our two pathways will utilize all elements of LAUSD's Essential Framework for Linked Learning Schools, which include (but are not limited to):

- Practicing a cycle of improvement based on analysis of data; setting realistic and measurable goals; planning strategies, resources, and actions; implementing
benchmarks and deliverables; evaluating and monitoring success; and making ongoing to adjustments to ensure students are successful.

- Adopting the four guiding principles of Linked Learning as set forth by ConnectEd: 1) pathways prepare students for postsecondary education and careers; 2) pathways lead to a full range of postsecondary and career opportunities by eliminating tracking and keeping all post-high school options open; 3) pathways connect academics to real-world applications by integrating challenging academics with a challenging technical curriculum; and 4) pathways improve student achievement.

- Adopting the four core components of Linked Learning as set forth by ConnectEd: 1) a challenging academic component; 2) a demanding technical component; 3) work-based learning opportunities to learn through real-world experiences that enhance academic instruction; and 4) wraparound support services to ensure students succeed.

- Create performance tasks and interdisciplinary projects and assessments aligned with real world applications and in partnership with industry professionals.

- Embed wraparound support services for students and their families to support students' academic success and career preparation.

- Offer a progression of technical coursework that builds on the previous year's learning and develop students' higher skills within their pathway.

- Ensure career-technical courses are A-G approved to promote college and career readiness.

Students learn best when they are challenged by clear and high expectations and supported by a caring community. They are engaged by education that is meaningful and dynamic. Students are motivated by learning that requires them to problem solve and collaborate with other students, as well as their teachers. Students learn best when they have an opportunity to form meaningful relationships with teachers, administrators, peers, and the surrounding community. They thrive in an environment where teachers, parents, and students work collectively to set achievement goals and celebrate accomplishments.

Young people want to make a difference in their families and communities and they value experiences that empower them to do so. Learning must both reflect students’ lives and expand their understanding to encompass a global perspective. Schools must provide opportunities for students to develop personal responsibility, self-management of their own learning, and practice democratic principles. They must celebrate authentic accomplishments as well as cultural and individual diversity in an environment of tolerance and respect. These concepts are the foundation of the YPI Valley Public Charter High School.

**PROGRAM GOALS**

The **YPI Valley Public Charter High School** will create an educational environment that will foster success in the classroom and in the community. To this end, the school will work relentlessly toward the following program goals:
1. Prepare students for academic success in high school and in post-secondary education, and for success in future careers.
2. Prepare students to be responsible and active participants in their community.
3. Enable students to become life-long learners.

In accordance with the proposed Schoolwide Learner Outcomes (SLO) or Expected School-wide Learning Results (ESLRs), every student who graduates from **YPI Valley Public Charter High School** will be:

- An *Effective Communicator*, able to read, write, converse and listen for a variety of purposes
- An *Information Manager*, able to locate, access, organize, evaluate and apply information in a complex and technological world
- A *Problem Solver*, able to apply a variety of thinking, creative and computing skills to produce solutions for practical and theoretical problems
- A *Productive Member of Society*, able to demonstrate healthy, responsible behavior and to work collaboratively and respectfully in a culturally diverse community
- A *Lifelong Learner*, able to set educational and career goals, to develop a realistic strategy to achieve those goals and to apply content knowledge and critical thinking skills to adapt to a rapidly changing environment

**HOW STUDENTS BECOME SELF-MOTIVATED, COMPETENT, LIFELONG LEARNERS**

**YPI Valley Public Charter High School** is committed to enabling students to become self-motivated, competent, lifelong learners by providing a multicultural, student-centered environment in which all students are held to high academic and behavioral standards. **YPI Valley Public Charter High School** will continue to develop a culture that fosters in students self-motivation, competence and the foundation of lifelong learning. The selection of the Linked Learning model that connects academics with real-world applications through the technical core and work-based learning will support our efforts to develop students into self-motivated, competent, lifelong learners.

**Purpose**
Administrators, faculty, parents and staff working with students will demonstrate a shared purpose to develop each student’s knowledge and skills to its highest potential. There is evident belief that this purpose is primary for the school and possible to achieve for virtually every student. The school’s goals, policies, practices, attitudes and allocation of resources reflect the primacy of this purpose.
**Leadership**
Leadership will be shared among administrators, faculty, classified staff, students and parents. Decisions will be reached through consensus and minority opinions are considered and valued. Departments and individual teachers will have a large degree of professional autonomy. They will be encouraged to use their best professional judgment in accordance with Common Core Standards, NEXT Generation and Appendices in achieving high levels of student learning.

**Environment**
The environment of the school is safe, orderly and supportive. Students will find the school a good place to study and a pleasant place to be. School-wide standards for students’ behavior will be perceived by students and staff members to be fair and equitably enforced. Instances of vandalism and violence on campus will be dealt with in a timely manner; student absenteeism and dropout rates will be maintained at a minimum level.

**Charter School Annual Goals and Actions to Achieve State Priorities**
Pursuant to Education Code Section §47605(b)(5)(A)(ii), following is a table describing the Charter School’s annual goals to be achieved in the state priorities schoolwide and for all pupil subgroups, as described in Education Code Section §52060(d), and specific annual actions to achieve those goals.

<table>
<thead>
<tr>
<th>ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES Method for Measuring: CA Commission on Teacher Credentialing, Internal reviews, CALPADS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers are fully credentialed, as defined by the CA Commission on Teaching Credentialing, in the subject areas and for the pupils they are teaching.</td>
<td>100% of teachers will hold NCLB required authorizations. To ensure that all students are instructed by teachers who are fully credentialed and “highly Qualified.</td>
<td>2015-2016 100% 2016-2017 100% 2017-2018 100% 2018-2019 100% 2019-2020 100%</td>
</tr>
<tr>
<td><strong>Metrics:</strong> Teacher assignments CA Commission on Teacher Credentialing; CALPADS Report, NCLB Core Course Section Compliance, Annual publication of School 2015-2016</td>
<td>CA Commission on Teacher Credentialing; Internal reviews, CALPADS 2015-2016 2016-2017 2017-2018 2018-2019 2019-2020</td>
<td>100% 100% 100% 100% 100%</td>
</tr>
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</table>
## ACCESS TO INSTRUCTIONAL MATERIALS

**State Priority #1: Basic Services**

### Annual Goals

(Identify schoolwide and subgroup goals as applicable)

<table>
<thead>
<tr>
<th>Specific Annual Actions</th>
<th>Measurable Outcomes Method for Measuring: Inventories, Textbook and invoices</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% of students will have access to standards-aligned materials and additional instructional materials as outlined in our Charter Petition</td>
<td>Inventory, textbook and invoices</td>
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<td>Students will have access to standards-aligned materials and additional instructional materials as outlined in our charter</td>
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<tr>
<td>2015-2016</td>
<td>100%</td>
<td>100%</td>
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<td>100%</td>
<td>100%</td>
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## FACILITIES MAINTENANCE

**State Priority #1: Basic Services**

### Annual Goals

(Identify schoolwide and subgroup goals as applicable)

<table>
<thead>
<tr>
<th>Specific Annual Actions</th>
<th>Measurable Outcomes Method for Measuring: Facility inspections, daily spot checks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintain a clean and safe school facility. Daily spot checks will be conducted</td>
<td>Annually, 90% of all items on Monthly site instruction checklists are compliant, 90% of bi-annual Facility Inspection checklists will be compliant, in good standing and 100% of identified Required Corrections of a minor nature will be corrected within three</td>
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<tbody>
<tr>
<td>Maintain a clean and safe school facility. Daily spot checks will be conducted</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2015-2016</td>
<td>90%</td>
<td>90%</td>
<td>95%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>
months. If it is urgent or a safety related issue.

IMPLEMENTATION OF STATE CONTENT AND PERFORMANCE STANDARDS
STATE Priority #2

<table>
<thead>
<tr>
<th>ANNUAL GOALS</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
</tr>
</thead>
</table>

Teachers will participate in annual and ongoing professional development on the implementation of CA Common Core Standards (CA CCSS)

Need: CA Common Core State Standards Implementation

Metric: Identify and participate in intensive professional development and training on teaching and learning the CA CCSS.

Classroom observations by administrators and documented in Observation platform

---|---|---|---|---|---|
2015-2016 | 100% | 100% | 100% | 100% | 100%

PARENT INVOLVEMENT
STATE Priority #3

<table>
<thead>
<tr>
<th>ANNUAL GOALS</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
</tr>
</thead>
</table>

Establish and maintain Parent Advisory Council (PAC), Parent Committee, and Parent Workshops

Need: Parent Input, access to opportunities for participation and input on decision-making

Metric: To be measured by all parent meeting, council, and committee agendas, minutes and sign ins.

---|---|---|---|---|---|
2015-2016 | 2 Parent Members | 2 Parent Members | 2 Parent Members | 2 Parent Members | 2 Parent Members

STATEWIDE ASSESSMENTS
STATE Priority #4: Student Achievement
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of students at every applicable grade level, including all student subgroups, score at a higher proficiency rate than local schools on the Smarter Balance/CAASPP statewide assessment in the area of English Language Arts/Literacy and Mathematics</td>
<td>Need: All Students Achieving; SMARTER BALANCE/CAASPP: ELA/LITERACY AND MATHEMATICS</td>
<td>To the extent that the targets set forth in the charter do not meet state requirements, the state targets shall supersede the state standardized assessment goals</td>
<td>To the extent that the targets set forth in the charter do not meet state requirements, the state targets shall supersede the state standardized assessment goals</td>
<td>To the extent that the targets set forth in the charter do not meet state requirements, the state targets shall supersede the state standardized assessment goals</td>
<td>To the extent that the targets set forth in the charter do not meet state requirements, the state targets shall supersede the state standardized assessment goals</td>
<td>To the extent that the targets set forth in the charter do not meet state requirements, the state targets shall supersede the state standardized assessment goals</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ACADEMIC PERFORMANCE INDEX (API) STATE PRIORITY #4: STUDENT ACHIEVEMENT</th>
<th>ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES Method for Measuring: Results on administered assessment.</th>
</tr>
</thead>
<tbody>
<tr>
<td>School will meet the annual API Growth Target Schoolwide and Subgroups, or equivalent, as mandated by the CA State Board of Education.</td>
<td>Need: School will meet the annual API Growth Target, or equivalent, as mandated by the CA State Board of Education.</td>
<td>2015-2016 Meet Schoolwide &amp; Subgroup Growth targets</td>
<td>2015-2016 Meet Schoolwide &amp; Subgroup Growth targets</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A-G COURSE/ CTE COURSE OF STUDY COMPLETION RATE(S) [High School Only] STATE PRIORITY #4: STUDENT ACHIEVEMENT</th>
<th>ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES Method for Measuring: Results on administered assessment.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will meet or exceed state requirements for API.</td>
<td>Students show growth on benchmark assessments. Students including those in numerically significant subgroups, will show</td>
<td>2015-2016 85% or more of all students will demonstrate at least a 10%</td>
<td>2015-2016 85% or more of all students will demonstrate at least a 10%</td>
</tr>
</tbody>
</table>
Students will be enrolled in college preparatory courses that meet the UC A-G requirements.

Students will be offered at least one AP course in every core discipline and encourage students that are ready for the rigor to enroll.

### ENGLISH LEARNER ADEQUATE PROGRESS RATE
**State Priority #4: Student Achievement**

<table>
<thead>
<tr>
<th>ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES Method for Measuring: CELDT/ELPAC or other available external assessment</th>
</tr>
</thead>
</table>
| Students will advance at least one performance level per the CELDT/ELPAC or similar assessment each academic year | Increase number of English Learners (EL) reclassified as Fluent English Proficient **Metric:** CELDT/ELPAC or other available external assessment. | Baseline 2015-2016 2016-2017 2017-2018 2018-2019 2019-2020
| | | 2015-2016 Achieve similar or higher rate of EL growth compared to the District on the CELDT/ELPAC (or similar) scale each year. | Achieve similar or higher rate of EL growth compared to the District on the CELDT/ELPAC (or similar) scale each year. | Achieve similar or higher rate of EL growth compared to the District on the CELDT/ELPAC (or similar) scale each year. | Achieve similar or higher rate of EL growth compared to the District on the CELDT/ELPAC (or similar) scale each year. |

### ENGLISH LEARNER RECLASSIFICATION RATE
**State Priority #4: Student Achievement**

<table>
<thead>
<tr>
<th>ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES Method for Measuring: CELDT/ELPAC or other available external assessments; reclassification rate.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Need: EL Reclassification Rates

**Metric:** CELDT/ELPAC or other available external assessments; reclassification rate.

- **2015-2016:** Meet or exceed the District’s EL reclassification rate, meet or exceed annual AMAOs.
- **2016-2017:** Meet or exceed the District’s EL reclassification rate, meet or exceed annual AMAOs.
- **2017-2018:** Meet or exceed the District’s EL reclassification rate, meet or exceed annual AMAOs.
- **2018-2019:** Meet or exceed the District’s EL reclassification rate, meet or exceed annual AMAOs.
- **2019-2020:** Meet or exceed the District’s EL reclassification rate, meet or exceed annual AMAOs.

---

### AP EXAMINATION PASSAGE RATE [High Schools Only]

**State Priority #4: Student Achievement**

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

**SPECIFIC ANNUAL ACTIONS**

**Baseline**

|-----------------|----------------|----------------|----------------|----------------|

**Students, including all significant student subgroups (Hispanic or Latino, Socioeconomically Disadvantaged, English Learners, and Students with Disabilities), will have access to AP classes (given prerequisite eligibility) in core subjects, where teachers are trained in delivering content instruction and adjust as needed in response to analysis of**

**Need:** To increase the number of students demonstrating proficiency in AP courses

**Metric:** AP summative assessments, writing benchmarks, and final AP exam scores

- **2015-2016:** AP summative assessments, writing benchmarks, and final AP exam scores
- **2016-2017:** AP summative assessments, writing benchmarks, and final AP exam scores
- **2017-2018:** AP summative assessments, writing benchmarks, and final AP exam scores
- **2018-2019:** AP summative assessments, writing benchmarks, and final AP exam scores
- **2019-2020:** AP summative assessments, writing benchmarks, and final AP exam scores

---

**YPI Valley Public Charter High School**

Page 34
### EAP COLLEGE PREPAREDNESS RATE [High Schools Only]
#### State Priority #4: Student Achievement

<table>
<thead>
<tr>
<th><strong>ANNUAL GOALS</strong> (Identify schoolwide and subgroup goals as applicable)</th>
<th><strong>SPECIFIC ANNUAL ACTIONS</strong></th>
<th><strong>MEASURABLE OUTCOMES</strong> Method for Measuring: EAP results</th>
</tr>
</thead>
<tbody>
<tr>
<td>All graduating seniors will satisfy UC/CSU entrance requirements, including special education students within a college ready and beyond environment.</td>
<td><strong>Need:</strong> To increase the number of students demonstrating college readiness. <strong>Metric:</strong> EAP results.</td>
<td>Baseline 2015-2016</td>
</tr>
</tbody>
</table>

### SCHOOL ATTENDANCE RATE
#### State Priority #5: Student Engagement

<table>
<thead>
<tr>
<th><strong>ANNUAL GOALS</strong> (Identify schoolwide and subgroup goals as applicable)</th>
<th><strong>SPECIFIC ANNUAL ACTIONS</strong></th>
<th><strong>MEASURABLE OUTCOMES</strong> Method for Measuring: ADA records/reports</th>
</tr>
</thead>
<tbody>
<tr>
<td>School will maintain a high Average Daily Attendance (ADA) rate.</td>
<td>School will provide a safe, nurturing and engaging learning environment for all its students and families, including those of the various subgroups enrolled: Periodic attendance updates to families reminding them of the importance of in-school attendance as the primary way of learning and success.</td>
<td>Baseline 2015-2016</td>
</tr>
</tbody>
</table>
## CHRONIC ABSENTEEISM RATE
**State Priority #5: Student Engagement**

<table>
<thead>
<tr>
<th>Annual Goals (Identify schoolwide and subgroup goals as applicable)</th>
<th>Specific Annual Actions</th>
<th>Measurable Outcomes Method for Measuring: Student attendance rates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will have a minimum number of absences in any school year</td>
<td>Parents and students will be informed of our attendance policies specified in our Student/Parent Handbook given out at the beginning of every year and to in-year enrollees</td>
<td>2015-2016</td>
</tr>
</tbody>
</table>

## DROPOUT RATE [Middle and High Schools Only]
**State Priority #5: Student Engagement**

<table>
<thead>
<tr>
<th>Annual Goals (Identify schoolwide and subgroup goals as applicable)</th>
<th>Specific Annual Actions</th>
<th>Measurable Outcomes Method for Measuring: Internal benchmarks, API/AYP</th>
</tr>
</thead>
<tbody>
<tr>
<td>High school students through support, college ready pathways, and remediation and intervention as deemed necessary</td>
<td>Student individual data will monitor and ensure intervention is provided if not meeting their benchmarks or overall student academic achievement.</td>
<td>2015-2016</td>
</tr>
</tbody>
</table>

## GRADUATION RATE [High Schools Only]
**State Priority #5: Student Engagement**

<table>
<thead>
<tr>
<th>Annual Goals (Identify schoolwide and subgroup goals as applicable)</th>
<th>Specific Annual Actions</th>
<th>Measurable Outcomes Method for Measuring: Internal Benchmarks, Grades, <em>SMARTER</em> Balance Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>School will maintain high school graduation rate of 100%</td>
<td>Student individual data will monitor and ensure intervention is provided if not meeting their benchmarks or overall student academic achievement</td>
<td>2015-2016</td>
</tr>
</tbody>
</table>
### STUDENT SUSPENSION RATE
**STATE PRIORITY #6: SCHOOL CLIMATE**

<table>
<thead>
<tr>
<th><strong>ANNUAL GOALS</strong> (Identify schoolwide and subgroup goals as applicable)</th>
<th><strong>SPECIFIC ANNUAL ACTIONS</strong></th>
<th><strong>MEASURABLE OUTCOMES</strong> Method for Measuring: Monitoring of Expulsions and interventions.</th>
</tr>
</thead>
<tbody>
<tr>
<td>School will maintain a low annual expulsion rate.</td>
<td>Teachers will be trained in the schoolwide Behavior Support Plan as well as implement the positive behavior <em>supports</em>; Administrators will work with teachers and families to manage student behavior issues and concerns. Alternatives to Suspension will be considered prior to administering consequences school will use Family Support Team process that mirrors the School Support Team model.</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>2015-2016</td>
<td>Annually ≤ 1% of enrolled students will be expelled</td>
<td>Annually ≤ 1% of enrolled students will be expelled</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th><strong>ANNUAL GOALS</strong> (Identify schoolwide and subgroup goals as applicable)</th>
<th><strong>SPECIFIC ANNUAL ACTIONS</strong></th>
<th><strong>MEASURABLE OUTCOMES</strong> Method for Measuring:</th>
</tr>
</thead>
<tbody>
<tr>
<td>School will maintain a low annual expulsion rate.</td>
<td>Teachers will be trained in the schoolwide Behavior Support Plan as well as implement the positive behavior <em>supports</em>; Administrators will work with teachers and families to manage student behavior issues and concerns.</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>2015-2016</td>
<td>Annually ≤ 1% of enrolled students will be expelled</td>
<td>Annually ≤ 1% of enrolled students will be expelled</td>
</tr>
</tbody>
</table>
Alternatives to Suspension will be considered prior to administering consequences school will use Family Support Team process that mirrors the School Support Team model.

### [OTHER LOCAL MEASURE(S) OF SCHOOL CLIMATE]
#### STATE Priority #6: School Climate

<table>
<thead>
<tr>
<th>ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES Method for Measuring: <strong>Surveys</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Annually ≤ 1% of enrolled students will be expelled</td>
<td>Students <em>will</em> actively participate throughout the school year in their classroom. Meetings and professional development opportunities for teachers. A variety of engaging family meetings <em>will</em> further enhance family’s sense of belonging and community. School will administer satisfaction surveys to parents, students, and teachers annually.</td>
<td>Baseline 2015-2016 2016-2017 2017-2018 2018-2019 2019-2020</td>
</tr>
<tr>
<td>2015-2016 85% approval rating</td>
<td>85% approval rating</td>
<td>85% approval rating</td>
</tr>
</tbody>
</table>

### BROAD COURSE OF STUDY
#### STATE Priority #7

<table>
<thead>
<tr>
<th>ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES Method for Measuring: Documentation of student participation in intervention activities, study programs, online curriculum, and A-G English Language Arts course requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students including all student subgroups (Hispanic or Latino, Socioeconomically Disadvantaged, English Learners, Students with</td>
<td>Annually, 100% of students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to and enroll in all core, technical, and non-core subjects content areas available.</td>
<td>Baseline 2015-2016 2016-2017 2017-2018 2018-2019 2019-2020</td>
</tr>
<tr>
<td>2015-2016</td>
<td>100% access</td>
<td>100% access</td>
</tr>
</tbody>
</table>
Disabilities, and Foster Youth), unduplicated students and students with exceptional needs, will have access to academic and educational programs as outlined in the school’s charter.

<table>
<thead>
<tr>
<th>ANNUAL GOALS</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Identify schoolwide and subgroup goals as applicable)</td>
<td></td>
<td>Method for Measuring: Completed Community Service Project</td>
</tr>
<tr>
<td>All students will demonstrate a commitment to citizen-scholarship through service, leadership, and advocacy in the community</td>
<td>Students will complete at least one group project and one individual project. 90% of students will complete their community service by graduation</td>
<td>2015-2016</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Baseline</td>
</tr>
</tbody>
</table>

### 1.5 INSTRUCTIONAL DESIGN

**STANDARDS BASED INSTRUCTIONAL PROGRAM**

The YPI Valley Public Charter High School will offer students an academically rich program incorporating the following characteristics:

1. Standards-Based Curriculum: YPI Valley Public Charter High School will offer a rigorous education for all students in line with the Common Core State Standards.

2. Family-Community-School Partnerships YPI Valley Public Charter High School will actively engage families and the community in the life of the school, and students engage in community service to the community.

3. Technology Integration: By implementing technology with the curriculum, YPI Valley Public Charter High School will ensure that students learn computer skills while pursuing academic goals.
4. Small Learning Communities (Linked Learning Pathways): Students are given the opportunity to work in small cohort groups throughout their four years at school, thereby increasing teacher-student interaction.

5. Interdisciplinary, Project-Based Curriculum: Students will understand how subjects relate to each other while achieving proficiency in all core subjects and becoming critical thinkers. Teachers engage students by organizing curricula around central ideas, building on students’ prior knowledge, and connecting learning to students’ lives. Core academic and technical classes link with work-based learning opportunities to increase engagement and ability to apply academics to real world situations.

6. Culturally-Relevant Instruction: Culturally relevant instruction will be integrated into the instructional experience to increase the relevance of school in students’ lives.

The state and national, and eventually the Common Core State Standards for each core subject area will provide a basic framework for instruction at YPI Valley Public Charter High School. This will be integrated with career-technical curricula in Media & Design Arts and Graphic Arts Technology (two Linked Learning pathways). From this baseline, students will expand their knowledge, skills, and analysis through in-depth inquiry and exhibition projects. All students will be expected to create digital portfolios that demonstrate essential skills, critical thinking, and problem solving across disciplines. It is not enough that students obtain and retain factual knowledge. They must also develop the analytic skills and intellectual curiosity that will help create lifelong learners. Towards this end, YPI Valley Public Charter High School students will develop strong “habits of mind.” Throughout the curriculum, students will consider questions of evidence (how do we know what we know?); viewpoint (who is speaking?); connections and patterns (how are events/people/places connected?); supposition (what if? how might things have been different?); and meaning (why does this event, theory, or practice matter?). Students will arrive at high academic achievement through in-depth investigation, rigorous thought, and meaningful production.

Teachers at all grade levels will be trained in proven effective models of standards-based instruction: Strategic Design for Student Achievement (SDSA). SDSA comprises a four-step process in which teachers analyze and prioritize content standards, align assessments to those standards, design instructional activities that are aligned to standards and assessments, and analyze achievement outcomes to determine effectiveness. Specifically, teachers will be trained in the SDSA model and will be able to perform the following design tasks:

**Prioritize and Cluster Standards**
Analyze the level of thinking (Bloom’s Taxonomy) embedded in each standard. Prioritize standards according to the following criterion:

**Priority 1**
*Does the standard represent a multi-faceted, complex idea that requires “unpacking”?*

**Priority 2**
*Does the standard represent a set of discrete skills or isolated pieces of knowledge?*

**Priority 3**
Is this non-essential knowledge that may enhance student understanding of the larger/broader topic?

Cluster Common Core State Standards around identified “Priority 1” standards

Clearly communicate expected outcomes to students

**Align Assessments**

Make strategic decisions about when to use formative and summative assessments. Identify the “Achievement target” (knowledge, reasoning, skills, product, or dispositions) embedded in the Common Core State Standards. Use the identified achievement target to select from among four kinds of assessments (selected response, constructed response, performance assessments, and personal communication) to align to the standards. Clearly define and communicate assessment criterion to students *prior* to instruction.

**Design Rigorous Instruction**

- Define measurable, achievable objectives that align to given standards
- Design engaging and rigorous instructional activities that align to standards and assessments
- Differentiate instructional activities (process, product, and content) based on student readiness
- Communicate performance expectations to students prior to beginning activities

**Analyze Effectiveness and Efficiency**

- Collaboratively examine student work to determine effectiveness of assessments and activities in supporting student mastery
- Analyze student achievement data to identify standards that require extension or remediation
- Conduct a collaborative lesson study to evaluate efficiency (effective coverage of content standards for mastery)

In a standards-based service-learning model, the third step is a process of aligning standards and assessments to real-world learning applications that take the shape of meaningful, rigorous, and assessable service experiences. Taken together, these strategies support closing the achievement gap for students who have been historically underserved by “one-size-fits-all” instructional methods found in many public school classrooms. Similarly, our Linked Learning program will do the same by aligning standards and assessments to students' work-based learning experiences such as internships.

As part of the curriculum design process, research-based instructional strategies for increasing student achievement will be embedded into the daily culture of the classroom.
Strategies brought to light in *Classroom Instruction that Works* (Marzano, Pickering, and Pollock, 2001) will be utilized by teachers in their classrooms. These researchers have compiled teaching practices and strategies that “have a high probability of enhancing student achievement for all students in all subject areas at all grade levels” (Marzano, Pickering, Pollock, 2001).

The Strategic Design process outlined above enables teachers to design and deliver comprehensive standards-based lessons, in which multiple standards are clustered from across the content areas are effectively addressed and assessed. This process can be applied using any curricular materials including adopted programs and texts. SDSA effectively allows teachers to identify gaps between their adopted text and the Common Core State Standards, and to strategically select resources that will help them fill those gaps. Research sources about the Strategic Design for Student Achievement model were Stiggins, Rick (2005) *Student Involved Assessment for Learning*. Pearson /Merrill/ Prentice Hall, Wiggins, G & McTighe, J. (2001) *Understanding by Design*. Prentice Hall. Marzano, R., Pickering, D. and Pollock, J. (2001). *Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement*.

The **YPI Valley Public Charter High School** standards-based curriculum is also a unique blend of education that includes the following key components:

- Common Core State Standard Curriculum based on the UC/CSU A-G Requirements--Upon graduation, all **YPI Valley Public Charter High School** students will have met or exceeded all the A-G requirements for admission to a University of California or California State University. The school will also provide all necessary courses to fulfill state graduation requirements.
- Integration of technology into all subjects
- A focus on cross curricular and service-learning projects that connect to the “real world”
- Career-Technical Education (CTE) curriculum for the Media & Design Arts pathway and the Graphic Arts Technology pathway. For courses not already approved as A-G, YPI Valley Public Charter High School will submit for approval as A-G classes.
- A student internship and/or a senior project that will reflect the best practices in capstone projects (www.seniorprojects.net)

Woven into these curricular components is **YPI Valley Public Charter High School**’s commitment to meeting and exceeding the Common Core State Standards for California Public Schools in all curriculum areas. **YPI Valley Public Charter High School** will ensure that curriculum, projects and lessons are standards-based. Additionally, students will have opportunities to pursue curricular interest through enrollment in community college and university (CSU, Northridge) classes to complete or take additional credits beyond high school. The school guidance counselor will monitor each student’s Personalized Education Plan (PEP) to ensure that he or she meets the graduation requirements.
**Parental involvement**

Parental involvement is crucial in ensuring student attendance. YPI Valley Public Charter High School will actively notify parents of any student absences and will educate the families on the importance of school attendance and legal ramifications of unexcused absentees.

**YPI Valley Public Charter High School**' Student Information System is a California state-based system that allows teachers to take attendance, calendar school and community events, view student demographic and academic information. Administrators can also generate and submit state reports but most importantly, it is an effective way for YPI Valley Public Charter High School parents to maintain involvement with the school.

**ACADEMIC CORE CURRICULUM**

The YPI Valley Public Charter High School curriculum will continue to be guided by state and national standards. The guiding principles from the Common Core State Standards will be used. Teachers will stay connected to national professional organizations through their publications and conferences to remain current in their content and methodology.

Since 2010, 45 states have adopted the same standards for English and math. These standards are called the Common Core State Standards (CCSS). Having the same standards helps all students get a good education, even if they change schools or move to a different state. Teachers, parents, and education experts designed the standards to prepare students for success in college and the workplace.

The California Department of Education helps schools make sure that all students are meeting the standards.

- Below you will find information about the standards and the CCSS-related activities taking place in California.

The Standards

- California Common Core State Standards for English Language Arts, English Language Development and NEXT Generation, and Appendices History/Social Studies, Science, and Technical Subjects
- Spanish Translation
  - California Common Core State Standards for Mathematics (PDF; 3MB) (Modified January 2013 Publication Version)
  - Spanish Translation

**YPI Valley Public Charter High School** will teach all Common Core State Standards in all core subject areas in grades 9-12. California Common Core State Standards, NEXT Generation and Appendices provide listings of the scope and sequence of standards and
sample standards-based units. English Language Development standards will be taught through an elective communications course and across all subject areas.

Reading will be a focus in all content area learning and all teachers will be responsible for increasing student’s skills in reading. Through this intensive effort, students will gain access to the core curriculum and academic language of their grade level content.

**Universal Access**

The ultimate goal of the education system in California is to ensure that all students have access to high-quality curriculum and instruction so that they may meet or exceed the knowledge and skills outlined in the state’s academic content standards. There have been dramatic shifts in the student population in recent years. Ethnically and racially diverse students made up 53 percent of the student population in 1990 (California Department of Education 1991). In 2008–09, this group represented 72 percent, making California’s student population the most diverse in the nation (California Department of Education 2010a). Approximately 25 percent of California’s students are English learners and over 50 percent of students qualify for free and reduced lunch.

Teachers may also implement other strategies to meet the needs of students with reading difficulties, students with disabilities, advanced learners, English learners, students with culturally diverse backgrounds, and students with combinations of special instructional needs. Strategies useful in planning for universal access may:

- Utilize frequent progress-monitoring assessments;
- Engage in careful planning and organization;
- Differentiate to meet students’ instructional needs;

**ENGLISH LANGUAGE DEVELOPMENT**

*YPI Valley Public Charter High School* is committed to the California State Board of Education (SBE) adopted California’s Common Core State Standards for English Language Arts, Literacy in History/Social Studies, Science, and Technical Subjects (Common Core State Standards), which describe the knowledge, skills, and abilities in reading, writing, speaking and listening, conventions, knowledge of language, and vocabulary that all students need for college- and career-readiness across key academic content areas. These NEXT Generation Standards, along with the Common Core State Standards for Mathematics and the NEXT Generation Science Standards, to ensure K–12 students gain the necessary literacy and mathematical understanding and practices required in 21st-century higher education and workplace communities.

The *YPI Valley Public Charter High School* Board of Directors strongly believes that all students should be held to the same high expectations outlined in the Common Core State Standards. This includes students who are English learners. However, these students
will require additional time, appropriate instructional support, and aligned assessments as they acquire both English language proficiency and content area knowledge.

**YPI Valley Public Charter High School**’s ELs will need instructional support in developing proficiency in English language and literacy as they engage in learning academic content based on these new, rigorous standards. ELs may face an additional challenge in developing literacy in English since they must develop oral proficiency in English—including depth and breadth of vocabulary—at the same time that they are learning to read and write. **YPI Valley Public Charter High School** will follow the new CA English Language Development Standards to clarify what knowledge, skills, and abilities are needed to help ELs engage with and master next generation standards, including college- and career-readiness standards.

**YPI Valley Public Charter High School**’s English Learner Students

It is known that ELs will come to **YPI Valley Public Charter High School** with a range of cultural and linguistic backgrounds, although Spanish is the largest first language, experiences with formal schooling, proficiency with native language and English literacy, migrant statuses, and socioeconomic statuses, as well as other experiences in the home, school, and community. All of these factors inform how educators support ELs to achieve school success through implementation of the new CA ELD Standards and the academic content standards. Some of these key factors follow:

- **Stages of Cognitive Development.** It is important to note how ELs learn the English language at different stages of their cognitive development. Most notably, it is important to distinguish between students in the primary grades, for whom the focus is “learning to read” while also engaging in challenging content learning, and students in the intermediate and secondary grades, for whom the focus is “reading to learn” in various content areas. EL students who enter **YPI Valley Public Charter High School** in secondary grades, depending upon the level and extent of previous schooling they have received, may need additional support mastering certain linguistic and cognitive skills in order to fully engage in intellectually challenging academic tasks.

- **Native Language Literacy.** Adolescent ELs who enter **YPI Valley Public Charter High School** in the secondary grades may have varying levels of native language foundations in literacy. All students will be able draw upon knowledge of oral vocabulary and structures (e.g., recognition of cognates) to inform their English language learning to some extent, depending on their native language oral proficiency and how closely their native language is related to English. Students with established native language literacy and content knowledge will be able to transfer these skills and knowledge to English with appropriate instructional support.

**Programs and Services for English Learners.** At **YPI Valley Public Charter High School** an EL could be in a newcomer program, a structured English immersion program, a mainstream program where ELs may receive specialized ELD instruction, or a separate ELD class. The new CA ELD Standards will apply to all of these settings and designed to be used by all teachers of academic content and of ELD. **YPI Valley Public Charter High School**
will use the new CA ELD Standards in ways that are appropriate to the school setting and identified student needs. For example, they are the focal standards in settings specifically designed for English language development—such as an ELD class where ELs are grouped by English language proficiency level. **YPI Valley Public Charter High School** will use supplemental EL materials found on the CDE approve list of materials for ELs. **YPI Valley Public Charter High School** teachers will use the new CA ELD Standards *in tandem with* other academic content standards to support ELs in mainstream academic content classrooms.

**Organization of the Proficiency Level Descriptors**

The organization of the PLDs represents English language development as a continuum of increasing proficiency in language learning and use, starting with native language competencies students possess when they enter school, and concluding (though not ending) with lifelong language learning that all language users engage. The three levels are labeled to represent three stages of English language development, describing expectations for how well students can understand and use the English language at each level as they continue to build on existing language skills and knowledge.

1. **Emerging**: Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.

2. **Expanding**: Students at this level are challenged to increase their English skills in more contexts, and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways appropriate to their age and grade level.

3. **Bridging**: Students at this level continue to learn and apply a range of high-level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. The “bridge” is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction. However, ELs at all levels of English language proficiency fully participate in grade level tasks in all content areas with varying degrees of scaffolding in order to develop both content knowledge and English.

The PLDs also emphasize that ELs at all proficiency levels are capable of higher-level thinking and can engage in complex, cognitively demanding social and academic activities requiring language as long as they are provided appropriate linguistic support. The *extent of support needed varies depending on the familiarity and complexity of the task and topic, as well as on the student’s English language proficiency level.* Within the PLDs, three general levels of support are identified: Substantial, Moderate, and Light. The descriptors for these general levels of support are intended to signal the extent of linguistic scaffolding most likely needed for implementing the CA ELD Standards appropriately at each proficiency level. They are not intended to explain how to provide support or differentiate instruction for ELs at each level.
I. ENGLISH LANGUAGE ARTS

The CA CCSS for ELA/Literacy were modified on March 13, 2013, following the recommendation of State Superintendent of Public Instruction Tom Torlakson, to include the addition of the College and Career Readiness Anchor Standards and technical changes. As stated in the Department of Education publications Senate Bill 1200, Statutes of 2012, provided for an update of the California Common Core State Standards: English Language Arts and Literacy in History/ Social Studies, Science, and Technical Subjects (CA CCSS for ELA/Literacy).

Senate Bill 1 from the fifth Extraordinary Session (SB X5 1) in 2010 established the California Academic Content Standards Commission (Commission) to evaluate the Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects developed by the Common Core State Standards Initiative for rigor and alignment with the California standards. It was distributed under the provisions of the Library Distribution Act and Government Code Section 11096. The Common Core State Standards appear as they were published by the Common Core State Standards Initiative.

The English Language Arts courses will prepare students for thoughtful study by conveying the importance of becoming active thinkers during reading and writing exercises. In the area of curriculum development and language arts instruction for grades 9th-12th, YPI Valley Public Charter High School will:

- Develop an English Language Arts curriculum that incorporates the grade-level curriculum content specified in the Common Core State Standards. (CCSS Appendices)
- Integrate reading, writing, speaking, and listening to form a greater understanding of history-social science, mathematics, and science.
- Develop important “habits of mind” in the form of evidence, connections and patterns, supposition, and meaning that will produce active and thoughtful writers, poets, researchers, and speakers.
- Teach students to read with ease, fluency, and enjoyment.
- Expose students to multicultural fiction, non-fiction, poetry, essays, and scripts.
- Teach students to write with clarity, expression, and purpose.
- Coach students to deliver and critique oral presentations effectively.
- Engage students to reflect upon ways literature and writing impact their lives through authentic writing and multicultural literature selections.
- Integrate appropriate technology and technological analysis into the study of English-Language Arts.
- Adopt and implement Common Core State Standards.
9TH -12TH GRADE LANGUAGE ARTS

Reading: Word Analysis, Fluency, and Systematic Vocabulary Development
Students will use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level- appropriate words.

Reading: Comprehension (Focus on Informational Materials)
Students will read and understand grade-level-appropriate material. They will describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose.

Literary Response and Analysis
Students will read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They will clarify the ideas and connect them to other literary works.

Writing Strategies
Students will write clear, coherent, and focused essays. The writing exhibits students' awareness of audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students will progress through the stages of the writing process as needed.

Written and Oral English Language Conventions
Students will write and speak with a command of Standard English conventions appropriate to grade level.

Listening and Speaking Strategies
Students will deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They will evaluate the content of oral communication.

II. MATHEMATICS

Students will acquire a combination of mathematical hands-on skills and conceptual understanding. In the area of curriculum development and mathematic instruction for grades 9th-12th, YPI Valley Public Charter High School will:

- Implement and refine a mathematics curriculum that incorporates the grade-level curriculum content specified in the California Common Core State Standards Mathematics and Appendices.
- Integrate the core concepts of numbers, algebra, geometry, and statistics into a greater understanding of science, history-social science, and language arts.
- Develop important “habits of mind” in the form of evidence, connections and
patterns, supposition, and meaning that will produce active and thoughtful mathematicians and statisticians.

- Teach students to understand and intuitively use mathematical reasoning: analyzing a problem; estimating a solution; expressing a clear solution and process; and checking validity of results.
- Engage students to reflect upon ways mathematical concepts and theories impact their lives through real-life examples and problems.
- Integrate appropriate technology and technological concepts into the study of mathematics.

III. HISTORY AND SOCIAL SCIENCE

Students will learn about important events and documents shaping history as well as explore fundamental concepts of geography, economics, political science and sociology. In the area of curriculum development and history-social sciences instruction for grades 9th - 12th, YPI Valley Public Charter High School will:

- Implement and refine a history and social sciences curriculum that incorporates the grade-level curriculum content specified in the California Common Core State Standards, NEXT Generation and Appendices in History/Social Studies. Integrate the core concepts of history and the social sciences into a greater understanding of Science, mathematics, and language arts.
- Develop important “habits of mind” in the form of evidence, connections and patterns, supposition, and meaning that will produce active and thoughtful historians and social scientists.
- Present history through primary sources such as art, letters, music, maps, and personal accounts.
- Engage students in historiography enabling them to compare sources, identify bias, cite trends, and understand cause and effect, and debate issues of historical significance.
- Use geography as a medium for understanding historical trends and events, the movement of people and ideas, and the human relationship to its natural environment.
- Engage students to reflect upon ways history and the social sciences impact their lives through trends in government, economics, civics, and social change.
- Integrate appropriate technology and technological analysis into the study of history and the social sciences.
- All grades will integrate the following skills into the study of social studies: Historical and social sciences analysis, chronological and spatial thinking as well as research, evidence, and point of view.
IV. SCIENCE

Students will begin to understand how scientific processes operate and how those processes relate to one another. In the area of curriculum development and science instruction for grades 9-12, YPI Valley Public Charter High School will:

- Implement and refine a science curriculum that incorporates the grade-level curriculum content specified in the NEXT Generation and Appendices Science
- Integrate the core concepts of earth science, life science, and physical science into a greater understanding of history-social science, mathematics, and language arts.
- Develop important “habits of mind” in the form of evidence, connections and patterns, supposition, and meaning that will produce active and thoughtful scientists.
- Teach students to understand and intuitively use the scientific method: identify a problem; pose relevant questions; state a hypothesis; conduct an experiment; understand the variables; analyze the data; and reach a conclusion or solution that serves as the hypothesis for the next round of inquiry.
- Provide opportunities for lab experiments, field trips, and service learning where students gather, manipulate and record data from their community to better understand the natural world around them.
- Engage students to reflect upon ways scientific concepts and theories impact their lives through their environmental and personal health.
- Integrate appropriate technology and technological concepts into the study of science.

In addition to the core subjects listed above, students will have the opportunity to study the following:

V. VISUAL AND PERFORMANCE ARTS

The arts standards are integrated primarily through the technology courses. Students learn 2-D and 3-D graphic design and master a variety of illustration and modeling applications in order to generate art work. Multi-media arts (music and video production) are integrated through projects in a variety of subjects (ELA students make movies of short stories; Social Studies students create dramatic interpretations of folk tales, etc.) In the area of curriculum development and visual and performance arts instruction for grades 9-12, YPI Valley Public Charter High School will:

- Integrate art and art appreciation to form a greater understanding of history-social sciences, mathematics, science, language arts, and in the after school program.
- Develop important “habits of mind” in the form of evidence, connections
and patterns, supposition, and meaning that will produce active and thoughtful artists and performers.

- Provide opportunities for students to discover, develop, and polish artistic talent in the areas of dance, visual arts, music, and theater.
- Engage students in an appreciation of visual and performance art through visits to museums, theaters, and concert halls as well as visits by guest performers.
- Engage students to reflect upon ways art and performance impact their lives through culture and community.
- Integrate appropriate technology and technological innovations into the production of art and performance.

VI. FOREIGN LANGUAGES

The school plans to support English Language Achievement by including Spanish as a Foreign Language and Spanish Language Arts instruction. Spanish Language Arts along with other foreign languages will be offered as an elective course. Academic research suggests that when students have significant proficiency in their primary language, Spanish, their ability to advance in English increases. The goal of the Spanish language program is for all students to complete Spanish language course work in order to enroll in one or more of the Spanish Advanced Placement courses and successfully pass the examination for either Literature or Language.

The enrollment of Spanish speaking students in Spanish Language Arts will also provide students with exposure to the rich cultural heritage of Latino literature and poetry. By studying the works of these important literary figures, students will cultivate a deeper understanding of the role of Latino culture in our global community. The newly adopted World Language Content Standards for California Public Schools form the basis for both the Spanish Foreign Language course and the native speakers Spanish Language Arts course. The standards are divided into five different categories: Content, Communication, Cultures, Structures, and Settings. Each category has four stages, or levels. A non-native would start at Stage 1 and go through all 4. A Spanish Speaker would start at stage 2 and go through 4. The Spanish teacher at YPI Valley Public Charter High School will be trained to develop curriculum based on these standards through the Occidental College LA Stars program:

YPI Valley Public Charter High School will:

- Implement and refine a world languages curriculum guided by the Standards for Foreign Language Learning: Preparing for the 21st Century (American Council on the Teaching of Foreign Languages, 1995) until the release of the revised Foreign Language Content Standards for California Public Schools: Kindergarten
through Grade Twelve.

- Integrate foreign language and culture to form a greater understanding of history-social sciences, mathematics, science, and language arts.
- Develop important “habits of mind” in the form of evidence, connections and patterns, supposition, and meaning that will produce active and thoughtful linguists and translators.
- Provide a variety of settings for students to practice speaking, reading, and writing in a second language including interactive classroom exercises, language labs, foreign language computer software, and interaction with native speakers.
- Engage students to reflect upon ways native and foreign languages impact their lives through culture, community, and international relations.
- Integrate appropriate technology and technological innovations into the study and practice of foreign languages.

VII. PHYSICAL EDUCATION AND HEALTH

In the area of curriculum development and physical education and health for grades 9-12, YPI Valley Public Charter High School will:

- Implement and refine a health curriculum that incorporates the grade-level curriculum content specified in the Challenge Standards for Student Success: Health Education (California Department of Education, 1998).
- Approach physical fitness with the goals of personal challenge, teamwork, sportsmanship, and fun.
- Promote excellent physical, social, and emotional health among students through stress management, sex education, nutrition, gang prevention, and conflict resolution.
- Engage students to reflect upon ways physical education and health impact their lives through personal well-being.

A-G COURSE OF STUDY BY GRADE LEVEL

<table>
<thead>
<tr>
<th>Subject</th>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
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<tbody>
<tr>
<td>(Core/College Prep)</td>
<td>Geography/</td>
<td>World History</td>
<td>US History and Geography</td>
<td>United States Government and</td>
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<td>and Geography A/B</td>
<td>AP History and Geography A/B</td>
<td>Economics</td>
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<td>English 9 A/B</td>
<td>English 10 A/B</td>
<td>American Literature and</td>
<td>Modern Literature and</td>
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<td></td>
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<td>Advance Composition A/B</td>
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<td>Prep)</td>
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<td>Science (Core/College Prep)</td>
<td>Foreign Language (Core/College Prep)</td>
<td>Electives (Core/College Prep)</td>
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<tr>
<td></td>
<td>Algebra I A/B Integrated Math 1 AB</td>
<td>Biology A/B</td>
<td>Spanish 1 A/B or Spanish 2 A/B</td>
<td>SFA Photography Art I A/B</td>
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<td>Algebra 2 or Geometry A/B Integrated Math 2 A/B</td>
<td>Chemistry A/B</td>
<td>Spanish 3 A/B Or Spanish 4 A/B</td>
<td>SFA Other Electives</td>
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A-1st Semester
B-2nd Semester
COURSE DESCRIPTIONS

Grade 9 Course Descriptions

English 9AB Core

The major purpose of this course is to explore different genres of literature. These include poetry, the short story, the novel, works of nonfiction, the epic and the drama. Works read include *To Kill a Mockingbird*, *The Way to Rainy Mountain*, "The Birds," "The Secret Life of Walter Mitty," *The Odyssey*, *Romeo and Juliet*, and *A Night to Remember*. There is specific focus on essay writing, grammar, argument analysis in speeches and newspaper editorials, research skills and validation of information, as well as the art of oral presentation.

Geography and Humanities Core/College Preparatory

This course carefully examines the cultural and political systems of various peoples from the dawn of humanity through the 18th century, including, Ancient Africa, Mesopotamia, China, Greece, Rome, the Americas, and Europe.

Regional Geography is designed to provide understanding of the distribution and characteristics of the world’s major cultures and of the dynamics of human migration and cultural diffusion. A unit on “The Earth and Its Peoples” introduces basic physical geography and map-reading skills. In the remainder of the course, students consider the regional mosaic of the world through a series of studies moving from Western Europe to the Soviet Union and Eastern Europe, the Middle East, and North Africa. They then study sub-Saharan Africa, Asia, the Pacific Basin, and Latin America. For each of these regions, selected nations are studied in depth.

Another important aspect focuses on this question: What does it mean to be human?
In examining this driving question, students will incorporate the study of art, religion, music, and architecture into their study of civilizations. Students look not only at books and works of art, but also at buildings, rituals, social groups, and political institutions as examples of the creative power of the human mind and spirit. Recently expanded fields of study have included linguistics, archaeology, architecture, law, the history of religions, and the humanistic approach to science and technology.

Algebra I AB
Geometry AB (For students who pass 8th grade Algebra I)
Integrated Math 1AB Core/College Preparatory

Integrated Math 1 is a course that covers most traditional Algebra 1 topics with the addition of some important ideas from Geometry, like area, perimeter and volume of common figures, basic trigonometry and coordinate systems.

The class will address the following standards: Identify and use the
arithmetic properties of subsets of integers and rational, irrational, and real numbers, including closure properties for the four basic arithmetic operations where applicable; use properties of the number system to judge the validity of results, to justify each step of a procedure, and to prove or disprove statements; Know and be able to use the triangle inequality theorem; Know, derive, and solve problems involving the perimeter, circumference, area, volume, lateral area, and surface area of common geometric figures; Compute the volumes and surface areas of prisms, pyramids, cylinders, cones, and spheres; Compute the areas of polygons; Determine how changes in dimensions affect the perimeter, area, and volume of common geometric figures and solids; Find and use measures of sides and of interior and exterior angles of triangles and polygons to classify figures and solve problems; Prove theorems by using coordinate geometry; Know the definitions of basic trigonometric functions defined by the angles of the right triangle.

**Biology AB Core/College Preparatory**

Biology AB is a laboratory-based course to provide understanding of the basic biological concepts: the diversity of organisms; heredity; matter, energy and organization of living systems; evolution of living systems; physiology; the biosphere and interdependence of abiotic and biotic factors. Classroom emphasis is on active student participation in inquiry and laboratory analysis and the development of critical thinking skills. Biology AB meets the life science graduation requirements and one year of the University of California “d” entrance requirement for a laboratory science.

**Standards Addressed:**
California Common Core State Standards and NEXT Generation and Appendices—Biology will be covered: Macromolecules; Cellular Structures; Cellular Energetics; Central Dogma; DNA Technology; Meiosis and Mendel’s Laws; Probability of Inheritance; Natural Selection; Population Genetics; Mechanisms for Evolution; Evidence for Evolution; Gas and Nutrient Exchange; Electrochemical Communication and Response; Feedback Mechanisms; Infection and Immunity; Ecology

**Spanish 1AB Core/College Preparatory**

Spanish 1 introduces and solidifies basic Spanish concepts. The textbook, workbook and materials serve to provide cultural content, learn vocabulary and grammar, and further develop reading, writing, listening and speaking skills in Spanish. The goals of the course are for students to learn skills and attain sophistication in the Spanish language, to build communicative skills and cultural competency and a realistic and insightful understanding of Hispanic culture and thought, prepare students to use Spanish in real-life situations by emphasizing oral communication and by developing the other basic language skills (reading and writing), to understand Spanish conversations, to interact orally on familiar topics, to use language for personal communications needs, to ask and answer questions and request clarification as needed, to
understand written documents on familiar topics dealing with basic needs or interests, to write short descriptive paragraphs, and search for information on the Internet.

**Photography 1AB Elective College Preparatory**

This course provides students with a comprehensive and well-rounded beginning to the art and craft of photography. Driven by the question, “What makes a great photograph ‘Great’?”, students learn photographic technique, history, and examine the medium as an art and vehicle for social change by first learning how to take pictures and then how to take better pictures. This is a hands on studio class where students learn by doing, both with the camera and the computer. By reviewing each other’s work, completing exercises and projects, examining the work of recognized masters in the field and studying elements of composition, lighting and other aesthetic aspects of photography, they will become skilled in the use of cameras and digital imaging technology and begin to incorporate photography into their lives, applying it as a tool of communication and self-discovery.

**GRADE 10 COURSE DESCRIPTIONS**

**English 10AB Core/College Preparatory**

This course explores issues that plaque and enlighten society. Students will read works such as Lord of the Flies, Alice’s Adventures in Wonderland, Animal Farm and Macbeth. Students will address these works through the examination of questions such as: How does questioning shape identity and lead to change within the individual, within society and within culture? How does reading and writing literature help us understand ourselves and others? What makes literature an art are the multiple meanings that stories can have and the journey of self-exploration that one experiences when one lets imagination and intellect come to life. Students will read short stories, novels, poetry, non-fiction and drama; engaging creative, descriptive, narrative, and persuasive writing; working in small groups to peer edit, and develop research skills and a sense of style in writing. In addition, students will polish final products for assessment and presentation in portfolios. Students will engage in informative, impromptu, and persuasive speaking after exploring principles of effective oral communication including delivery, organization, content, and stress management.

**Integrated Math 2AB Core/College Preparatory**

The Integrated Math course helps students think critically, communicate ideas clearly, work cooperatively with others, and develop strong problem solving skills. The major emphasis of Integrated Math 2 is Geometry, even though other important areas of math are interwoven throughout. Students in Integrated Math 2 will continue with the concepts studied in Integrated Math 1. The following topics will be covered:
(Algebra) Ratios, Proportions, Percentages, Systems of Equations, Rate, Work, Mixture Problems, Quadratic equations, functions and graphs

(Geometry) Mathematical reasoning, congruent and similar triangles, parallel lines, polygons/properties/angles of polygons, Pythagorean Theorem/special right triangles, basics of Trigonometry, circles/properties, area/surface area/volume, Coordinate Geometry

(Statistics) basic terms and formulas, combinations/permutations, probabilities

**World History and Geography Core/College Preparatory**

In World History and Geography AB, students will examine major turning points that have helped shape the modern world. Students will study government, philosophy, culture, religion, and sources of influence and power and evaluate the economic, political, and social implications of historical events in their context. Students will also build skills beneficial to their educational and personal endeavors; such as critical thinking, reading, writing, outlining, note taking, speaking, and test taking.

**Semester I:** Modern Western Political Thought: The French Revolution, the Napoleonic Era and Nationalism, the Industrial Revolution and the Age of Reform, Imperialism, World War I, the Russian Revolution.

**Semester II:** The Interwar Period: World War II, the Cold War, the Chinese Revolution, the Partition of Palestine, the Partition of India, Post-World War II Democratic Movements.

**Chemistry Core/College Preparatory**

This course consists of two semester units and satisfies the requirements of the state of California and public universities for a laboratory science high school class. In this course, students will learn about the subject of chemistry, including the building blocks of the universe and how they interact energetically. Students will also learn and practice presentation, communication, experimentation, and science writing skills. This is an integrated course in the YPI Valley Public Charter High School curriculum, and therefore will involve many project-based activities coordinated with other tenth grade classes.

**Standards Addressed:** California Common Core State Standards, NEXT Generation and Appendices Investigation and Experimentation, Atomic and Molecular Structure, Chemical Bonding, Conversion of Matter and Stoichiometry, Gases and Their Properties, Acids and Bases, Solutions, Chemical Thermodynamics, Reaction Rates, Chemical Equilibrium, Organic and Biochemistry, and Nuclear Processes.

**Spanish 2AB Core/College Preparatory**

Spanish 2 expands the five basic skills taught in Spanish 1. Although oral communication is still the focus, there is an increased emphasis placed on reading and writing. Students are expected to be able to comprehend magazines, newspaper and selected magazine...
articles. At level 2, they will have developed a functional command of words and phrases that deal with immediate needs and common everyday situations in a home or while traveling. Students will comprehend simple questions and statements about family, residence, self, weather, time and interests. The content expansion includes normal commands, frequent instructions, and courtesy interchanges. The student will be able to recognize differences in the present, past, and future tenses and of other frequently encountered grammatical signals as they become more evolved. We will also be reading short stories, novels, poetry, non-fiction and drama from various Latin American authors. Using computers, students will learn new ways to enhance all communication skills.

**GRADE 11 COURSE DESCRIPTIONS**

**American Literature and Composition**  
**AB Core/College Preparatory**

This course is designed to encourage and improve skills in reading, writing, thinking and speaking. This course is a chronological survey of American Literature (both fiction and non-fiction) from the Colonial Period into the 20th century. Literary works will include colonial non-fiction and founding documents of U.S. government, works of the American Transcendentalists including *The Scarlet Letter*, late 19th Century American fiction including works by Twain and Bret Harte, works of the American Progressives (e.g., Upton Sinclair and Jane Addams), Harlem Renaissance poetry, *The Great Gatsby* by F. Scott Fitzgerald and "The Crucible" by Arthur Miller. Using these works as texts, students will work on critical thinking skills and essay writing, as well as exploring themes and issues running throughout American literature, especially as they relate to changing political and social climates in the United States and the world. Students will also work on expanding their vocabularies and perfecting their grammar.

**Integrated Math 3AB Core/College Preparatory**

Students who have successfully completed Integrated Math I and II will take Integrated Math III. Students start with a continuation of concepts studied in Integrated Math I. Students will be challenged by new concepts that require graphing skill, function analysis, solving higher order equations, investigating complex number systems, and working with matrices, conic sections, logarithms, data analysis and probability. Students will be involved in communicating information mathematically, solving problems from a real world context and justifying the solutions to problems. This course is designed for students to explore, investigate and understand the importance of mathematics through real-world experiences. In mathematics, students will acquire the knowledge and skills to problem solve, communicate, reason, create models and make connections.
United States History and Geography
AB Core/College Preparatory

In this course students examine major turning points in American history in the twentieth century. During the year certain themes should be emphasized: the expanding role of the federal government and federal courts; the continuing tension between the individual and the state and between minority rights and majority power; the emergence of a modern corporate economy; the role of the federal government and Federal Reserve System in the economy; the impact of technology on American society and culture; change in the ethnic composition of American society; the movements toward equal rights for racial minorities and women; and the role of the United States as a major world power. In each unit students should examine American culture, including religion, literature, art, drama, architecture, education, and the mass media. The year begins with a selective review of United States history, with an emphasis on two major themes—the nation’s beginnings, linked to the tenth-grade retrospective on the Enlightenment and the rise of democratic ideas; and the industrial transformation of the new nation, linked to the students’ tenth-grade studies of the global spread of industrialism during the nineteenth century.

Physics AB Core/College Preparatory

Physics AB is a course in the science sequence at YPI Valley Public Charter High School and an introductory course in Conceptual Physics in which students focus on the physical connections in nature. The concepts of physics and their connections underlie the other sciences, justifying the designation of this subject as the foundation of all sciences and the appropriate starting point to achieve a solid science education. Conceptual Physics refers to an emphasis on understanding the principles of physics rather than focusing on working out physics problems. It is a qualitative study of the central concepts of physics with emphasis on relevant situations and events that are familiar in the everyday environment. This course will be taught in conjunction with the first year Mathematics. Quantitative analysis and methods of data interpretation will be introduced to prepare students for subsequent science courses. Mathematics skills will be extensively developed as students use quantitative analysis through a project based learning approach to understand and internalize the content areas. Students will learn and be required to use word processing software (Word), spreadsheet software (Excel) and presentation software (PowerPoint).

Standards Addressed:
**GRADE 12 COURSE DESCRIPTIONS**

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<thead>
<tr>
<th>Course</th>
<th>Grade Level</th>
<th>Description</th>
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<td>Modern Literature/Advanced Composition Core/College Preparatory</td>
<td>12</td>
<td>This course is designed to encourage and improve students’ skills in reading, writing, thinking and speaking, as well as their ability to think and work independently. Class time is spent substantially in smaller group, self-directed learning activities. Literary works will include <em>1984</em> by George Orwell and “The Misanthrope” by Moliere. Students will also be specifically working on more advanced writing structures, including their college application essay, and more substantial research projects of their own creation. Students will also have the opportunity to explore independent reading that they will share and discuss with a smaller group of their classmates.</td>
</tr>
<tr>
<td>United States Government Core/College Preparatory</td>
<td>12</td>
<td>In this course students apply knowledge gained in previous years of study to pursue a deeper understanding of the institutions of American government. In addition, they draw on their studies of American history and of other societies to compare different systems of government in the world today. This course should be viewed as the culmination of the civic literacy strand that prepares students to vote, to reflect on the responsibilities of citizenship, and to participate in community activities.</td>
</tr>
<tr>
<td>Economics Elective College Preparatory</td>
<td></td>
<td>In a one-semester course in economics, students should deepen their understanding of the economic problems and institutions of the nation and world in which they live. They should learn to make reasoned decisions on economic issues as citizens, workers, consumers, business owners and managers, and members of civic groups. In this capstone course students should add to the economic understandings they acquired in previous grades and apply tools (such as graphs, statistics, and equations) learned in other subject fields to their understanding of our economic system. This course primarily is a course in social science, enriching students’ understanding of the operations and institutions of economic systems, rather than a course in household or business management or budgeting. Throughout this course, measurement concepts and methods should be introduced; for example, tables, charts, graphs, ratios, percentages, and index numbers. Behind every graph is an equation or set of equations that specifies a relationship among economic variables. Thus, to master the economic method, students must use graphs and understand, at the appropriate level, the mathematical equations they represent.</td>
</tr>
<tr>
<td>Statistics Elective College Preparatory</td>
<td></td>
<td>The purpose of this course in statistics is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions.</td>
</tr>
</tbody>
</table>
from data. Students are exposed to four broad conceptual themes:

- Exploring data: Observing patterns and departures from patterns.
- Planning a study: Deciding what and how to measure.
- Anticipating Patterns: Producing models using probability theory and simulation.
- Statistical Inference: Confirming models.

This discipline is an introduction to the study of probability, interpretation of data, and fundamental statistical problem solving. Mastery of this academic content will provide students with a solid foundation in probability and facility in processing statistical information.

### Math Analysis Core/College Preparatory

This course is for students to prepare them for Calculus or other courses requiring a background in Pre-Calculus mathematics.

**Course Objectives:**

- Demonstrate an understanding of functions and equations, an ability to graph them, to find inverses and composition of functions.
- Identify the roots and poles of a rational function, asymptotes, maxima and minima.
- Use the exponential and logarithmic functions to model real life situations.
- Demonstrate an ability to recognize what type of conic section the equation represents and determine its geometric components such as foci, asymptotes, etc.
- Use a geometric description of a conic section and derive a quadratic equation representing it.
- Apply the fundamental theorem of algebra to problem solving.
- Divide polynomials using long division and synthetic division.
- Prove formulas by using the technique of mathematical induction.
- Apply the knowledge of vectors, parametric equations, and polar coordinates.
- Demonstrate an understanding of trigonometric functions and identities.

### Calculus Core/College Preparatory

This course includes introductory calculus, analytical geometry, and elementary functions. The following list is a set of specific course objectives for *AP Calculus*. This list is organized with respect to its six major course topics which include a review of the prerequisites, the development of *limits*, *Differentiation*, *Integration, Transcendental Functions, Special Techniques/Methods*, and the application of these. This course study will include properties of functions, limits, differential calculus, and integral calculus. Use of symbolic differentiation and integration utilities is also included. AP Calculus is primarily concerned with developing the students’ understanding of the concepts of Calculus and providing experience with its methods and applications. The course emphasizes a multi-representational approach to
Calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally.

**Advanced Physics Core/College Preparatory**

Advanced Physics is a senior science course to prepare students for college level work in math, science and engineering and to ensure their success when they matriculate upon graduation from YPI Valley Public Charter High School. The course will apply and strengthen their math skills in Calculus through problem solving exercises centered on the basic principles of physics, e.g., mechanics, electricity and magnetism.

**California Common Core State Standards**

The following NEXT Generation and Appendices Science Content Standards in Biology and Math Common Core/College Preparatory State Standards will be covered: Vector math; Calculus derivatives and integrals; Kinematics (linear and 2D); Newton’s Laws of Motion; Work, Energy and Power; Circular Motion and Rotation; Oscillations and Gravitation; Electrostatics; Electric Circuits; Magnetic Fields; Electromagnetism.

**AP Environmental Science Core/College Preparatory**

Environmental Science integrates topics from a wide variety of subjects, including chemistry, geology, biology, geography, sociology, and political science. This is a senior-level course at YPI Valley Public Charter High School, and follows the formal physics, chemistry, and biology classes that students have taken in the 9th – 11th grades. In this class, we will strike a balance between the rigorous scientific inquiry/experimentation and the political and sociological approaches to the subject. We will also focus on meaningful, student-driven projects that follow the interests of the class and remain relevant to current events. Students will develop an understanding of the environment, both local and global, and study both historical and current environmental issues.


**Project Science Elective College Preparatory**

Project Science is a hands-on lab class that involves each student researching, becoming an expert in, and building some finished products (or passing a proficiency test) in at least three different areas of their interest in science. There may be competitions between students at YPI Valley Public Charter High School and also with other schools. Students will be required to use word processing software (Word), spreadsheet software (Excel) and presentation software (PowerPoint). The Computer Assisted Drawing (CAD) program may also be used to design specific parts to be manufactured.
California Common Core State Standards

Common Core State Standards, NEXT Generation, and Appendices-Science in Physics and the other sciences will be covered and applied in the processes of research, design, collaboration, manufacturing, testing, reengineering, and competition. Some of the specific NEXT Generation and Appendices Science that will be covered are in Physics: Motion and Forces, Conservation of Energy and Momentum, Heat and Thermodynamics, Waves, and Electric and Magnetic Phenomena.


Applied Technology may include: Robotic design, Aerodynamics (Endurance Powered Aircraft), Engineering Electric Vehicles and Boomilevers, Designing and building musical instruments.

Other areas may include: Forensics, Technical Writing, Experimental Design, and Mathematical Powers of Ten calculations.

Electives:

Biotechnology Elective College Preparatory

Biotechnology is an elective science course; which focuses on the fields of molecular biology and molecular genetics. Through laboratory investigations, students learn the current concepts and techniques by which our knowledge of living systems is applied for the practical use of humankind. Students learn modern methods for analyzing genomes and applying their findings to treatment and cure of human disease, to agricultural improvement, to forensic science, and to a deeper understanding of evolution. Ethical and moral issues posed by biotechnology are explored and discussed.

Heritage Language 1AB
Core/College Preparatory

Students learn to function in an informal and some formal settings; understand the main ideas and most supporting details in concrete, factual and some abstract texts (oral/written); produce paragraph level discourse: narration, description, explanation, discussion and supported opinion; deal with topics related to the external environment; comprehend and produce oral and written paragraphs; comprehend and be understood by non-sympathetic natives when using formal language.

California Common Core State Standards

Heritage Language 2AB
Core/College Preparatory

Students learn to function in many formal settings; understand the main ideas and most supporting details in many formal and abstract texts (oral/written); produce extended discourse: narration, description, explanation, discussion and supported opinion; deal with topics related to the external environment; comprehend...
extended discourse and produce oral paragraphs and written essays; comprehend and be understood by non-sympathetic natives when using formal language.

**Photography Elective College Preparatory**

Students expand on the skills learned in Photography 1AB. Students explore their personal style and assemble a portfolio of their best work. Students review camera and PhotoShop techniques.

**California Common Core State Standards**

California Visual Arts Standards

- Research and analyze the work of an artist and write about the artist’s distinctive style and its contribution to the meaning of the work.
- Solve a visual arts problem that involves the effective use of the elements of art and the principles of design.
- Prepare a portfolio of original two- and three-dimensional works of art that reflects refined craftsmanship and technical skills.
- Develop and refine skill in the manipulation of digital imagery (either still or video).
- Create a work of art that communicates a cross-cultural or universal theme taken from literature or history.
- Demonstrate an understanding of the various skills of an artist, art critic, art historian, art collector, art gallery owner, and philosopher of art (aesthetician).
- Analyze the works of a well-known artist as to the art media selected and the effect of that selection on the artist’s style.
- Create original works of art of increasing complexity and skill in a variety of media that reflect their feelings and points of view.
- Demonstrate in their own works of art a personal style and an advanced proficiency in communicating an idea, theme, or emotion.
- Identify contemporary artists worldwide who have achieved regional, national, or international recognition and discuss ways in which their work reflects, plays a role in, and influences present-day culture.
- Investigate and discuss universal concepts expressed in works of art from diverse cultures.

**Robotics Elective College Preparatory**

The Robotics elective course is a hands-on lab class that will give students technical training in robotics engineering design, electronics design, computer programming, organizing and managing a robotics team, and building robots that are specialized to do certain tasks. Students will be introduced to and learn to safely use manual and digitally controlled design programs and metal part manufacturing machines. There are no prerequisite classes for this course. Students will be required to use word processing software (Word), spreadsheet software (Excel) and presentation software (PowerPoint). The Computer Assisted Drawing (CAD) program may
also be used to design specific parts to be manufactured.

**California Common Core State Standards**

Many of the Science in Physics will be covered and applied in the processes of research, design, collaboration, manufacturing, testing, reengineering, and competition. Some of the NEXT Generation and Appendices that will be covered are: Motion and Forces, Conservation of Energy and Momentum, Heat and Thermodynamics, Waves, and Electric and Magnetic Phenomena. Chemistry NEXT Generation and Appendices include: Chemical reactions in batteries and Properties of Solids.

<table>
<thead>
<tr>
<th>Symbolic Logic</th>
<th>Elective</th>
<th>College Preparatory</th>
</tr>
</thead>
</table>

This course is an introduction to the study of traditional symbolic logic. The study of logic develops one’s ability to evaluate one’s own arguments as well as those of others. Symbolic logic is a very useful tool in evaluating more complex forms of reasoning. The approach to symbolic language and reasoning is gradual. The first part of the course looks at how arguments are expressed in everyday language and learning to recognize them. Subsequently, symbolic tools are introduced. By the end of the course, students translate arguments expressed in ordinary language into a fully symbolic language, use truth tables, and evaluate arguments by means of a theory of deduction.


<table>
<thead>
<tr>
<th>Philosophy Preparatory</th>
<th>Elective</th>
<th>College Preparatory</th>
</tr>
</thead>
</table>

“Philosophy” means “love of knowledge or wisdom”. This introductory course will endeavor to feed and augment student’s innate love of knowledge and wisdom. The study of philosophy and philosophers will help students further their own understanding of the world in which they live. Students will study some of the greatest thinkers in the Western philosophical tradition including: Plato, Thomas Aquinas, Thomas Hobbes, John Locke, David Hume, Blaise Pascal, Rene Descartes, Immanuel Kant, Jean Jacques Rousseau, George Hegel, Karl Marx, John Stuart Mill, Isaiah Berlin, and John Raw.

<table>
<thead>
<tr>
<th>Documentary Studies Elective College Preparatory</th>
</tr>
</thead>
</table>

This course is designed to encourage and improve students' critical thinking and writing skills, as well as give them a chance to examine and reflect on the theme of "The American Dream." We will be spending the semester analyzing (both thematically and technically) award-winning documentaries reflecting different interpretations and reflections on the “American Dream”, and students create, as their culminating project their own 15-20 minute documentary reflecting their group's vision of the theme "The American Dream."

<table>
<thead>
<tr>
<th>Digital Imaging Media Technology A/B Elective College Preparatory</th>
</tr>
</thead>
</table>

This course focuses on digital imaging exploring creative problem solving
techniques through the use of the Adobe Creative Suite, Macromedia Studio MX, and iMovie on Macintosh platforms. In addition students will learn how to use video capture, importing, editing, transitions, effects using both the PC and Mac platforms. Students will use a variety of software and media to put together interactive and dynamic presentations. The curriculum is based on CA Visual Arts Proficient Standards for grades 9-12. Students are introduced to the importance of visual communication, self-expressionism, concept development, aesthetics, symbolism, type, image, and computer method.

Computer Programming Elective College Preparatory

This course provides an introduction programming using the C language. The course covers the programming methodology with an emphasis on problem solving, algorithm development, data structures and typical C applications.

Senior Project Elective College Prep.

The senior project will:

- Develop presentations by using clear research questions and creative and critical research strategies (e.g. field studies, oral histories, interviews, experiments, electronic sources).
- Use systematic strategies to organize and record information (e.g. anecdotal scripting, annotating bibliographies, research journals).
- Integrate databases, graphics, and spreadsheets into word-processed documents.

- Demonstrate an understanding of the elements of discourse (e.g. purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.
- Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.
Success For All Reading Elective
The Reading Edge High School is a comprehensive, cohesive literacy program that arms students with the skills and strategies they need to read, understand, and learn from content-area texts. Since the range of reading achievement is extremely broad in this age group, the Reading Edge High School provides programs for students from the 4th grade through grade 9 and pre-honors. The purpose of this program is to accelerate incoming students to a 9th grade or pre-honors reading level and prepares them for success throughout the rest of high school.

Linked Learning Component
Linked Learning is a high school improvement approach that makes learning exciting and challenging. It connects strong academics with career technical education and real-world experience in a wide range of fields, helping students gain an advantage in high school, college, and career. **YPI Valley Public Charter High School** will offer two Linked Learning pathways: Media & Design Arts and Graphic Arts Technology.

Pathways that link learning with student interests and career preparation lead to higher graduation rates, increased college enrollments, and higher earning potential. While there is no one right way to implement a pathway, each embraces four core components. Used in schools throughout California, this integrated approach helps students build a strong foundation for success in college and career—and life.

- Offers students personally-relevant, wholly-engaging, and rigorous academic and technical curricula combined with exposure to real-world professions.
- Helps prepare students to graduate from high school well prepared to enter a two- or four-year college or university, an apprenticeship and formal job training.
- Exposes many students in school to previously unimagined college and career opportunities.
- Provides extensive supportive services to ensure students are successful.

Reading Edge High School is a program based on the following elements:

**High Expectations:** To succeed in rigorous high school courses, students must comprehend complex texts. The Reading Edge High School provides explicit instruction and in-depth practice to develop effective strategies for content areas. The top level of the Reading Edge prepares students for AP and other challenging courses.

**Engaged Students:** Students are actively involved every day in discussing, analyzing, and questioning their reading and thinking with team members in a positively structured cooperative-learning environment.

**Quality Teaching:** Carefully crafted materials, supportive school-wide systems, and extensive
professional-development support with ongoing coaching create a culture in which quality teaching is the norm.

**Data-Driven Planning:** Students are assessed and placed in an instructional group at a level at which they can be challenged and succeed. Progress is assessed every quarter, and students move to a new level as they grow.

Students in the Reading Edge will be grouped into separate classes according to their reading levels. All instructional levels of the reading edge allow students to progress at their own pace, gaining pride and confidence in their abilities. Students are retested approximately every eight weeks, so they can move to the next instructional level when they master the current one. Instruction is consistently matched to students’ gains in ability

**Level 1** (first-grade reading level) focuses on letter-sound correspondences with decoding and word recognition in photographically illustrated contemporary text.

**Levels 2 and 3** (grades 2 and 3 reading levels) uses simple fiction, nonfiction and reader’s theater to focus on basic decoding skills, improving reading fluency (the ability to read smoothly at an acceptable speed with few errors and good expression), building vocabulary, and improving comprehension.

**Levels 4-8+** (grades 4 through 8 reading levels) uses expository, short stories, novels, poetry, drama, and speeches to help students become more strategic readers and respond to text effectively using the writing process. Focus is on instruction in four reading strategies (clarifying, predicting, questioning, and summarizing), building vocabulary and fluency, and on core reading skills such as identifying main ideas, sequencing information and events, comparing and contrasting, distinguishing fact from opinion, recognizing cause/effect and problem/solution relationships, drawing conclusions, and analyzing story elements and the author’s craft.

**Level 9+, Pre Honors and Pre AP Levels:** students read a variety of texts including primary sources, informational texts in science, technology, math, history, art, and social sciences, as well as essays, poetry, speeches and short stories. These readings are typical of complex text encountered in high school content area classes, textbooks, and on college entrance exams. Students receive explicit instruction in the metacognitive strategies they need for critical reading of these texts, stating and supporting an opinion, and connecting ideas across texts.

**ALEKS Math Elective**

Assessment and Learning in Knowledge Spaces is a Web-based, artificially intelligent assessment and learning system. ALEKS uses adaptive questioning to quickly and accurately determine exactly what a student knows and doesn't know in a course. ALEKS then instructs the student on the topics she is most ready to learn. As a student works through a course, ALEKS periodically reassesses the student to ensure that topics learned are also retained. ALEKS courses
are very complete in their topic coverage and ALEKS avoids multiple-choice questions. A student who shows a high level of mastery of an ALEKS course will be successful in the actual course s/he is taking.

ALEKS also provides the advantages of one-on-one instruction, 24/7, from virtually any Web-based computer for a fraction to the cost of a human tutor. ALEKS has been used by millions of students in more than 50 academic subjects ranging from Basic Math to Pre-calculus and collegiate level math courses at thousands of institutions throughout the world.

Many topics are available in both English and Spanish. Simply click next to "English" in the main menu and pull down to "Española."

- ALEKS avoids multiple-choice questions. All questions are algorithmically generated and require a "free response."
- Whenever the student reenters the system after a break, s/he automatically returns to the place she was last working. This is true even if the departure was caused by unexpected loss of connectivity on the Internet or a PC crash.
- ALEKS offers a comprehensive message center that allows the student to communicate with her instructor about the content using subject-appropriate notation.
- ALEKS offers "textbook/syllabus integration" to align students' work with the syllabus of a course.

ACHIEVE3000/EMPOWER

Achieve3000-Empower3000 is used to improving high-stakes test performance, meeting more rigorous Common Core standards and increasing graduation rates. Ensuring that students have the critical literacy skills to compete and succeed post-graduation. At Achieve3000 has resulted in significant gains in reading and writing abilities in grades 9-12 -- the time when students must perform at their best in order to be fully prepared for college and career. To date this program is the only differentiated online literacy solution for grades 9-12, Empower helps them do just that. The program is powered by Achieve3000's LevelSet™ Lexile® assessment tool and proprietary software engine that distributes assignments to the entire class, but tailors them according to each student's reading level. By doing so, Empower enables all students to make continual progress and improvement.

Empower3000 closely aligns with key objectives of the Common Core State Standards to give students the content area literacy skills they need to succeed on the standards and prepare for college and career. This program has a proven record of rapidly accelerating reading comprehension, fluency, writing proficiency, and vocabulary development and high-stakes test scores. In fact, national studies show that Empower3000 enables students to double-to-triple expected reading gains in just 40 sessions.
Empower is the only differentiated online literacy solution that:

- Encompasses the entire classroom — providing the same topics and lessons to all students while teaching students one-on-one at their individual levels
- Delivers differentiated assignments at 12 different reading levels, along with formative assessments linked to state and Common Core standards
- Uses a Five-Step Literacy Routine that enables students to acquire knowledge from informational text, develop strong content knowledge, use higher order thinking skills, argue effectively with supporting evidence, and communicate effectively when writing and speaking — all key Common Core requirements
- Also provides bonus Anchor Lessons featuring grade-specific content that addresses the progression of skills of the Common Core anchors
- Continually assesses students' reading levels and provides results immediately so teachers can address weaknesses and gaps, and further build on strengths
- Automatically adapts content as Lexile levels change, providing more challenging content in order to drive steady improvement
- Engages students with interactive, motivating current-events articles and assignments — and extends learning beyond the classroom (70% of students use Empower outside of normal school hours)
- Includes powerful, easy-to-use reporting with real-time diagnostic and achievement data for teachers and administrators
- Comes with MetaMetrics' Find-a-Book tool - an online tool that lets teachers, students and parents enter Lexile measures, select students' interests, and find just the right books at just the right reading/text complexity level

Achieve3000 provides two other breakthrough tools - the College/Career Readiness Report and the High-Stakes Test Forecast Report.

- The College/Career Readiness Report is the only report that reliably forecasts students' ability to read and comprehend complex text — and thus their readiness for college and career based on current Lexile and Common Core quantitative guidelines
- The High-Stakes Test Forecast Report reliably forecasts student preparedness for high-stakes tests, customized based on individual state standards and tests

NWEA Maps
Based on over 30 years of solid research, NWEA Maps computer adaptive interim assessments create personalized test for every student: they provide the most stable scale and data in the assessment industry. The interactive MAP Learning Continuum to deliver instructional insights that help them accelerate student learning. The NWEA Maps offers student progress results after every Measures of Academic Progress® (MAP®) interim assessment, each student receives a score that helps assess what he or she knows, is ready to learn, and is projected to achieve. These assessments offer reliable, and stable scale—you can trust that the scores you see are both accurate and fair. Our scale, the RIT (Rasch Unit) scale, is a stable equal-interval vertical scale. You can compare your students’ academic performance relative to: National achievement and growth norms State standards, including the Common Core State Standards (CCSS)
• Teachers
  Personalize instruction in order to maximize every student’s academic growth

• Principals
  Track/Monitor the achievement and growth of individual students and classrooms and help evaluate the success of your programs

• Educational leaders
  Understand the progress of every student, classroom, and the school as a whole.

Measures of Academic Progress® (MAP®) and MAP for Primary Grades (MPG) interim assessments include our proprietary interactive tool for teachers, the Learning Continuum. Teachers using the Learning Continuum can see what students performing at a given RIT level on MAP assessments are typically ready to learn. From there, they can use the learning statements within the continuum to help them differentiate instruction for both individual students and skill-based activity groups.

Through these reports, which are part of Achieve3000's extensive reporting tool set, educators can identify students in need of further intervention on a student-by-student, class-by-class, or even school-by-school basis.

**ACADEMIC CORE CURRICULUM**

- **YPI Valley Public Charter High School**’ graduation requirements, transferability from high school into college or universities will meet or exceed the national and state California Common Core State Standards as well as the A-G requirements of admission into the University of California and California State University. The following chart outlines this comparison and courses required for college and career-readiness:

<table>
<thead>
<tr>
<th>Subject</th>
<th>YPI-VPCHS</th>
<th>CA Grad.</th>
<th>UC Entry</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. History/Social Studies</td>
<td>4 years: Geography A/B; World History A/B; U.S. History A/B; Government; Economics; Environmental Studies A/B; Constitutional Law A/B.</td>
<td>3 years</td>
<td>2 years</td>
</tr>
<tr>
<td>B. English</td>
<td>4 years: English 9A/B; English 10A/B; American Literature/Contemporary Composition; Expository Composition/Modern Literature</td>
<td>3 years</td>
<td>4 years</td>
</tr>
<tr>
<td>C. Math</td>
<td>4 years: Integrated Math I, II, III (all A/B); Probability &amp; Statistics or Calculus (both A/B) (Algebra and Geometry are included in Integrated Math.)</td>
<td>2 years</td>
<td>3 years</td>
</tr>
<tr>
<td>D. Science</td>
<td>4 years: Physics A/B; Chemistry A/B; Biology A/B; Environmental Science or Advanced Physics A/B (All science classes incorporate lab work.)</td>
<td>2 years</td>
<td>2 years</td>
</tr>
<tr>
<td>E. Foreign Language</td>
<td>2 years: Spanish 1 A/B; Spanish 2 A/B; Spanish 3 A/B; Spanish 4 A/B. Students have the option of taking foreign language proficiency tests at CSUN, UCLA or an AP test. Languages that can be credited in this manner include, but are not limited to, Japanese, Spanish and French.</td>
<td>1 year</td>
<td>2 years</td>
</tr>
<tr>
<td>F. Visual/Perf. Arts</td>
<td>1 year: Photography 1 A/B; Photography 2 A/B;</td>
<td>1 year of either</td>
<td>1 year</td>
</tr>
<tr>
<td>Health Education</td>
<td>1 year: embedded in the biology curriculum, with related projects in other classes</td>
<td>1 year</td>
<td>N/A</td>
</tr>
</tbody>
</table>
### CA State minimum Graduation Requirements

- **Three courses in English**
- **Two courses in Mathematics, including one year of Algebra I**
- **Three course in Social Studies, including US History & World History, and one – semester course in American Government and Civics, and one-semester course in Economics**
- **One course in visual or performing arts OR Foreign Language**
- **Two course in physical education, unless the pupil has been exempted pursuant to the provisions of Education Code Section 51241.**

### YPI Valley Public Charter High School

<table>
<thead>
<tr>
<th><strong>Physical Education (PE)</strong></th>
<th><strong>Years:</strong> Students from all grade levels play together in PE through X-Block activities implemented in consecutive 10-week sessions: volleyball, soccer, flag football, running, walking, Salsa, Dance Revolution Nintendo, yoga and calisthenics.</th>
<th>2 years</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>G. Core/College Preparatorys</strong></td>
<td><strong>Years:</strong> Economics; Introduction to Psychology; Journalism 1 A/B; Journalism 2 A/B; Philosophy A/B; Science Technology and Research 2 A/B; Drama A/B; Advanced Acting A/B; Environmental Studies A/B; Constitutional Law A/B; International Relations; Documentary Studies; Project Physics (solar car). In the past, Art Appreciation, Sociology A+ and Computer Programming were</td>
<td>N/A</td>
<td>1 year</td>
</tr>
<tr>
<td><strong>Presentations of Learning (POL)</strong></td>
<td><strong>ALL students at YPI Valley Public Charter High School are required to complete oral presentations to two teachers for a grade (and to industry/higher education partners, parents and others for practice) each year in order to articulate to the next grade or graduate. This important process, which will evolve over several years based on feedback from industry partners, teachers and students, will help to prepare them for both college and work and will become a major event, as students prepare and audiences engage. Our board members and all YPI Valley Public Charter High School staff will assist in locating panels of judges that will provide students with this “real-world” experience. English learners (ELs) and students with disabilities (SWDs) or behavioral problems will be supported in this process as they are individually able to participate.</strong></td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Senior Internship and/or Senior Capstone</strong></td>
<td>The Senior Capstone Experience/Senior Project is a student-selected exploration of a topic which will result in a research paper, a project or a product, and a presentation. The Senior Capstone Experience will move students away from departmentalized learning toward a more interdisciplinary approach. This approach is one which will allow students to use a variety of skills in the areas of writing, speaking, research, and documentation. Upon completion of the Senior Capstone Experience, students will have learned more about their topics, their community, and most importantly, about themselves. Internships are one of the most important ways students gain experience and start to make contacts within their field. Work experience at a respected company or organization can strengthen a student’s college application. An internship will allow one to explore potential careers and courses of study for college.</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>CAHSEE Pass Prep</strong></td>
<td>All students must pass the CAHSEE to graduate. Students who have not passed enroll in a special month long, intensive class to prepare them for re-examination.</td>
<td>Must Pass</td>
<td>Must Pass</td>
</tr>
<tr>
<td><strong>CTE</strong></td>
<td>Permeates all learning, all classes</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Computer Literacy</strong></td>
<td>All students must be computer literate by 10th grade to keep up with the course work at YPI Valley Public Charter High School, which is designed to prepare them for 21st century living.</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Note:** Students with Disabilities usually meet all requirements. SWD students receive supplemental support in and out of class from the teacher and/or specialists equipped to handle special need cases (i.e., ADD, autistic students or physically disabled) to help them reach their highest capability. Students with an IEP who need help in math, ELA and organization are put in determined best placement and offered intervention.
Certificate of Completion – If a student with disabilities does not meet all state and local requirements for earning a high school diploma, including passing the California High School Exit Exam (CAHSEE), then the local educational agency may award the student a certificate of completion. (EC Section 56390). A student qualifying for special education services who has satisfied any of the following three requirements may be awarded a special education certificate of completion:

1. Satisfactory completion of 220 credits of a prescribed alternative course of study as identified on the student’s IEP; OR
2. Satisfactory achievement of the student’s IEP goals and objectives during high school as determined by the IEP team; OR
3. Satisfactory high school attendance, participation in the instruction prescribed in the student’s IEP, and achievement of the objectives of the statement of transition services.

Credit Recovery
Mastery of all coursework is mandatory prior to moving on to the next semester’s coursework. Therefore, students will have access to credit recovery opportunities when necessary, during summer program, during interim breaks, or along with the regular day. YPI Valley Public Charter High School will select technology curriculum such as, K-12, Advanta Learning, and or Adaptive Curriculum, so that credit recovery courses can be provided using blended learning strategies during a semester immediately after a failed course.

TRANSFERABILITY OF HIGH SCHOOL CREDIT

Parents will be notified by the Director of Instruction prior to enrolling their child at the YPI Valley Public Charter High School regarding the transferability of high school course credit.

The curriculum course list is designed by the curriculum committee to meet the University of California A-G requirements. The curriculum course lists will be submitted to the UC Board for approval yearly. Our charter school will obtain approval of our curriculum course list by acquiring WASC candidacy for accreditation or receiving accreditation status from WASC. Schools may not enter Courses/Course Descriptions in the UC Doorways until they have successfully received WASC Candidacy in the first two years. The YPI Valley Public Charter High School will obtain full WASC accreditation prior to graduating its first class of seniors.

The readmission process for students applies as the general process for admitting transfer students. The process includes transferring the student’s cumulative files from the host school to the designated school, the YPI Valley Public Charter High School. These procedures apply to students who voluntarily leave the school and wish to return as well as students who have been expelled from another school and wish to enroll at YPI Valley Public Charter High School.
The Charter School along with these students will complete an academic evaluation of the transcripts brought to transfer course credit from their respective school to YPI Valley Public Charter High School. A description of each course that the student wants to have transferred, or receive course units for, is required of the student.

In the event that students have transferred from YPI Valley Public Charter High School to another high school, their cumulative files and transcripts will be sent to the destination school in a timely manner.

Aside from the University of California system, other college systems have various admission requirements. It is the responsibility of the student and their advisor to seek and adhere to the requirements of the schools they wish to apply.

INSTRUCTIONAL MATERIALS

Instructional materials at YPI Valley Public Charter High School will be chosen by teachers and the Administrators and coordinated within the teacher teams. Textbooks will be integrated as appropriate in relation to an analysis of California Common Core State Standards via the Strategic Design process. Specifically, teachers cluster California Common Core State Standards to design units, and then integrate textbook resources as appropriate to address California Common Core State Standards in each unit.

Student texts and instructional materials are identified based on the following criteria:

- Alignment with state California Common Core State Standards, NEXT Generation and Appendices
- Research-base and evaluation data showing success with similar student populations
- Accessibility for students
- Alignment with school’s mission
- Ease of use for teachers
- The school will continuously evaluate, update, and revise textbook adoptions based on student needs and research about the most effective resources.

Teachers will be encouraged to use original and primary source material as much as possible. Instructional materials will include novels, photographs, essays, speeches, video, textbooks, and manipulatives. Teachers and students will have access to the Internet, educational software, word processing, data processing, and digital graphics in each classroom. Instructional material will be relevant, thought provoking, and interactive.

RECRUITING QUALIFIED TEACHERS

Teachers who are qualified to deliver the instructional program will be recruited through various search methods, such as EdJoin, Craigslist, CCSA, Teach for America, at local
universities, and at community organizations. Recruitment will be both local and global as necessary to find teachers appropriate for the school’s instructional approach (project-based learning, technology integration, etc.). All teachers and other instructional staff (including teaching aides) will meet the requirements for highly qualified teachers and staff required by the NCLB Act.

**Freshman Summer Bridge Program**

During the students Freshman year a “Freshman Summer Bridge Program” will be provided as a 2-day summer orientation that bridges incoming students from middle schools into the **YPI Valley Public Charter High School** culture. Students will be met by 9th grade faculty who will (1) lead them into the counseling process; (2) introduce them to the school’s graduation requirements; (3) provide a tour of the campus; (4) welcome them as members of the school community and assign email accounts; and (5) assess where they are academically in math and ELA using 4Sight, NWEA Maps Assessment Tools, Gates McGinite, and Study Island assessments. In addition to the use of the NWEA Maps assessment tools. This process will lay the foundation for a Student Support Team (SST) to shape a personalized education plan. To break the ice for nervous newcomers, team-building activities from the Sparks curriculum, dominates the first day’s activity, and by the second day, students of the newest cohort are ready to join the **YPI Valley Public Charter High School** community.

**Personalized Education Plan (PEP)**

A tailored 4-year Personalized Education Plan (PEP) will be set into motion for each student when he/she enters **YPI Valley Public Charter High School** in the 9th grade. The College Counselor will initially meet with the student and his/her parents to present them with **YPI Valley Public Charter High School** graduation requirements and curriculum that meet State and Common- Core content California Common Core State Standards. Students, in consultation with their parents and the Counselor, will select a Linked Learning pathway and that will form the basis for their Personalized Education Plan (PEP). In 10th grade, the Student Success Team (SST), which includes the teacher advisor, other teachers, the college counselor, and parents, supports the student’s progress from one grade to the next by providing the academic and behavioral interventions to keep them on track with his/her PEP. The PEP is an organic document updated every semester as sequenced coursework is completed for graduation and college readiness, CAHSEE readiness is monitored, future plans are solidified, and special needs arise (e.g. CAHSEE tutoring). PEPs help students become college and workforce ready by focusing their attention and goals and incorporating work-based learning opportunities. All Students With Disabilities (SWDs) are mainstreamed into regular classes with their state-required Individual Education Plan (IEP), and receive all allowable accommodations of their plans.
II. FAMILY-COMMUNITY-SCHOOL PARTNERSHIPS

The YPI Valley Public Charter High School is committed to community-based education providing support for its students through an integrated approach to school, family, and community. YPI Valley Public Charter High School embodies the belief that students thrive when they are part of a supportive community. YPI Valley Public Charter High School specifically defines community-based learning in the following ways:

**Service Learning**: involves students in helping to determine and meet real, defined community needs. It is reciprocal in nature benefiting both the community and the student by combining a service experience with a learning experience. **Community Resources in the Classroom**: to support student learning, YPI Valley Public Charter High School draws on existing community relationships to involve family, college-age tutors, and mentors in the education of its students.

**School as Community Center**: the school serves as a hub for life-long learning for the neighborhood providing services such as parenting workshops, computer literacy, and ESL classes.

**Service Learning** is an opportunity for students to apply classroom learning to tangible community problem solving in a way that brings learning alive and grants it real-life relevance. Teachers at YPI Valley Public Charter High School are expected to establish community connections in their field and integrate service learning into their academic units, with a focus on providing service learning opportunities that build on what students are learning in their chosen career pathway. In order to be effective, service learning must be standards-based, rooted in rigorous academic outcomes, and provide ample opportunity for students to reflect upon their learning throughout the process. Students can use technology to research solutions other communities have used to solve problems, and to form partnerships to tackle problems that transcend neighborhoods.

YPI Valley Public Charter High School will integrate the classroom and real life experiences with the community through its service learning and community service programs. Community service and service-learning projects are designed using the same Strategic Design for Student Achievement template, in order to ensure that they address standards as well as serving the community. Because service learning is integrated into core academic courses, projects are monitored by the teachers who are using that instructional strategy. Teachers will use the community to enhance and contextualize classroom learning. Students will participate in a range of community activities from field trips to long-term volunteer work. Through service learning activities, students will see themselves as vital contributors to their own community. Students will connect classroom learning with real life projects to enhance their understanding and motivation for academic achievement.

Service projects will reflect the best practices in service learning identified by Youth Service California (www.YSCal.org):
Integrated Learning
- The service-learning project has clearly articulated knowledge, skill or value goals that arise from broader classroom or school goals.
- The service informs the academic learning content and the academic learning Content informs the service.
- Life skills learned outside the classroom are integrated back into classroom learning.

High Quality Service
- The service responds to an actual community need that is recognized by the community.
- The service is age-appropriate and well organized.
- The service is designed to achieve significant benefits for students and community.

Collaboration
- The service-learning project is collaboration among as many of these partners as is feasible: students, parents, community-based organization staff, school administrators, teachers, and recipients of service.
- All partners benefit from the project and contribute to its planning.

Student Voice
- Students participate actively in: choosing and planning the service project; planning and implementing the reflection sessions, evaluation, and celebration; taking on roles and tasks that are appropriate to their age.

Civic Responsibility
- The service-learning project promotes students’ responsibility to care for others and to contribute to the community.
- By participating in the service-learning project, students understand how they can impact their community.

Reflection
- Reflection establishes connections between students’ service experiences and the academic curriculum.
- Reflection occurs before, during, and after the service-learning project.

Community Resources in the Classroom. YPI Valley Public Charter High School will invite resources from the community into the school. YPI Valley Public Charter High School will draw upon existing community partnerships with area colleges, universities, and community-based organizations to enhance the resources and instruction of the school. The school will bring the community into the classroom through its tutorial, enrichment, mentor, and parent volunteer programs. Tutors and mentors will be recruited from the University of California at Los Angeles (UCLA), Mission College, and California State University at Northridge (CSUN), building on YPI’s current partnerships with these institutions of higher learning. Volunteer tutors will work with students on homework and basic skills. University volunteers may be recruited to lead a creative writing workshop, direct a play, or coach a sports team. Guest speakers and experts from the community will be invited to share their experiences and insights with students and provide feedback for student projects. Industry professionals with careers aligned with our two Linked
Learning pathways will be invited to be guest speakers or to offer work-based learning opportunities such as job shadowing and internships. College-aged mentors will meet regularly with students to engage them in enrichment activities, provide positive role models, and expose YPI Valley Public Charter High School students to possibilities beyond their community.

**School as Community Center.** YPI Valley Public Charter High School will continue to build on the success of the Youth Policy Institute’s Valley Family Technology Project, which has been serving the schools of the area for the past three years. The school will act as a community center for technology training and access. Computer labs at the school will be accessible to YPI Valley Public Charter High School Charter families. Classes for parents will continue to be offered during evenings and weekends, including: computer education; family literacy; English as a Second Language (ESL); health and nutrition; and job training. The school will work actively with parents, students, and community groups to address issues of gang enrollment and violence. The school campus will continue to be a place for community celebrations, performances, meetings, and events.

**Parent Leadership Program –** YPI Valley Public Charter High School is committed to supporting parents through regular informational and educational events. The goal is to help parents acquire the skills and confidence necessary to become change agents for their children’s education. A dedicated and highly skilled Director of Parent and Community Relations will coordinate the schedule of events, and deliver much of the content of the Parent Leadership Program. The Director has been trained by Parents as Partners (National Council of La Raza) and Project Grad LA. Topics and events may include the following:

- Parent/Teacher Conferences
- Structure and Function of the School
- Understanding California Common Core State Standards Based Curriculum and Instruction
- Understanding Linked Learning
- Student Test-Taking Tips and Strategies
- The Road to the University
- Let’s Read / Family Literacy Night
- Family Math Night
- Science Fairs
- Student Presentations

YPI Valley Public Charter High School believes that when parents understand the structures and operations of schools they can become more involved in their students’ education. Research shows that parent involvement at their child’s school is positively correlated to increased achievement. (Keith, 1993)
III. Technology Integration

YPI Valley Public Charter High School is conceived with the understanding that technology integration enhances student achievement and motivation. Technology, however, is no substitute for high quality lesson planning. When integrated into a thoughtful, innovative lesson plan technology can help open a classroom to a wealth of information and resources. Students must understand how to interpret and evaluate Internet search results, as well as how to communicate deep understanding using software applications and multimedia technology. Students will use technology to solve math problems, download homework, complete writing assignments, access on-line services, communicate with teachers and project team members, keep journals on their learning process, present their learning, and play games. CTE classes will teach more advanced skills in Graphic Arts Technology and Media & Design Arts.

Technology-confident teachers will be recruited to teach at YPI Valley Public Charter High School. They will use technology for posting grades and collecting homework and class notes, giving on-line tests, setting up student journals, and creating discussion boards. All of the teaching staff will be involved in professional development activities that include educational technology and coaching. For example, teachers will be trained in the use of web design tool, such as Dreamweaver, Photoshop, Adobe Illustrator. Teachers will be given useful strategies to guide their students to evaluate this research, and to determine Internet source credibility. Evaluators will confirm that teachers effectively use technology as a tool for delivering instruction, and technology will be built into evaluations through class observations and focus groups to show how achievement and instruction is impacted. Research sources consulted for effective use of technology include Ravitz & Megendoller (2002) Teaching with Technology: A Statewide Professional Development Program. Buck Institute for Education (www.bie.org)

YPI Valley Public Charter High School will strive to have one computer for each student. The computers will be centrally networked and have access to a variety of educational software. Every computer will have Internet access with proper firewalls and content screening. Each teacher will easily control access to computers or the Internet via an instructional computer at his/her desk. Teachers will use visual aids such as LCD projectors and smart boards to aid lessons. Extensive professional development and in-class coaching for teachers will ensure that lesson plans use this technology to enhance high-quality lesson plans.

YPI Valley Public Charter High School will use technology in the classroom to improve the following areas: communication, collaboration, project-based learning, and advanced problem-solving. Communication between educators, students, and parents will increase as the school removes the barriers between classrooms, the school, and the community. YPI Valley Public Charter High School’s website will allow teachers and parents to share information, schedules, and homework assignments. Teachers will create a space to showcase student work and accomplishments. Students will always have access to teacher feedback and class requirements. Teachers will be able to build web-resource pages for students to use in their research projects.
Collaboration will come in several forms. Teachers, professional development professionals, and administrators will be part of an online community technology infrastructure that will bridge existing communication and information tools used by educators throughout the United States.

Teachers and coaches will collaboratively build long-term interdisciplinary units that share a common theme within the two career pathways. Teachers will create an overarching social infrastructure to nurture, organize, and manage educational activities and resources for students. Students will be able to download templates, rubrics, and resources for use in classroom assignments and group projects. They will also work simultaneously on projects that enable them to brainstorm and problem-solve as a group.

- Project-based learning helps to create multidisciplinary projects that allow students to combine knowledge from several subjects, creating a unified piece of work, often in collaboration with other students. Students can store their work centrally (on the school’s network) while working on their projects and use diverse media offered by computers, text, pictures, video, and sound.
- Advanced problem-solving allows students to create solutions to problems presented to them by their teacher. These problems require creativity, research, and critical thinking to solve. Students use installed software packages to test assumptions, research potential answers, and track their progress. Examples include opening up a virtual business, creating a simple computer program, managing a school activity, or adding to the school website.
- Teachers at **YPI Valley Public Charter High School** will have an opportunity to develop an on-line set of tools on Moodle, which allows teachers to give exams/quizzes, assignments, and lectures online. Additionally, Moodle will allow students to take the exam online, and both teachers and students receive immediate feedback.

By blending technology with project-based learning, students learn realistic and effective ways to enhance their own education, such as online research or more diverse ways to communicate with teachers and mentors, such as instant messaging, email, and voice-over IP. Technology will help students understand appropriate grade-level scientific and mathematic concepts, collaborate with fellow students, and improve basic skills at their own pace. Technology will enhance student learning by providing a multimedia-learning environment that caters to students’ different learning styles. Students will use technology to develop advanced skills in their selected career pathway, preparing them to pursue that major in college or transition into training or employment after graduation.

**IV. SMALL LEARNING COMMUNITIES**

To provide a personalized learning environment and continuous relationships among students and faculty, the student population will be organized into small advisory cohorts of approximately 25-30 students throughout their four years at **YPI Valley Public Charter High School**. Each staff member, in addition to regular classes, will have a mixed grade level
advisory that will meet daily to work collaboratively to meet the student’s educational objectives. Advisory cohorts will be clustered within the two Linked Learning pathways to promote peer learning across grade levels for each pathway. Classrooms at YPI Valley Public Charter High School will become communities of learners where ideas are respected and members are supported. Students will form positive peer groups as they advance together and work collectively in areas of academics and community projects. Respect, cooperation, and compassion will be emphasized throughout this process and modeled by teachers and administrators.

**ADVISORY PROGRAM**

A key feature of the personalized learning environment is the student advisory program. Each student will be assigned an Advisor who will stay with the student, if possible, for the entire four-year high school span. The Advisories will provide students a fervent foundation in the elements of independent thinking, planning, and study and will guide them through a continuum of regularly monitored projects to a successful student-initiated senior project.

In the beginning of each year, the advisory groups will focus on building a sense of community among students and adults and establishing trusting relationships. As the year progresses, advisory provides a forum for goal setting, problem-solving, and launching service learning and career exploration activities. At the middle and end of each year, advisory provides an avenue for students to develop digital portfolios that engage them in reflection about their effort in school, their behavior, and their academic accomplishments.

Staying with the same Advisor throughout the program is vital. Studies prove that a major challenge in the educational development of underserved students is consistency. Many students live in overburdened households, shifting schools, residences, friends and family members. Also, the media and pace of current events contribute to conditioning students to live in a sound bite world where immediate gratification and short-term goals are the norm.

Real education is long-term. The Advisory model forces students to focus and with the consistent guidance in the advisory period, gives them the opportunity to stretch and reach, ponder and plan, work and wait for the satisfaction of a long-term goal achieved. Students will research colleges and careers, completing their yearly Digital Portfolio, and participate in values clarification activities. Additionally, there will be an articulation between the student and the Advisor regarding issues with academic and social progress.

Educators, too, gain as advisory guides, who, over the four-year span become personally involved in the education of a specific student, not a name on the class roster. The target population for the charter school is low-income, minority students, although mostly Latino, still come from diverse cultures and with wide-ranging individual needs. Educators need to assess their methods and approach to educating students who may not be native born and whose early education cannot be categorized or tracked. All too often, these students get lost in a large school. Especially susceptible are the quiet students who drift through without a trace of trouble...
or an indication of potential. Seeing these students in a truly transparent manner creates, for the educator, an opportunity to focus on all students individually and to revisit the up-close challenges of the high school years. One hour per week, staff will meet to discuss the tutorial program (available through ASES) and to strengthen and create appropriate strategies for success.

In 1992, the United States Department of Labor formed the Secretary’s Commission on Achieving Necessary Skills (SCANS), which consisted of distinguished representatives from business, education, government, and labor. The mission of the SCANS Commission was to define the necessary skills to be successful in the current and future workplace. The Advisory Program will use the SCANS findings as the baseline for the program with the goal of developing a whole child that will be personally, socially and professionally successful in the future. The following are the eight major skills that SCANS identified to reach this goal. When a student enrolls at YPI Valley Public Charter High School, these skills will be presented to them and with the help of their Advisor and parent and/or guardian, develop a personalized education/learning plan that will map and set specific goals as they develop while enrolled at YPI Valley Public Charter High School. This Personalized Education Plan (PEP) will be periodically reviewed by the advisor and the student during the school year. Additionally, the PEP will be reviewed at the beginning of every grade to evaluate the student’s progress towards their goals. During these evaluations, the student will have to demonstrate progress in the SCANS skills.

The SCANS Skills:

Basic Skills: Is the student improving every year in reading, writing, mathematics, speaking, listening? Their test scores and grades will evaluate this.

Thinking Skills: Is the student thinking creatively, making decisions, solving problems, seeing things in the mind’s eye, knowing how to learn and reason and making good decisions? The student will need to provide evidence of “thinking outside the box.”

Personal Qualities: Is the student growing in terms of individual responsibility, self-esteem, sociability, self-management and integrity (morality and ethics in computer use)? The student will have to show how they have grown personally through their papers, projects, digital portfolios or activities outside the classroom.

Resources: Is the student allocating time, money, materials, space and staff wisely? (internships and classroom simulation). The student will demonstrate their efficiency and creativity in their schoolwork, internships, and after-school activities.

Interpersonal Skills: Is the student working on teams, teaching others, leading, negotiating, working well with others from diverse backgrounds? The student will show what group projects they have been working on, what clubs they are involved in, etc.
Information: Is the student acquiring and evaluating data, organizing files, interpreting and communicating and using computers to process information. The student will show what new sources of information they have located and how they have organized that information.

**System:** does the student understand social organization and technological systems, monitoring and correcting performance, and designing or improving systems? The student will have to explain their group work in terms of effective communication, leadership styles, and roles played, understanding differences and negotiating techniques.

**Technology:** Is the student applying technology to specific tasks, maintaining and understanding equipment? The student will have to show how they are using technology in all their classes, in their lives at home, and in their personal activities.

**Year One Advisory**

Each student will develop a personalized education plan that will be used as a set of goals to be met over the course of the student’s four years at **YPI Valley Public Charter High School**. These goals will be educational, career-oriented, social and personal. This learning plan will be written by the Advisor and the student, along with the feedback of the parent(s)/guardian. Throughout the school year, and at the beginning of every grade, the learning plan will be revisited, and potentially revised, as the student develops.

- Discuss and set up specific goals to reflect the needs of the individual student (i.e., sharpen language skills and strategies to eliminate math deficiencies, control tardiness, and set day-by-day goals).
- Start a digital portfolio.
- Assign high interest material relating to individual student interest in career fields of Media & Design Arts and Graphic Arts Technology, as well as material in other fields of interest for students.
- Discuss use of technology as a research tool for class projects.
- Discuss interrelationship of course work (English as it relates to math, science, technology, as well as how core academic subjects intersect with technical classes in Media & Design Arts and Graphic Arts Technology).
- Discuss working as a team, taking equal responsibility for work, and sharing success. Create and evaluate possible long-term goals and projects. List possibilities without criticism or narrow focus.
- Assign small project (set up for success) involving the tutorial group. Monitor over life of project. Make sure it is headed for success.
- Discuss the negative impact of the use and abuse of alcohol, tobacco, and drugs.

**Year Two Advisory**

• Set goals to address individual deficiencies (i.e., plan to eliminate tardies, explore strategies for student/teacher interaction).
• Introduce industry level California Common Core State Standards and goals and their relevance to academic goals. Industry representation will meet with teacher and student to discuss needs of industry and responsibilities of student.
• Set up job shadowing opportunities with industry representatives,
• Engage students in creating criteria for succeeding in the workplace as well as the classroom.
• Introduce distance learning.
• Look at last year’s long-term goals and projects list and add or eliminate as appropriate.
• Create collaborative assignment that is long term but continually monitored.

Year Three Advisory

• Connect with business partner for each student and develop internship.
• Plan the business/student partnership (i.e., dress code, manners, responsibilities, vocabulary building [specific to needs of the particular business], introductions, oral skills, job interview, and role-playing).
• Engage students in hypothesizing, deducting and formulating ideas so that questions to experts come from a deep reservoir of understanding, not superficial knowledge.
• Work on individual skills appropriate to each student’s internship.
• Review and assess last year’s goals. Review and assess portfolio.
• Review project ideas and add or subtract from it.
• Assign individual third-year project. Monitor week by week.
• College awareness including mock applications, college visits, and accessing university web sites.
• By end of year, select senior project. Project will be geared to challenge the student and meet a societal need.

Year Four Advisory

• Review accomplishments from previous years. Review portfolio.
• Work on obvious weaknesses in work habits, conduct, and academics.
• Track internship.
• Review college prospects. Set up time-line for applications, etc.
• Assign appropriate portfolio material.
• Guide student to successful completion and presentation of senior project.

V. INTERDISCIPLINARY, PROJECT-BASED LEARNING

Core academic teachers and career-technical teachers will continue to work closely together in interdisciplinary teams to provide a coordinated approach to the major concepts that students are
expected to know in depth. The school will increasingly implement a curriculum that encourages the learner to connect multiple subject areas with each other. Students will find that they are able to apply mathematic concepts in their physical science class; that they can use their English essay writing skills in history; that they can transfer earth science concepts to understand geography; and that mastery of Spanish conjugation improves their English grammar. Students engaged in interdisciplinary learning often find the content more exciting and relevant, especially if presented in a way that relates to their own lives. The Linked Learning model will especially engage students by offering concrete applications for academic concepts, as well as work-based learning opportunities that provide additional real-world connections between careers and academics.

Students will actively engage in lessons and projects that require them to build on their prior knowledge, construct and demonstrate new knowledge, to analyze and reflect upon what they have learned, and to relate their learning to the world that surrounds them. Teaching methods will include inquiry-based, inductive/deductive, direct-instruction, and cooperative learning. Students will investigate the world around them to develop questions and apply their learning.

**YPI Valley Public Charter High School** students will complete capstone projects at the end of the first semester of each year and a presentation of learning project at the end of second semester of each year that will actively demonstrate competence to their teachers, peers, parents, and community. An example of a possible math project is a probability and statistics exploration where student teams could design and implement various experiments to determine answers to questions such as, “What are the athletic attributes of Olympic athletes?” “What are their performance statistics and how do they compare to my athletic performance statistics?” Students could perform simulations for multiple trials, recording their data in a tally chart of their own design and a bar graph. Students could then take the information they collect from their random sample and use it to predict (mathematically) the athletic potential of students in the school. Student teams would be able to use tools such as HyperStudio and PowerPoint to present their information to the class. Using a rubric the teacher creates to assess mastery; students would have developed a clear understanding of what was expected of them in a successful presentation. Research sources used for the project based learning component are Ravitz, Jason (2008) "Introduction: Summarizing Findings and Looking Ahead to a New Generation of PBL Research," *Interdisciplinary Journal of Problem-based Learning*: Vol. 3: Iss. 1, Article 2.

**Presentations of Learning**

One of the school’s signature practices will be the “Presentation of Learning” (POL) were students will participate in from the moment they enter the school until they graduate. Students will begin learning presentation skills in the ninth grade and build upon these skills each year. While students will make various presentations in their classes, the POL is a high-stakes culminating event that every student must successfully complete to go on to the next grade level. Students will be given many opportunities to practice for their POL and as many opportunities as they need to pass their “Transitional” POL to the next grade level. The POL gives the student an opportunity to pick their “best work” and present it to a panel of faculty members. Using a
rubric, the faculty members will have the opportunity to assess the POL and require the student to defend his/her work. POLs will require a student to employ presentation skills, technology skills, and communication skills in a five minute presentation that culminates in an “on the spot” question and answer period that requires students to think critically and synthesize and analyze information.

**Student Internship**
The school’s senior internship requirement provides an important opportunity for industry participation. Students will spend two afternoons a week at work under the direct supervision of an assigned employee of the sponsoring company/office. Not only will this provide valuable volunteer help around the office for these businesses, it also will provide students with a taste of the world of work, while giving local businesses a way to help shape their future workforce. It gives students a close-up view of a particular company or career. The school’s Internship Coordinator will place all internships and hold meetings with interns every Friday to debrief about their experiences. Students will integrate their internship experiences and learning into career-technical coursework, while applying academic and technical concepts in their internships. Student internships will culminate in a final project presented to the school at the end of the semester, and students will be given an opportunity to evaluate the performance of their host employer as well as the experience.

**VI. Culturally Relevant and Responsive Education**

Culturally Relevant and Responsive Education (CRRE) is defined as adjusting how we teach to the needs and experiences of students by using their cultural knowledge, prior experiences, frames of reference, and performance styles to make learning encounters more relevant and effective for them. The research affirms that culture, teaching, and learning are interconnected and that school achievement increases to the extent that teaching employs the cultural referents of the students to whom it is directed (Gay, 2000).

To build students’ sense of connection to and pride in their culture, the curriculum includes readings, authors, and activities that reflect the diverse background of our students. In addition, the instructional leadership team has participated in the LAUSD Academic English Mastery Closing the Achievement GAP Branch, administrators and teachers will collaborate and institute training on effective strategies for teachers. This institute will focus on “Culturally Responsive Teaching: Scaffolding Access to Rigorous California Common Core State Standards-Based Curricula for Underachieving Students.” Listed below are some of the goals and objectives for the Professional Development offered. Participants will:

- Gain increased understanding of Standard English Learners (SELS) and the barriers that impact their ability to access core curricula.
- Gain an understanding of the origin and historical development of African-American, Mexican-American, and Central-American language and the impact that it has on learning.
- Address the challenges of poverty in our communities.
• Creating a collaborative culture and collective effort

• Acknowledge that languages/linguistics have a plus value aspect and that within our various cultures we have symbolic interactions, code switching, and perceptions that influence our learning and in teaching our children. (Symbolic Interaction Theory)

• Present, implement and coach teachers with instructional strategies that support the acquisition of language and learning in all SELs.

• Deepen understanding of Mainstream English Language Development (MELD) Instruction-Developing Listening, Speaking, Reading, and Writing.

**Raising Student Achievement**

The school will maintain a focus on California Common Core State Standards across all of its academic programs and initiatives. Scope and sequences for all core content areas, technology, and foreign language will be designed based on California Common Core State Standards utilizing the Strategic Design for Student Achievement process described in the section on Professional Development. Furthermore, the capstone projects are planned using a template (BIE PBL Planning Form) that begins with state California Common Core State Standards and ensures that assessments are aligned to proficiency outcomes. Clearly using data-driven instruction as a method to assess, “Are students learning”?

Using the four key principles outlined in Driven By Data

• Assessment: Create rigorous assessments that provide meaningful data.

• Analysis: Examine the results of assessments to identify the causes of both strengths and shortcomings.

• Action: Teach effectively what students most need to learn.

• Culture: Create an environment in which data-driven instruction can survive and thrive.

Together with each student’s end of year portfolios (and throughout the year), students will reflect on their progress towards standards and school outcomes (ESLRs) by reviewing their own work in relation to California Common Core State Standards. Teachers engage in data-driven conversations in order to determine which California Common Core State Standards need to be addressed through all modes of instruction, including direct instruction and project-based learning. This occurs on scheduled professional development days, Tuesday shortened days, minimum days, teacher preparation time, and during summer institutes. Data analysis will include quantitative data (4Sight assessments, NWEA Maps Assessment Tools, Gates-MacGinitie, Study Island, ALEKS Math, Empower3000; as well as, program data logs, and teacher-created assessments) along with qualitative data (student work, classroom observations and learning walks, etc.).

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In order to meet Adequate Year Progress (AYP) targets in ELA and Math our school will take the following steps:

- Design all curricula in every subject area based on an analysis and prioritization of California Common-Core State Standards, NEXT Generation and Appendices.
- Use of effective testing measurements, Smarter Balanced and other state testing requirements.
- Access to technology, interaction and proficiency of interacting and responding to on-line Smarter Balanced testing modules.
- Provide on-going professional development that addresses standards-based academic rigor in the classroom, data-driven instruction, and best practices in first-teaching, re-teaching, and intervention.
- Engage in quantitative and qualitative data-driven conversations in order to identify and target students performing at a basic or below level, and design instruction to move student to proficiency.

**The Instructional Calendar Will Be:**

**YPI Valley Public Charter High School** has a longer school day than traditional public schools in order to allow for more time for learning and community activities. The school offers 180 instructional days. The Administrators and Board of Directors will determine specific calendar dates and hours on an annual basis. The proposed school calendar for the 2015-2016 school-year is in the attached (Attach LAUSD Proposed Calendar for next year)
## Academic Calendar

### Calendar 2014-2015 School Year

<p>| Month     | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | School Days |
|-----------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|---|
| August    | tp | d | tp | d | tp | d | tp | d | tp | d | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 14 |
| September | nh | tp | d | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 20 |
| October   | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 21 |
| November  | tp | d | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | nh | v  | nh | nh | nh | nh | nh | nh | 16 |
| December  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | v  | v  | n  | h | n  | h | v  | v  | v  | v  | 15 |
| January   | nh | v  | v  | v  | v  | v  | v  | v  | v  | v  | tp | d | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 13 |</p>
<table>
<thead>
<tr>
<th>Calendar Key</th>
<th>YPI Charter Schools Holidays and Key Dates</th>
<th>Teacher Professional Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>instructional day</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>CPT day</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>minimum day</td>
<td></td>
</tr>
<tr>
<td>v</td>
<td>vacation</td>
<td></td>
</tr>
<tr>
<td>n</td>
<td>national holiday</td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>All Staff Training</td>
<td></td>
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<td>S</td>
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<td>tp</td>
<td>teacher professional day</td>
<td></td>
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<tr>
<td>P</td>
<td>Parent Conferences</td>
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<tr>
<td>C</td>
<td></td>
<td></td>
</tr>
<tr>
<td>l</td>
<td>CST Testing</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>9/11/14</th>
<th>1st Semester Starts</th>
<th>1/13/15</th>
<th>2nd Semester Starts</th>
<th>8/1/14 to 8/11/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/1/14</td>
<td>Labor Day</td>
<td>1/19/15</td>
<td>M.L. King Jr. Day</td>
<td>10/6/14</td>
</tr>
<tr>
<td>10/27/14</td>
<td>Parent Conference</td>
<td>2/16/15</td>
<td>President's Day</td>
<td>11/3/14</td>
</tr>
<tr>
<td>11/10/14</td>
<td>Veteran's Day</td>
<td>3/23/15</td>
<td>Parent Conference</td>
<td>1/12/15</td>
</tr>
<tr>
<td>11/26 - 11/28/14</td>
<td>Thanksgiving</td>
<td>3/30/15 to 4/6/15</td>
<td>Spring Break</td>
<td>2/2/2015 (1/2 day)</td>
</tr>
<tr>
<td>12/25/14</td>
<td>Christmas</td>
<td>5/25/15</td>
<td>Memorial Day</td>
<td>6/9/15</td>
</tr>
<tr>
<td>1/1/15</td>
<td>New Year's Day</td>
<td>6/5/15</td>
<td>End of 2nd Semester</td>
<td></td>
</tr>
</tbody>
</table>
SCHEDULE

YPI Valley Public Charter High School will implement a schedule that gives teachers ample time to promote student understanding. Core subject classes (Language Arts, Math, Social Studies, and Science) will be given 50 minutes or more for all grades. Before school and after-school learning opportunities will equal approximately 3 hours each day.

- **Before- and after-school time** will be used for intervention for struggling students, enrichment, extra-curricular activities, and community services.

- **Advisory Period** - Students will meet with faculty or staff in small groups (approximately 25:1 ratio) throughout the course of the school year. In the beginning of each year, the advisory groups will focus on academic reflection and development of digital portfolios. They also will build a sense of community among students and adults and establish trusting relationships. As the year progresses, the advisory will provide a forum for goal setting, problem-solving, and launching service learning activities. At the middle and end of each year, the advisory will provide an avenue for students to reflect on their efforts in school, their behavior, and their academic accomplishments.

- **YPI Valley Public Charter High School** will have block scheduling for the school week. Periods 1, 2, 3 meet on Mondays and Wednesdays. Periods 4,5,6 meet on Tuesdays and Thursdays. All periods will meet on Fridays. Students will participate in PE activities on Mondays, Wednesdays, and Thursdays, and have an Advisory/Study Hall on Wednesday/Thursday. Each day begins with a 0 period which begins at 7:55 and ends at 8:45 for the SFA Reading Core/College Preparatory Monday-Friday.

### Monday / Tuesday

<table>
<thead>
<tr>
<th>Description / Section</th>
<th>Start Time</th>
<th>End Time</th>
<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,4</td>
<td>8:45 AM</td>
<td>10:25 AM</td>
<td>100 min</td>
</tr>
<tr>
<td>Nutrition</td>
<td>10:25 AM</td>
<td>10:45 AM</td>
<td>20 min</td>
</tr>
<tr>
<td>2,5</td>
<td>10:45 AM</td>
<td>12:25 PM</td>
<td>100 min</td>
</tr>
<tr>
<td>Lunch</td>
<td>12:25 PM</td>
<td>12:55 PM</td>
<td>30 min</td>
</tr>
<tr>
<td>PE Activities</td>
<td>12:55 PM</td>
<td>2:10 PM</td>
<td>75 min</td>
</tr>
<tr>
<td>3,6</td>
<td>2:10 PM</td>
<td>3:50 PM</td>
<td>100 min</td>
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</table>

### Wednesday / Thursday

<table>
<thead>
<tr>
<th>Description / Section</th>
<th>Start Time</th>
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<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,4</td>
<td>8:50 AM</td>
<td>10:40 AM</td>
<td>110 min</td>
</tr>
<tr>
<td>Nutrition</td>
<td>10:40 AM</td>
<td>11:00 AM</td>
<td>20 min</td>
</tr>
<tr>
<td>2,5</td>
<td>11:00 AM</td>
<td>12:55 PM</td>
<td>115 min</td>
</tr>
<tr>
<td>Lunch</td>
<td>12:55 PM</td>
<td>1:25 PM</td>
<td>30 min</td>
</tr>
<tr>
<td>Advisory</td>
<td>1:25 PM</td>
<td>1:55 PM</td>
<td>30 min</td>
</tr>
<tr>
<td>3,6</td>
<td>1:55 PM</td>
<td>3:50 PM</td>
<td>115 min</td>
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</table>
Friday

<table>
<thead>
<tr>
<th>Description / Section</th>
<th>Start Time</th>
<th>End Time</th>
<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8:45 AM</td>
<td>9:35 AM</td>
<td>50 min</td>
</tr>
<tr>
<td>2</td>
<td>9:35 AM</td>
<td>10:25 AM</td>
<td>50 min</td>
</tr>
<tr>
<td>Nutrition</td>
<td>10:25 AM</td>
<td>10:45 AM</td>
<td>20 min</td>
</tr>
<tr>
<td>3</td>
<td>10:45 AM</td>
<td>11:35 AM</td>
<td>50 min</td>
</tr>
<tr>
<td>4</td>
<td>11:35 AM</td>
<td>12:25 PM</td>
<td>50 min</td>
</tr>
<tr>
<td>Lunch</td>
<td>12:25 PM</td>
<td>12:55 PM</td>
<td>30 min</td>
</tr>
<tr>
<td>X-Block</td>
<td>12:55 PM</td>
<td>2:10 PM</td>
<td>75 min</td>
</tr>
<tr>
<td>5</td>
<td>2:10 PM</td>
<td>3:00 PM</td>
<td>50 min</td>
</tr>
<tr>
<td>6</td>
<td>3:00 PM</td>
<td>3:50 PM</td>
<td>50 min</td>
</tr>
</tbody>
</table>

All Schedules total 180 Days of School 375 min/day =67,500 Min Total

9th Grade Student Schedule – Minimum/Shorten Day

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

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

10th Grade Student Schedule – Minimum/Shortened Day

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

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

11th Grade Student Schedule – Minimum/Shortened Day

30 min advisory, 70 min blocks (x3) = 240 instructional minutes
<table>
<thead>
<tr>
<th>Time</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00-8:30</td>
<td>Advisory</td>
</tr>
<tr>
<td>8:35-9:45</td>
<td>A block: Algebra II</td>
</tr>
<tr>
<td>9:50-11:00</td>
<td>B block: ELA 11</td>
</tr>
<tr>
<td>11:05-12:15</td>
<td>C block: Physics</td>
</tr>
<tr>
<td>12:15</td>
<td>Dismissal</td>
</tr>
</tbody>
</table>

12th Grade Student Schedule – Minimum/Shortened Day

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

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

**YPI Valley Public Charter High School** Instructional minutes and Days Calculator:

<table>
<thead>
<tr>
<th>Number of Regular Days</th>
<th>Number of Instr. Minutes Per Regular Day</th>
<th>Number of Early Dismissal Days</th>
<th>Number of Instr. Minutes Per Early Dismissal Day</th>
<th>Number of Minimum Days</th>
<th>Number of Instr. Minutes Per Minimum Day</th>
<th>Number of [Other] Days</th>
<th>Number of Instr. Minutes Per [Other] Day</th>
<th>Total Number of Instr. Days</th>
<th>Minutes Req'd Per State</th>
<th>Total Number of Instr. Minutes</th>
<th>Number of Instr. Minutes Above/Below State Req't</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Select Y/N</td>
<td>136</td>
<td>400</td>
<td>36</td>
<td>340</td>
<td>4</td>
<td>242</td>
<td>176</td>
<td>64800</td>
<td>67608</td>
<td>2808</td>
</tr>
<tr>
<td>10</td>
<td>Select Y/N</td>
<td>136</td>
<td>400</td>
<td>36</td>
<td>340</td>
<td>4</td>
<td>242</td>
<td>176</td>
<td>64800</td>
<td>67608</td>
<td>2808</td>
</tr>
<tr>
<td>11</td>
<td>Select Y/N</td>
<td>136</td>
<td>400</td>
<td>36</td>
<td>340</td>
<td>4</td>
<td>242</td>
<td>176</td>
<td>64800</td>
<td>67608</td>
<td>2808</td>
</tr>
<tr>
<td>12</td>
<td>Select Y/N</td>
<td>136</td>
<td>400</td>
<td>36</td>
<td>340</td>
<td>4</td>
<td>242</td>
<td>176</td>
<td>64800</td>
<td>67608</td>
<td>2808</td>
</tr>
</tbody>
</table>

**1.6 Professional Development**

Administrators and teachers will seek to develop themselves as professional educators and human beings. Peer relationships will include coaching, mentoring support and opportunities for professional development and frequent informal discussions on educational issues. The values of serving students, professional development, and self-renewal will be central in our school’s culture.
YPI Valley Public Charter High School will implement a professional development system that is refocused and redesigned to address the specific needs of a staff committed to the implementation and assessment of an instructional program that is standards-based, academically rigorous, research-based and uniformly available to all students. The staff will dedicate “banked hours” professional development time throughout the school year.

In YPI Valley Public Charter High School’ program, teams of teachers, administrators and out-of-classroom personnel will meet regularly, both within and across disciplines, to research and discuss best practices; design benchmark and core assignments for every grade level, content area, and where applicable, interdisciplinary teams; will examine student work; and analyze assessment data to modify instruction. Individuals and teams of teachers from every department will be regularly sent to conferences, workshops, and demonstration sites to participate in gathering information on innovative strategies for improving student mastery of the skills and content required for promotion. These teachers will share their findings during professional development days with their departments and/or interdisciplinary groups. All staff will meet regularly to examine student work, analyze the effectiveness of the benchmark and core assignments, and redesign activities and curriculum in response to the assessment data.

In addition to developing performance assessments for students, we will explore new evaluation tools/instruments modeled on subject-specific teacher standards and the Teaching Performance Expectations of the California Standards of Quality and Effectiveness for the teaching profession, incorporating elements of self-evaluation, professional growth activities, portfolio documentation, peer observation, and demonstration lessons.

Annual Professional Development Calendar:

July- 6 Days; New Teacher Orientation; YPI Valley Public Charter High School-wide Summer Conference; School Based Planning

- July –June: within 30 days of starting employment all employees are required to earn and sign a certificate of participation in all mandatory training by watching training videos accessible on the school website and YPI Valley Public Charter High School+ including: Safe School Plan; Emergency Evacuation; Blood Borne Pathogens; Child Abuse; Sexual Harassment. Certificates of participation are maintained in employee files.
- August-June: 6 Days; Pupil Free Day Professional Development Focused on Common Core Implementation, Analysis of Data, Effective Instruction
- August-June: Weekly Early Release Monday, School and Teacher Designed Professional Development and Professional Learning Communities by Content Area Focused on Common Core Implementation, Analysis of Student Work, Analysis of Student Performance Data
- August – June: iObservation and NWEA Maps; professional development selected by individual teachers to meet their needs linked to the YPI Valley Public Charter High School Framework for Effective Teaching
Teachers will participate in professional development before the opening of school and throughout the school year. During school level and YPI Valley Public Charter High School-wide professional development, teachers are supported by principals and YPI Valley Public Charter High School identified staff in analyzing their data on a school, classroom and individual level, and planning their re-teaching week (the first week of any new quarter) to address the current needs of their students. Professional development agendas include content-based sessions, site-based sessions, and a variety of instructional workshops designed to address needs evidenced by data. Examples of workshops include use of leveled tasks in differentiating mathematics classrooms; instructional planning for the station model; rubrics to support collaborative stations work; checking for understanding in direct instruction; and planning and facilitating academic discourse.

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

1.7 Meeting the Needs of All 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.

The **YPI Valley Public Charter High School** will meet all applicable legal requirements for English Learners as it pertains to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

**Home Language Survey**

The Charter School will administer the home language survey upon a student’s initial enrollment into the Charter School (on enrollment forms).

**CELDT/ELPAC Testing**

All students who indicate that their home language is other than English will be California English Language Development Test ("CELDT/ELPAC") tested within thirty days of initial enrollment and at least annually thereafter between July 1 and October 31 until re-designated as fluent English proficient.

The Charter School will notify all parents of its responsibility for CELDT/ELPAC testing and of CELDT/ELPAC results within thirty days of receiving results from publisher. The CELDT/ELPAC shall be used to fulfill the requirements under the Elementary and Secondary Education Act for annual English proficiency testing.

**Reclassification Procedures**

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6 The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT/ELPAC tested. All other students who have indicated a home language other than English will continue with annual CELDT/ELPAC testing based upon the date last tested at the prior school of enrollment.
Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following, in addition to the County’s criteria, included below:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the CELDT/ELPAC.
- Participation of the pupil’s classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil’s curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents’ opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil’s performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

**YPI Valley Public Charter High School** will incorporate an English Language Development (ELD) program that will target students who are struggling with the development of their English language skills that will include:

- Ongoing measurement of each English Learner student’s progress toward English language proficiency, through the use of ELD portfolios.
- Use of Success For All to assist EL students.
- Ongoing professional development in the area of sheltered instruction for all subject area teachers, primarily using the SIOP model.
- Opportunities for ELD level 1 and 2 students to receive additional instructional support after school.

Title III funding from the federal government to help English learners to speak, read, and write in English and to achieve in reading and mathematics. **YPI Valley Public Charter High School** will receive Title III funds that are reviewed each year, as required under the No Child Left Behind (NCLB) Act of 2001, to see if they meet the three Annual Measurable Achievement Objectives (AMAOs) for our students who are identified as English learners:
### AMAO’s

<table>
<thead>
<tr>
<th>Progress in learning English</th>
<th>Measureable Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Increase one proficiency level</td>
<td>- Administer the CELDT/ELPAC to ascertain the level of proficiency.</td>
</tr>
<tr>
<td>- Early Advanced and Advanced must reach English Proficient level bringing all skills to Intermediate Level.</td>
<td>- Conduct analysis of EL’s using ELSSA.</td>
</tr>
<tr>
<td>- English Proficient levels are expected to maintain that level.</td>
<td>- Identify factors that contribute to meeting or not meeting AMAO’s.</td>
</tr>
</tbody>
</table>

| Progress in the percentage of students who become proficient in English | Increase English Learner redesignation ratio yearly. Continue to Monitor students who have been redesignated and work with students at each level. |

| Academic targets in English-language arts and mathematics AYP- | Monitor and assist that EL meet academic targets in English Language Arts of 56.0%, and 56.4% in Mathematics (Increasing yearly) |
| - Participation Rate | |
| - Percentage Proficient or Above | |

The school will hold quarterly meetings with parents to discuss each student’s progress toward English language proficiency.

English Learners will achieve and sustain high levels of academic, linguistic and cultural competency. The goals are:

- **The English Learner Master Plan** programs will be developed and fully implemented.
- **ALL** English Learners will master the English language as efficiently and effectively as possible.
- **ALL** English Learners will achieve academic success.
- There will be a substantial increase and optimization of EL and RFEP participation in GATE, and other classes. ELs and RFEPs will have representation in success with college entrance exams and enrollments in colleges and universities consistent with their size of the entire student enrollment.
- ELs and RFEPs will continue traditions of responsibility and positive relationships within their families and home community and will be prepared develop the ability to live and work productively in various cultural settings throughout the wider society.
- ELs and English Only students enrolled in programs where they will master listening, speaking, reading, and writing in Spanish as well as English.
- Parents of ELs and RFEPs will be engaged and represented in their children’s education consistent with the proportion of the students enrolled.
English Learners will develop the skills necessary to be successful citizens. These skills include:

- Academic preparation
- Information literacy
- Fluency in technology
- Cross-Cultural sensitivity
- Interpersonal communication
- Community and civic participation
- Social and environmental responsibility.

**LEARNING ENVIRONMENT**

English Learners at **YPI Valley Public Charter High School** will be provided a safe, non-threatening and affirming learning environment in which it is the norm for them to:

- Interact, collaborate, communicate, and negotiate with their peers.
- Experience an education that is rich and challenging which will prepare the student to be college and career ready.
- Use and fully develop their language and culture.
- Have their voices heard and reflected throughout the school community.
- Share equitably in the allocation of access and resources.

**PEDAGOGY**

English Learners will have access to culturally and linguistically responsive teaching strategies that are focused on their experiences, interests, and needs. This includes:

- Complex, hands-on learning experiences.
- Opportunities for active processing, deep and critical thinking, and reflection.
- Connections between new and prior knowledge.
- Examining issues of social justice which have daily impact on students’ families and their communities.

In the event a student enters **YPI Valley Public Charter High School** without records and/or prior assessment and there is a family request or an apparent need for English language enrichment, a Home Language Survey will be completed. If language other than English is indicated on the survey, appropriate testing and ELD level will be utilized to maximize the student's capacity for English language acquisition.

**GIFTED AND TALENTED STUDENTS AND STUDENT ACHIEVING ABOVE GRADE LEVEL**

Some students will enter the school better prepared or be able to learn at a faster pace than the majority. **YPI Valley Public Charter High School** will use the student cumulative files to
determine which students have been identified as gifted students. The mission of **YPI Valley Public Charter High School** includes assuring that all students' educational experience is rigorous. This will be accomplished via the educational program components described above:

- Linked Learning
- Project-based Learning
- Grade-level Advisory
- Block Scheduling with Core/College Preparatory
- Integrated curriculum

Teachers will be prepared to provide additional challenges for these students with these components. Portfolios and exhibitions will be used in assuring that students are accountable for working up to their potential by customizing expectations to the learner. Students working at different paces will sometimes be paired so that students excelling in a particular subject help students struggling with material that is more challenging. Research shows that people deepen understanding through the process of teaching others. Students identified, as GATE will have access and opportunities to participate in AP Courses and Honors. High Achieving students will also have access to AP Courses.

**Students Achieving Below Grade Level**

The progress of all **YPI Valley Public Charter High School** students will be reviewed throughout the year, with progress and concerns recorded in each student's Personalized Educational Plan (PEP). Every year at the end of the first quarter, the fall benchmark assessments are comparing to the outcomes of the previous STAR tests to set the academic goals for the year. **YPI Valley Public Charter High School** will use of the California Smarter Balanced Assessments to measure student academic achievement. The PEP goals for each subject are compared to the goals of the previous year's PEP (if a returning student), and aligned to the school-wide achievement plans.

**YPI Valley Public Charter High School** identifies students’ performing below grade level through the results of PEP and student work products. Faculty identifies students struggling to stay at grade level throughout the year by on-going assessments and monitoring their PEP. The students assigned **YPI Valley Public Charter High School** Advisory Instructor is in the lead role to ensure that the PEP is up-to-date, and to interpret the latest information. The Advisory Instructor is supported in this continuous review by the Administrators.

The support provided by **YPI Valley Public Charter High School** to all students falls within a range of intervention strategies, presented according to need. If a student is not progressing toward the standards and is between 1.9 and 2.0 grade levels below proficiency, the student will automatically move to Level 2 of support strategies.

These services fall along this scale, according to need:

**Level 1 Support Strategies for All Students**
- Additional instructional time
- Differentiated instruction
- Flexible groupings
- Additional exposure to the information and language being presented in the lesson
- Progress reports to parents/guardians
- Planner checks
- Paraprofessional support
- Focus on accelerating student progress and meeting student needs

**Level 2 Support Strategies for Low-Achieving Students**
- Extended day program for tutoring
- Teacher assistance
- Counseling and parent meetings
- One-on-One Instruction by teachers, paraprofessionals or the Inclusion Specialist
- Peer tutoring
- Additional Focused assignments

**Level 3 Support Strategies for Low-Achieving Students**
- Formal **YPI Valley Public Charter High School** Advisory meeting held to determine need for formal assessment for Special Education
- Special education classes providing academic support and learning strategies
- Special education/general education collaboration for instruction and assignments

**YPI Valley Public Charter High School** recognizes that there are students who may need additional support within the classroom both academically and behaviorally. The school requires that the teacher make the best use of their resources in the general education classroom before referring a student for consideration of Special Education Services. All **YPI Valley Public Charter High School** staff will be offered training in the signs of common learning disorders to increase the likelihood that these needs will be identified. Instruction activities will vary to accommodate different learning styles to draw out students' various strengths. Students' simply needing additional assistance in particular subjects or skill areas may get additional help from peers, staff, and volunteer tutors. Students who are not achieving because of distracting issues in their personal lives will have a forum for identifying and discussing issues during their Advisory sessions (described in an earlier section of this element) or one-on-one with staff. When additional interventions are needed, the staff will be proactive in coordinating support services.

In core and non-core academic areas, the central goal for all **YPI Valley Public Charter High School** students will continue to be for all students to demonstrate academic proficiency in all of the core academic areas. “Proficiency” will be defined as a score of proficient or above on the California Common Core State Standards Test/ SMARTER Balance, and “Satisfactory” evaluations on PEP goals, projects, or presentations. “Proficiency” for students with special needs and students designated as English Language Learners is defined appropriately according to their Individual Education Plans and English proficiency levels, respectively. Performance standards and assessments for students with special needs are adapted as appropriate to their Individualized Education Plans as well. Additionally, performance standards and assessments for English Language Learner students are in accordance with the state-adopted English Language Development standards and CELDT/ELPAC.
Students arriving with standard scores below grade level in reading and math will be enrolled in supplemental programs such as Success for All Reading Edge, ALEKS, and Study Island. **YPI Valley Public Charter High School** is uniquely positioned to use computer-assisted intervention programs that assess students and adapt to their needs in real time. All students will receive reading instruction at their level of proficiency through the Reading Edge. Students struggling with math computation receive support during and after school via ALEKS, Study Island, and Reading Edge. Identified students are enrolled in after-school tutoring sessions to supplement regular instruction. Tutors will be recruited from YPI’s AmeriCorps program.

Regular progress monitoring is also an essential component of the academic support structure. Student reading and math proficiency are regularly assessed, and the data are used to identify appropriate placements, modify instruction, and identify student needs.

The progress of all **YPI Valley Public Charter High School** students will be reviewed throughout the year, with progress and concerns recorded in each student’s Personalized Education Plan (PEP).

**Socio-Economically Disadvantaged Students**

**YPI Valley Public Charter High School** will be committed to meeting the needs of all students who enroll in the school. The school serves a neighborhood where the vast majority of residents are of a low socioeconomic status. Enrollment patterns in the first charter resulted in a demographic that was at least 90 percent of our students, which is why socio-economically disadvantaged students are identified by the CDE as a significant subgroup. The academic performance of the school in the first charter demonstrates that the needs of this subgroup will be met by the **YPI Valley Public Charter High School curriculum**.

**Students in Other Subgroups**

No other relevant subgroup.

**A Typical Day**

A typical day at **YPI Valley Public Charter High School** will be designed for deep exploration of subject matter content and to provide ample opportunities for students to socialize and engage in enriching extra-curricular activities. The schedule will be set up to ensure equitable access for all students to a curriculum that meets their needs and challenges them academically. Students will generally arrive at school between 7:15 a.m. and 7:55 a.m. so that they can have breakfast and prepare for the day. Teachers arrive at 7:30 am. On Monday mornings, teachers attend a calendar meeting and on Thursday mornings, they attend a curriculum meeting. On other mornings, teachers are mentoring students, and students are finishing up assignments on computers, checking their email and ordering lunch online. Every day begins with all students
attending a reading Core/College Preparatory course during period 0, Success For All: The Reading Edge, which provides prevention, intervention, and gifted reading instruction. Students then have a nutrition break and transition into their core academic or Linked Learning technical content courses and/or other Core/College Preparatorys (Technology, Communication, and Foreign Languages).

Students will participate in a block schedule for their core curriculum. These longer blocks allow for deeper exploration of subject matter and thematic integration to ensure mastery of content. Furthermore, four times a week, Monday-Thursday, each student only sees five teachers in the course of the day, and only makes three to four transitions. This supports a small learning community and minimizes opportunities for problems to arise. On Friday, students have seven, 50-minute blocks so that they have more opportunity for Core/College Preparatorys and a 75 minute PE block for the day. The day ends at 3:50 p.m. daily. Every day, students participate in intervention workshops, enrichment, extra-curricular activities, and community service after school between 3:50 p.m. and 6:30 p.m.

All students will participate in the Physical Education (PE) program. PE teachers have been trained in, and are implementing the Sports, Play, and Active Recreation for Kids (SPARK) curriculum, which provides appropriate PE activities for students in grades K-12. The program includes sports, dance, and general fitness, and is aligned to National PE standards. Students also engage in teambuilding, leadership and communication through the Fulcrum program.
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).

2.1 DISTRICT REQUIRED LANGUAGE

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.

2.2 MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

STUDENT ACHIEVEMENT

YPI Valley Public Charter High School will implement a rigorous assessment program to ensure that student performance levels are meeting or progressing towards the state and school academic objectives. Students will be assessed regularly throughout their years at YPI Valley Public Charter High School through a variety of methods (see chart below with assessment methods). Student content mastery will be assessed using multiple measures that are based on an assessment program that improves learning and provides ample assurances of accountability and objectivity. The approach to assessment will be conducive to benchmarking students against
themselves, evaluating groups of students, and assessing the school on an annual basis, using local, state, and national standards. **YPI Valley Public Charter High School** will meet all statewide California Common Core State Standards and conduct the pupil assessments required pursuant to Section 60602.5 and any other statewide standards authorized in statute or student assessments applicable to students in non-charter public schools.

**OUTCOME GOALS-SKILLS, KNOWLEDGE, AND ATTITUDES**

*YPI Valley Public Charter High School* will satisfy state requirements for student assessments as required by law. *YPI Valley Public Charter High School* is committed to closing achievement gaps and increasing the academic performance of all its students, including low achievers, high achievers, and English Language Learners and students with special needs. The goals and performance outcomes for all students and the school are as follows.

The purpose of assessment is to support and guide the learning process. Assessment also clarifies those areas that need further development, and enables teachers to focus their efforts to fine-tune their instructional practices. Assessment allows teachers to diagnose students’ abilities at a given time in order to differentiate instruction based on individual needs.

At *YPI Valley Public Charter High School* assessment is a means of measuring each student's progress according to clearly recognizable standards. It is a source of motivation for the students and a guide for helping them achieve personal expertise while being carried out in a spirit of collaboration that provides positive reinforcement to the student. *YPI Valley Public Charter High School* will use these measurements to assess the extent to which all students demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in *YPI Valley Public Charter High School*’s educational program. Furthermore, these assessment tools will provide structure and guidance to teachers to drive classroom instruction. The Administrators and teachers will be accountable to the students, parents, our community, LAUSD, and the state for student progress and student achievement.

**WHO WILL BE ACCOUNTABLE FOR STUDENT PROGRESS**

Students will be held accountable and taught to be responsible for their own learning through a number of approaches. Parents will be held accountable for involvement in the school through the parent compact and in their child’s education. However, at *YPI Valley Public Charter High School*, primary responsibility for student progress falls on teachers and administrators.

Some of the programs and practices that hold teachers and administrators responsible for student progress are described below in *Data-Driven Decision-Making*, *Professional Development*, and *Personalization/Student Advisors*.

**DATA-DRIVEN DECISION-MAKING**

Research shows that classrooms can make significant gains in student achievement even with the most academically challenged students, and *YPI Valley Public Charter High School* is
committed to doing just that. To reach each of its goals, and to continually improve the quality of the education that the students are receiving, the YPI Valley Public Charter High School community utilizes data-driven decision-making. This process begins with teachers and administrators working together to collect key assessments, setting benchmarks, and pieces of student work. Academic files for every student will be created. Before the students graduate, they must present work from different classes. In essence, they must defend the knowledge they have acquired throughout their matriculation at YPI Valley Public Charter High School. Data also includes Academic Performance Index (API) and Smarter Balanced California Standards Test results, published and teacher generated classroom assessments to determine student needs and the curricular and instructional approaches that best address those needs.

This process keeps all involved community members, including teachers and students, accountable for teaching and learning. With an overall intent to meet Academic Performance Index (“API”) growth targets and Adequate Yearly Progress (“AYP”) as set forth in the No Child Left Behind Act, the following goals shall be pursued by YPI Valley Public Charter High School:

2.3 MEASURING PUPIL OUTCOMES: SUMMATIVE ASSESSMENT PERFORMANCE TARGETS

MEASURES AND SKILL DEVELOPMENT

YPI Valley Public Charter High School will evaluate academic; as well as, critical-thinking, problem-solving, and interpersonal skills. The following student outcomes are more fully described in Element 1 under “Academic Core Curriculum.” In addition, the assessment methods by which the outcomes will be evaluated are outlined in Element 3 under “Methods to Measure Student Outcomes” and Student Outcomes Align with State Standards: Both classroom assessments and standardized test scores help to measure subject specific outcomes related to the Common Core State Standards. The chart below demonstrates what each student will master in each core subject.

<table>
<thead>
<tr>
<th>Curriculum Focus/ Courses</th>
<th>Examples of Learning Objectives Based on Common Core State Standards</th>
<th>Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>English/Language Arts</td>
<td>Students will be able to read with comprehension, write with clarity, speak with meaning, and possess familiarity with literary works and will be able to: - understand the main and subordinate ideas in written works, lectures, and discussions - to manipulate and create ideas about a topic and be able to organize them for</td>
<td>CAHSEE, ELA SMARTER Balance, Interim School-Based Quarterly Assessments, Teacher-Made Tests, Portfolios, Service Learning Projects Administration of EAP option for college placement.</td>
</tr>
<tr>
<td>English 9</td>
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<tr>
<td>English 10</td>
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<tr>
<td>English 11</td>
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<tr>
<td>English 12</td>
<td></td>
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<tr>
<td>Life Skills</td>
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<tr>
<td>English 11 Honors</td>
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<tr>
<td>AP English</td>
<td></td>
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<tr>
<td>Presentation</td>
<td>NCLB Requirements</td>
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<tr>
<td>- write essays using the English language correctly and effectively</td>
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<tr>
<td>- write an autobiography every year with increased breadth and depth expected in succeeding years</td>
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<thead>
<tr>
<th>English Language Development</th>
<th>CELDT/ELPAC</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Students will be able to gain increasing control of the ability to understand, speak, read and write in the English language.</td>
<td></td>
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<tr>
<td>— SMARTER Balance ELA Interim School-Based Quarterly Assessments, Teacher-Made Tests</td>
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<thead>
<tr>
<th>Mathematics</th>
<th>CAHSEE, Math, Algebra I, Geometry, Algebra II SMARTER Balance Interim School-Based Quarterly Assessments, Teacher-Made Tests, MDTP algebra readiness tests</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra I</td>
<td></td>
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<tr>
<td>Geometry</td>
<td></td>
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<tr>
<td>Algebra II</td>
<td></td>
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<tr>
<td>Trigonometry</td>
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<tr>
<td>Pre-Calculus</td>
<td></td>
</tr>
<tr>
<td>Calculus</td>
<td></td>
</tr>
<tr>
<td>Integrated Math 1, 2, 3</td>
<td></td>
</tr>
<tr>
<td>Math Analysis</td>
<td></td>
</tr>
<tr>
<td>Students will be able to demonstrate an understanding of the symbolic language of mathematics and the use of mathematics in a variety of problem-solving situations.</td>
<td></td>
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<tr>
<td>- Students will be able to calculate and solve problems using ratios, proportions, percentages, roots and powers.</td>
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<tr>
<td>- Read and summarize the main ideas of economics, statistics and science texts.</td>
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<tr>
<td>- Students will be able to explain and utilize the mathematical concepts and operations of algebra and geometry</td>
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<table>
<thead>
<tr>
<th>Science</th>
<th>Integrated Science I, Biology, Chemistry CST Interim School-Based Assessments, Teacher-Made Tests Service Learning Projects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td></td>
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<tr>
<td>Chemistry</td>
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<tr>
<td>Physics</td>
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<tr>
<td>Earth Science</td>
<td></td>
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<tr>
<td>AP Biology</td>
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<tr>
<td>AP Environmental Science</td>
<td></td>
</tr>
<tr>
<td>Students will be able to demonstrate through investigation and experimentation an understanding of the principles of physical and life science as well as ecology. Students will be able to intelligently discuss concepts of matter, energy, motion and force as well as the natural laws and processes of the physical world and the science of life and living matter. Special references will be made to evolution, growth, reproduction and structure.</td>
<td></td>
</tr>
<tr>
<td>- Students will be able to use the scientific method to successfully complete an experiment to investigate a current scientific question; while being able to interpret and generalize the results obtained.</td>
<td></td>
</tr>
<tr>
<td>- Students will be able to use laboratory equipment effectively.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Social Science/ History</th>
<th>US History, World</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Students will be able to demonstrate</td>
<td></td>
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<tr>
<td>Subject</td>
<td>Details</td>
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<tr>
<td>-------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>World History</td>
<td>intellectual reasoning, reflections, and research skills related to chronological and spatial thinking, historical interpretations, and research, evidence and point of view</td>
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<tr>
<td>American History</td>
<td></td>
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<tr>
<td>American Gov.</td>
<td></td>
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<tr>
<td>Economics</td>
<td></td>
</tr>
<tr>
<td>AP US History</td>
<td></td>
</tr>
<tr>
<td>Foreign Language</td>
<td>- Students will be able to demonstrate an understanding of Ancient Civilizations, Medieval and Early Modern Times - Students will be able to display understanding of the social systems, customs, communities, values, economies, governments, and politics of at least three cultures and societies Explain how this understanding relates to the students’ culture and society - Students will be able to generate educated opinions and write pieces on current events, using historical references to the events and ideas that have shaped our nation, its place in the world, other nations, and the world at large - Students will be able to explain our system of government, including the relationships between the branches, how laws are enacted, as well as the importance of an independent press and an educated citizenry</td>
</tr>
<tr>
<td>Spanish</td>
<td>- Students will be able to demonstrate spoken and written proficiency in a foreign language - Students will be able to demonstrate the ability to read with comprehension, write with clarity, speak with meaning, and possess familiarity with literary works</td>
</tr>
<tr>
<td>Other Languages (two consecutive years)</td>
<td></td>
</tr>
<tr>
<td>AP Spanish</td>
<td></td>
</tr>
<tr>
<td>Fine Arts</td>
<td>Students will be able to demonstrate some facility with a fine or performing art Students will understand the place of art in society - Students will be able to explain a work of art and criticize it - Students will be able to create a work of art in the visual and plastic arts - Students will be able to participate in performance art</td>
</tr>
<tr>
<td>Overall Achievements</td>
<td></td>
</tr>
</tbody>
</table>

YPI Valley Public Charter High School will address all state California Common Core State Standards, NEXT Generation and Appendices, A-G’s for each grade and subject level. Specific
subject proficiency targets are noted in the Academic Growth section below.

In addition, students at **YPI Valley Public Charter High School** will foster lifelong learning and interpersonal skills. All service learning activities will include assessments and reflection on students’ core subject knowledge as well as the following life skills, including:

<table>
<thead>
<tr>
<th>Life Skills</th>
<th>Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaboration and Cooperation</td>
<td>Gain knowledge of and demonstrate the managerial, adaptive, and associative skills appropriate to their level</td>
</tr>
<tr>
<td>Self-assessment</td>
<td>Assess themselves, be aware of their status, and accordingly change their own behavior and attitudes</td>
</tr>
<tr>
<td>Goal Setting</td>
<td>Learn to set their own short-term and long-term goals in keeping with their own goals and abilities</td>
</tr>
<tr>
<td>Critical Thinking and Problem Solving</td>
<td>Learn to be effective problem solvers and develop advanced critical-thinking skills</td>
</tr>
<tr>
<td>Self-discipline</td>
<td>Learn to control their behavior at all times while respecting and upholding the values of the community</td>
</tr>
<tr>
<td>Technology</td>
<td>Be familiar with current technology and use technological tools appropriately in their school work and community service.</td>
</tr>
</tbody>
</table>

**YPI Valley Public Charter High School** will design projects and lesson plans for each core subject according to California State Content Standards. Additionally, all applicable No Child Left Behind regulations will be included in the curriculum or assessment procedures as necessary. **YPI Valley Public Charter High School** will adhere to the same applicable Title I accountability requirements as other public charter schools in the state, including AYP.

**OTHER PERFORMANCE TARGETS**

**STUDENT PROGRESS**

**YPI Valley Public Charter High School** will maintain clear and high expectations for its students and their academic achievements. The school will met the benchmarks set forth under AB 1137, by outperforming similar and resident schools in the district, and meeting its API growth targets.

All future data will be disaggregated to show how sub-groups such as English Learners, non-English Learners, mobility, gender, and other relevant sub-groups perform. The school administrators, staff, and teachers will be held accountable to the Board of Directors for meeting the school outcome goals. **YPI Valley Public Charter High School** will pursue the following
outcome goals. Pursuant to AB1137, we expect the YPI Valley Public Charter High School petition to be renewed should it satisfy at least one of the following student outcome goals.

- **YPI Valley Public Charter High School** will rank 4 or better on the similar school Academic Performance Index ranking system in the year prior to charter renewal or two of the last three years prior to charter renewal.
- **YPI Valley Public Charter High School** will rank 4 or better on the statewide Academic Performance Index ranking system in the year prior to charter renewal or two of the last three years prior to charter renewal.
- **YPI Valley Public Charter High School** will meet its API growth target in the year prior to charter renewal or two of the last three years prior to charter renewal.
- **YPI Valley Public Charter High School**’s academic performance will be equal to or better than the academic performance of the LAUSD schools **YPI Valley Public Charter High School** students would otherwise attend.
- **YPI Valley Public Charter High School**’s academic performance will be equal to or better than the academic performance of the LAUSD schools in the area containing similar pupil populations.
- **YPI Valley Public Charter High School** will meet and exceed AYP targets and exit Program Improvement by ensuring (using the means described above) that at least 57% of students demonstrate proficiency on the ELA CST, and 58% students demonstrate proficiency on the math CST by the end of the charter term.
- The school will seek to increase API at least 20 points each year with a goal of achieving 800 by the end of the charter term.

Additionally, **YPI Valley Public Charter High School** will meet or exceed the following goals:

1. 40% of English Language Learners will increase their CELDT/ELPAC scores by at least 1 ELD level every school year.
2. 95% attendance rate

Although approval and renewal of the **YPI Valley Public Charter High School** Petition is contingent solely on the requirements set forth in AB 1137, **YPI Valley Public Charter High School** is also committed to meeting benchmarks and outcome goals required by LAUSD, as described below:

### 2.4 Grading, Progress Reporting, and Promotion/Retention

**Grade Policy**

As previously stated **YPI Valley Public Charter High School** courses are graded using a traditional A-F grading scale. Progress reports will be issued every five weeks, and report cards are issued four times a year. **YPI Valley Public Charter High School** will use school-generated Student Progress Reports. Teacher grade-books are kept electronically using the applications Grade Keeper, Data Director, PowerSchool and other accepted recording and documentation
platforms. All specific information regarding students’ grades are made available to the respective parents and other YPI Valley Public Charter High School staff upon request.

The teachers will use the standard “4-point” grading scale. Grades will be determined by demonstrated proficiency on assignments, projects, and assessments that are linked to the California State Content standards. In order to compute a student’s Grade Point Average, the following equivalencies will be used:

<table>
<thead>
<tr>
<th>Letters</th>
<th>GPA</th>
<th>Percentage</th>
<th>Descriptors</th>
</tr>
</thead>
<tbody>
<tr>
<td>A/A+</td>
<td>4.0</td>
<td>94-100</td>
<td>Advanced</td>
</tr>
<tr>
<td>A-</td>
<td>3.667</td>
<td>90-93</td>
<td>Advanced</td>
</tr>
<tr>
<td>B+</td>
<td>3.333</td>
<td>87-89</td>
<td>Proficient</td>
</tr>
<tr>
<td>B</td>
<td>3.000</td>
<td>84-86</td>
<td>Proficient</td>
</tr>
<tr>
<td>B-</td>
<td>2.667</td>
<td>80-83</td>
<td>Proficient</td>
</tr>
<tr>
<td>C+</td>
<td>2.333</td>
<td>77-79</td>
<td>Basic</td>
</tr>
<tr>
<td>C</td>
<td>2.000</td>
<td>74-76</td>
<td>Basic</td>
</tr>
<tr>
<td>C-</td>
<td>1.667</td>
<td>70-73</td>
<td>Improvement</td>
</tr>
<tr>
<td>D+</td>
<td>1.333</td>
<td>67-69</td>
<td>Below Basic/</td>
</tr>
<tr>
<td>D</td>
<td>1.000</td>
<td>64-66</td>
<td>Below Basic/</td>
</tr>
<tr>
<td>D-</td>
<td>.667</td>
<td>60-63</td>
<td>Far Below Basic/</td>
</tr>
<tr>
<td>F</td>
<td>0.000</td>
<td>50</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td>0</td>
<td>No Work</td>
</tr>
</tbody>
</table>

Equivalencies for Advanced placement (AP) courses using the following scale.

<table>
<thead>
<tr>
<th>Letter grade</th>
<th>Number equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>5</td>
</tr>
<tr>
<td>B</td>
<td>4</td>
</tr>
<tr>
<td>C</td>
<td>3</td>
</tr>
</tbody>
</table>

Students are required to complete at least a “C” average in each AP Class/Course. In addition, written permission from the student’s advisor will be needed to enroll in an AP class.
GRADING POLICY

Students have regular end-of-course examinations, performances, projects, papers, research reports, as well as mid-course assessments that are graded using a collaboratively designed four-point proficiency rubric, which translates easily to a letter-grade system. Letter grades ranging from A to F are given for all courses. The school will explore a transition to a four-point grading system for report cards as well. Teachers will determine the deadlines for submission of missing work as well as consequences and final grades when students fail to complete missing work. **YPI Valley Public Charter High School** will follow a two semester calendar. Three progress reports and one summative report card are given each semester. All grades reflect student proficiency on grade-level standards, as well as work habit and citizenship grades (assigned separately from standards proficiency to reflect effort, compliance, and completion of work). All teachers will work collaboratively to align their grading criteria and ensure consistency throughout the school. Periodic assessments (approximately every five to five weeks) given by teachers will provide timely feedback for parents and teachers regarding student progress. Parents have access to student progress on an ongoing basis.

PROMOTION/RETENTION POLICY AND PROCEDURES

The Board of Directors will create the promotion and retention guidelines that align to California law, Pupil Promotion and Retention (PPR) (see California *Education Code [EC]* Section 48070), without specifying any requirements for those policies. With a growing concern about the "social promotion" of students who do not meet grade-level standards, in 1998 the California Legislature passed, and the Governor signed, a new set of laws which transformed the way students move from grade level to grade level. The three-bill package, Assembly Bill (AB) 1626 (Chapter 742, Statutes of 1998), AB 1639 (Chapter 743, Statutes of 1998) and Senate Bill (SB) 1370 (Chapter 942, Statutes of 1998), outlined new pupil promotion and retention policy requirements and provided for related supplemental instruction programs. These laws became effective in January 1999. As part of the larger standards-based school reform movement, this legislation outlined a promotion process based on student attainment of grade-level content standards (*EC* Section 48070.5 (a) through (j)), and at the same time provided funding for intensive instructional support for those students who are at risk of being retained (in grades two through six) or who are recommended for retention or retained (in grades two through nine) (see *EC* sections 37252.2 and 37252.8).

CALIFORNIA HIGH SCHOOL EXIT EXAM

Education Code Section 60850a authorized the development of a high school exit examination in English Language Arts and Mathematics based on California content standards. It is understood by the **YPI Valley Public Charter High School** that all students must pass both the English Language Arts and Mathematics section of California High School Exit Exam (CAHSEE) to be eligible to receive a diploma from a public high school in California. **YPI Valley Public Charter High School** will offer multiple opportunities to retake the exam.
PRIMARY GROWTH MEASURES

Growth in student achievement is the primary measure that will be used to determine whether the school has been an academic success in its renewal period. The growth of the charter school will be measured annually against the growth of the comparison schools. At the time of renewal, if the charter school has met required benchmarks either in the previous year or in two of the previous three years, the charter school will be considered an academic success.

OTHER MEASURES

ANNUAL SELF-STUDY

Applying the measures in II and III above, the charter school will submit to the LAUSD Charter Schools Division an annual progress report. The district will identify the comparison schools, provide the names and specific data by which they were selected. LAUSD PERB will prepare annual report on “value added” benchmark. The Charter Schools Division will review the progress report and provide comments to the charter school within 60 days.

NO CHILD LEFT BEHIND

Student outcomes at YPI Valley Public Charter High School will comply with the requirements of No Child Left Behind and all other state and federal laws.

Pupil outcomes shall include outcomes that address increases in pupil academic achievement both school-wide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607.

SB 1290 revised Education Code sections 47605 to specify that “all groups of pupils served by the charter school” means “a numerically significant pupil subgroup” as defined by Education Code section 52052(a)(3). In particular, section 52052(a)(3) (also recently revised), specifies that a “numerically significant pupil subgroup” is one that meets both of the following criteria:

(1) The subgroup consists of at least 50 pupils, each of whom has a valid test score; and
(2) The subgroup constitutes at least 15 percent of the total population of pupils at a school who have valid test scores.

If a subgroup does not constitute 15 percent of the total population of pupils at a school who have valid test scores, the subgroup may constitute a numerically significant pupil subgroup if it has at least 100 valid test scores.

For a school with an API score that is based on no fewer than 11 and no more than 99 pupils with valid test scores, numerically significant pupil subgroups shall be defined by the Superintendent, with approval by the state board.

Examples of potentially significant student subgroups include ethnic subgroups, socioeconomically disadvantaged pupils, English learners, and pupils with disabilities.
TESTING

YPI Valley Public Charter High School agrees to comply with and adhere to the State requirements for participation and administration of all state mandated tests. If the Charter School does not test (i.e., Smarter Balanced, CELDT/ELPAC, CAHSEE) with the District, the 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 the Charter School.

Assessment at YPI Valley Public Charter High School will be fully integrated into teaching and learning. Assessments will guide the course of instruction. Students will demonstrate they can integrate knowledge, skill, and analysis to produce authentic work. They will have the opportunity to synthesize information across disciplines and evaluate their own learning and progress. Examples of such work at YPI Valley Public Charter High School will include essays, performances, debates, staged conferences, presentations, and community service projects.

All the data for each student will be summarized within a Personalized Educational Plan (PEP). The PEP will form the primary document to record progress, as well as to record annual commitments from the Advisory Team formed by the student, the student’s parent(s), and the instructor to which YPI Valley Public Charter High School Advisory the student is assigned. YPI Valley Public Charter High School Advisory and PEP is described in Element 1.

METHODS TO MEASURE STUDENT OUTCOMES

YPI Valley Public Charter High School will use the following methods to assess student progress and fulfillment of instructional objectives:

- **School wide Quarterly Assessments**, such as Gates-MacGinitie and 4Sight, and the NWEA Maps Assessment will be utilized to monitor student progress and to determine if students are in need of additional interventions or more challenging curriculum for gifted students. In science and social studies, quarterly assessments will be designed using a test-generator tool from Data Director or an equivalent program. This resource will allow teachers to input standards they have addressed for the quarter into a system that will then generate standards-based test items. In the case where two teachers teach the same grade level and content area, they will collaborate to ensure pacing alignment and common test design. The results of these assessments will be used in conjunction with teacher-created assessments to monitor student progress on at least a quarterly basis.

- **Classroom Assessment** will provide ongoing analysis of student progress on a daily basis. Each lesson will incorporate some form of assessment to determine whether the objectives of that lesson were met. Daily assessment will be documented in the form of class work and activities and will be recorded in teacher grade books. Teachers will monitor student progress through exams, essays, research projects, presentations, and group projects.
Teachers may administer these assessments within their content area or collaborate across disciplines. Classroom assessments will reflect unit objectives, provide opportunity for authentic work, and allow for peer review and self-reflection. Parents will be informed of their child’s progress and report cards will be sent home quarterly. Teachers will be encouraged to provide a narrative report in addition to a letter grade for each student. Teacher teams will meet weekly to discuss the progress of students in their cohort. These meetings will allow teachers to share concerns, teaching strategies, and successes in order to best meet the needs of each student.

- **Digital Portfolios that reflect schoolwide ESLRs and state standards** provide students with the opportunity to reflect upon and demonstrate their learning. Students at **YPI Valley Public Charter High School** will document their mastery of skills deemed essential for success in the 21st Century through academic portfolios. Portfolios will be a collection of drafts, polished pieces, class projects, videos, web pages, and DVDs that document each student’s growth and progress. Students will incorporate work-based learning activities by reflecting on how they intersect with academic concepts. Students will engage with their teachers and peers in a meaningful reflection process with each piece they add to their portfolio. Throughout this process students will analyze their academic progress and with a teacher set new short and long term goals. Student portfolios will be evaluated by teachers and staff according to a predetermined scoring rubric.

- **Capstone Projects and Presentations of Learning** at the end of each semester will demonstrate student learning across disciplines within their Linked Learning pathway. Students will work in extended project blocks during the last week of each semester. Capstones and Presentations of Learning may take the form of an exhibit, community project, or theatrical presentation. Students in the 9th grade might create stops along the Silk Road complete with the cultural-historical conditions, maps and distance calculations, scientific discoveries, and stories found along the way. Students in the 10th grade might stage a demonstration and debate that compare the scientific and technological changes of the current age with those of the Scientific Revolution through the modern age complete with an analysis of the impacts on science and society. Students in the 12th grade might complete a service learning project on the technology divide and its impact on freedom, equality, economics and democracy complete with surveys, data analysis and a proposal presented to local authorities.

- **YPI Valley Public Charter High School** staff will refine a rubric for evaluating student performance for the capstone and presentations of learning projects. Rubrics will be in alignment with educational goals of the school and developed for each academic core area. Teachers, peers, parents, and community experts will all take part providing constructive critique and assessment of capstone projects.

- **State Standardized Testing:** Students will be expected to meet or exceed the standard educational benchmarks established by the California Department of Education and demonstrated by the California Smarter Balanced Testing and Reporting exams.

  o **YPI Valley Public Charter High School** Data Dashboard: Beginning in 2015-2016, in combination of prior years of data. Information includes attendance, enrollment, demographics, curriculum embedded assessments, and CST data. In addition to use of the NWEA Maps Assessment Tools aligned to Common Core State Standards.
  
  o Smarter Balanced Test Results will be mailed to our school, and in turn **YPI Valley**
Public Charter High School mails individual data results home to the student’s parents. Parents and others can also access CST school data by using the California Department of Education website, Dataquest.

- CELDT/ELPAC -- the California English Learners Development Test, is another standardized test generated by the state to look at the progress of students who are developing proficiency in English. All EL students take this in the fall of every school year.
- API, the Academic Performance Index, is determined by the state. Our students’ scores on the California Smarter Balanced Testing and additional demographic statistical information are used by the state to determine our API according to the state formula. This statistical data includes sub-group reports on meeting Adequate Yearly Progress.

The purpose of the YPI Valley Public Charter High School assessments is to support and guide the learning process. Assessment also clarifies those areas that need further development, and enables teachers to focus their efforts to fine-tune their instructional practices. Assessment allows teachers to diagnose students’ abilities at a given time in order to differentiate instruction based on individual needs.

At YPI Valley Public Charter High School assessments are a means of measuring each student's progress according to clearly recognizable standards. It is a source of motivation for the students and a guide for helping them achieve personal expertise while being carried out in a spirit of collaboration that provides positive reinforcement to the student. YPI Valley Public Charter High School will use these measurements to assess the extent to which all students demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in YPI Valley Public Charter High School’ educational program. Furthermore, these assessment tools will provide structure and guidance to teachers to drive classroom instruction. The Administrators and teachers will be accountable to the students, parents, our community, LAUSD, and the state for student progress and student achievement.

**Assessment Methods**

The chart below outlines a balanced suite of quantitative and qualitative assessments, an approach that is supported by the research (Stiggins 2005): teachers must be knowledgeable to select the appropriate test given the level of cognition required by each standard. Standards at a high level of Bloom’s Taxonomy (e.g. synthesis) may require a performance assessment, such as a capstone project. Lower levels of Bloom’s are effectively assessed with multiple choice or constructed response assessments. All YPI Valley Public Charter High School teachers will be trained to analyze the standards, and select or create the appropriate assessment (either from the existing textbook, or from other resources if supplementation is required).

Teacher-led assessment design is tempered by the need for common assessments that allow for collaborative data analysis, examination of student work, and progress monitoring. In order to meet this need, all content areas administer common objective assessments. In ELA and math, the assessments are externally designed (Gates MacGinitie and 4Sight for ELA & Math, and ALEKS for Math, NWEA Maps Assessment Tools). In Science and Social Studies, teachers
have in the past worked together to develop standards-based assessment items. Beginning in 2009-10, they will be able to use the test-item generator function of Data Director to input standards and automatically produce professionally designed test items that help predict performance on the CST. In this way, all four core content areas will have objectively designed assessments that they will administer quarterly, as well as teacher and textbook designed assessments to be used formatively (daily and weekly) and summatively (capstone and presentation of learning projects, etc.). As described under the section on exiting Program Improvement, all teacher-designed assessments, including the Capstone and POLs projects are designed based on an analysis and alignment to the state content standards.

**Assessment Benchmarks**

Students scoring 80% or above on quarterly, portfolio, classroom, and/or capstone project assessments will have mastered the standards aligned to the specific assessment. Students scoring between 50-80% are still at an instructional level and students scoring below 50% will receive additional interventions.

**Longitudinal Data Analysis**

YPI Valley Public Charter High School staff will monitor student and school progress through the collection of all academic assessments, teacher assessments, student portfolios, state tests, and projects through software such as PowerSchool and Data Director. This data will be analyzed on an annual basis and compared to previous years’ data to determine student progress and the effectiveness of the school curriculum. This information will be used to drive instruction. In addition to reviewing multiple forms of data on an annual basis, the YPI Valley Public Charter High School leadership team will hold quarterly data and strategic planning meetings (coinciding with the administration of quarterly assessments) in order to study student achievement data and make mid-course adjustments.

Administrators along with lead teachers will examine the following data in order to identify students at risk of failing and patterns of achievement across classrooms:

- Attendance
- Discipline (suspension and referrals)
- Quarterly test scores
- Grades
- IEPs if applicable
- Smarter Balanced and CELDT/ELPAC scores

The use of Data Director will facilitate an examination of all of this data, as the leadership team will be able to quickly generate school, grade-level, class, and student-level reports, as well as a comprehensive profile of each student.

If students are not meeting targets, depending on the nature of the issue (class or grade-wide pattern or individual student issue) the leadership team will take proactive and immediate steps.
to remedy the issue through an SST, referral to SES services, teacher training, classroom observation, rescheduling, after school tutoring and other intervention program, or any other intervention that is deemed appropriate for the given case. Conversely, in cases where the data has demonstrated individual student gaps, students will be referred to SES services, where they will receive tutoring and support from teachers during lunch and nutrition, and from tutors after school.

As part of the monitoring process, teachers will hold quarterly meetings with parents to discuss student progress based on Data Director reports.

**Test Preparation**

Students will engage in daily test preparation throughout the year in all subjects by completing daily warm-up activities that include problems modeled on the CDE Released Test Questions. Furthermore, in the 2 months leading up to testing, all students practice test problems and reinforce standards-based skills through Study Island, ALEKS and other online test.

Students will be prepared to take the state tests through their participation in the school’s standards-based instructional program. In addition, just prior to the test, teachers will work with students to familiarize them with the test format and develop effective strategies for taking the test. Programs such as Kaplan and Measure Up will be considered as resources for test preparation support.
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).

4.1 DISTRICT REQUIRED LANGUAGE

GENERAL PROVISIONS

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

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

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

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

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

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

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

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

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

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

**LEGAL AND POLICY COMPLIANCE**

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

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

**RESPONDING TO INQUIRIES**

Charter School, including its nonprofit corporation, shall promptly respond to all inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School, including its nonprofit corporation, acknowledges that it is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General. Charter School shall provide the District with current and accurate contact information for the school, school administrators, and Board members.
If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School’s operations, or breach of charter, is received or discovered by the District, Charter School shall cooperate with any resulting investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

**NOTIFICATION OF THE DISTRICT**

Charter School shall notify the Charter Schools Division in writing of any citations or notices of workplace hazards, investigations by outside regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g. loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation.

**STUDENT RECORDS**

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

**4.2 GOVERNANCE STRUCTURE**

The Organizational Chart below indicates how **YPI Valley Public Charter High School** will become and remain a viable enterprise. The organizational chart shows the relationship between the governing Board of Directors and the leadership of the school.
The Board of Directors, in addition to holding the fiduciary responsibility for the organization and being the entity to whom the Charter will be granted, shall provide external accountability, internal oversight, and leadership. The primary role of the Board of Directors is to govern YPI Valley Public Charter High School in a manner that will enable the charter school to achieve its mission as prescribed and permitted by its charter. The Board of Directors’ role is one of oversight of school management; specifically, oversight and management of Executive Director who has oversight of the Director of Operations.

In addition, the specific responsibilities of the Board of Directors are:

- **Oversight of the school.** The Board of Directors is ultimately responsible for monitoring school performance, including its compliance with its charter and other governing documents. The Board of Directors is accountable to the LAUSD for the achievement of the school’s goals set out in the school’s petition. The Board of Directors is responsible for the approval and monitoring of the School Plan, and for ratifying the school’s mission. The Board of Directors reviews the School Plan at the beginning of the year and supports the goals set forth and monitor achievement of these goals.

- **Budget and financial resources** School management prepares an annual budget for consideration by the Board of Directors. The Board of Directors approves the budget and reviews the school’s financial performance and position at each meeting. The Board of Directors is responsible for financially managing the school, including
budget development and monitoring, establishing fiscal controls, and causing audits of the school's books and records to be made as required by law and as otherwise prudent.

- **Annual financial audit.** The Board of Directors hires the school’s auditor, reviews the annual audit, and, if necessary, adjusts policies and procedures.
- **Appeals by parents** The Board of Directors hears appeals by parents on matters of student discipline, including student expulsions.
- **Enhancing the organization’s standing.** The Board of Directors are ambassadors of the school to the community and work individually and collectively to increase the organization’s standing in the community.
- **Ensure legal and ethical integrity.** The Board of Directors ensure that the school adheres to all laws, regulations, and rules, and that it conforms to the highest standards of ethical conduct.
- **Fundraising** The Board of Directors assists the school in fundraising, and in the school’s applications for public grants (categorical and discretionary) and private donations from foundations, corporations, and individuals.
- **Strategic planning** The Board of Directors, in conjunction with school leadership, develops a strategic plan for the school and monitors its implementation.
- **School Policies** The Board of Directors is responsible for establishing, implementing, and enforcing, or delegating the implementation and/or the enforcement of, school policies with respect to:
  - admissions,
  - curricular guidelines,
  - employment and other personnel matters,
  - student discipline,
  - special education,
  - English language education for English Learners,
  - ethics,
  - transportation,
  - student food services,
  - student health services,
  - communication with students’ families,
  - communication with governmental and regulatory agencies,
  - public relations and outreach, and
  - hearing complaints

**Executive Director**
The Executive Director has primary responsibility for the strategic development, implementation, and management of all aspects school performance and operations for the **YPI Valley Public Charter High School.** Overseeing all aspects of the organization, from administration to fundraising the Executive Director will foster a collaborative and stimulating community culture for a diverse group of stakeholders including students, parents, faculty members, Board of Directors members and local leaders.
4.3 Governing Board Composition and Member Selection

The Board of Directors is made up of retired charter school administrators, university director of programs, LAUSD principal, current school educators, and representatives of community-based organizations.

The YPI Charter Schools, Inc. Board of Directors members are nominated by any member of the community. The nominees complete Resume or Bio are vetted by the full Board of Directors prior to a vote. The nominee is elected by a simple majority of current Board of Directors members. Board of Directors member selection, terms of service, and number of members are regulated in accordance with the YPI Charter Schools, Inc. bylaws. The Board of Directors meets in accordance with the bylaws, currently once a month.

These areas of expertise from the various members support the decisions that the Board of Director must engage in including:

- the annual budget of the corporation;
- any initial contract for the establishment or operation of, or licensing of rights to, a charter school;
- the removal of trustees/directors without cause pursuant to Section 5222 of the California Corporations Code;
- the approval of the sale, lease, conveyance, exchange, transfer, or other disposition of all or substantially all of the assets of the corporation;
- the approval of the principal terms of a merger of the corporation with another organization;
- the approval of the filing of a petition for the involuntary dissolution of the corporation if statutory grounds for such a dissolution exist;
- the approval of the voluntary dissolution of the corporation or the revocation of such an election to dissolve; and
- the approval of any borrowing of money.

YPI Valley Public Charter High School will encourage all stakeholders to participate in and share responsibility for the education design in a manner that will ensure that there will be active and effective representation of interested parties, including but not limited to parents or guardians. YPI Valley Public Charter High School post meeting notices at the charter school and in the community in advance of all Board of Directors meetings to be held monthly, in accordance with the Brown Act. The charter school distributes agendas to parents of students and in the community. Notification for all meetings of the YPI Charter Schools, Inc. Board of Directors will follow the requirements of the Brown Act. Notification of meetings will be posted publicly-accessible as a printed copy posted in the main office of the charter school, and/ in place clearly visible to the general public, according to the timelines provided by the Brown Act. Minutes of meetings are accessible at the charter school’s front office.
4.4 Governance Procedures and Operations

Governance Board of Directors Decision Making Process

A majority of the trustees then in office shall constitute a quorum. Every act or decision done or made by a majority of the trustees present at a meeting duly held at which a quorum is present is an act of the Board of Directors. Per the California Attorney General (Brown Act publication 2003), when there is less than a quorum present at a noticed meeting, the body may either (1) meet as a committee, or (2) adjourn to a future date. The presence of a quorum is necessary to take action. (Govt. Code §§ 54952.6; 54955; 54955.1.)

4.5 Stakeholder Involvement

YPI Valley Public Charter High School believes that parent involvement translates into increased student achievement. The philosophy of YPI Valley Public Charter High School is to encourage, honor and respect the parent voice. Parent involvement and the inclusion of the parent voice will be ensured in the following manner:

Charter School parent meetings will be held regularly while the Charter School is in session or more frequently if necessary in order to facilitate the communication process between parents and the governing Board of Directors.
Parents will be encouraged to serve on the Charter School Site Advisory Council. Parents will be consulted and advised regarding the Charter School’s educational programs and student progress through meetings and informational bulletins on an ongoing basis. A Charter School web site will facilitate the dissemination of information on areas of specific interest to parents. All materials and information will be disseminated to parents in written form, and translated when applicable.

Parents will be encouraged to participate in the Charter School in areas that Participation selections will be based on the strengths and preferences of parents and on student and Charter School needs. Parents will determine the type of work they will participate in to the educational development of the children based on their own particular interests, strengths and free time. Details of the type and times of service will be requested during parent/staff conferences held prior to the onset of each Charter School year.

The Charter School will provide parent workshops and education classes, in English and Spanish language, at times that are conducive and suitable for both stay home and working parents. Workshops may include the following:

- Monitoring Your Child’s Use of the Internet
- Adolescent Psychology and Behavior
- Helping Your Child with Homework
- Planning Educational Family Outings
● Planning Your Child’s Educational Future (High School and College)
● Understanding Linked Learning Career Pathways

The content of these voluntary workshops will be designed to assist parents in the educational development of their children. We believe that if given the proper tools parents will become equal partners with the charter school in the education of their children. We also believe that these voluntary workshops will help parents feel connected to each other and the school community.

The staff and school site administrator will maintain open lines of communication at all times with all parents. Parents will meet with staff and administrators for conferences at regular intervals throughout the year. Parents will be advised that the administrators and teaching staff will be available for additional conferences as needed.

COMMUNITY INVOLVEMENT

YPI Valley Public Charter High School will work closely with established community based organization in the Pacoima area to ensure community participation and maximize the resources available to students and their families. The community-based organizations in the surrounding areas and other partnering stakeholders will work collaboratively in support of the YPI Valley Public Charter High School. This includes colleges and universities partnerships, as well as partnerships with businesses that will support our Linked Learning career pathways.

School Advisory Council
The School Advisory Council will consist of parents, students, community members, teachers and school site administrators. YPI Valley Public Charter High School’s council will participate in developing recommendations for school policies and share in efforts to engage the support of the community. The council will make recommendations and decisions about issues related to the school and participate in reviewing parental and community concerns. The school site administrator, Director of Instruction, will be responsible for submitting the minutes of each Advisory Council meeting to the Board of Directors. The Advisory Council meets at least once per month. School Advisory Council members are encouraged to attend the Board of Directors meetings.
ELEMENT 5: EMPLOYEE QUALIFICATIONS

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

5.1 DISTRICT REQUIRED LANGUAGE

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.

YPI Valley Public Charter High School selected a group of professionals that share the educational philosophy of the school and are committed to the education of all children. All personnel must commit to the mission and vision of the school. Employees’ job descriptions and work schedules are reviewed and modified as necessary to meet the needs of the school and its students. Employee salaries and benefits are based on the job duties and work basis as outlined in the charter.

5.2 EMPLOYEE POSITIONS AND QUALIFICATIONS

EXECUTIVE DIRECTOR

The Board of Directors will select, hire, and evaluate an Executive Director. Selection of the
Executive Director are based on proven experience in the following: 1) expertise in curriculum design and evaluation, 2) experience as an administrator and teacher, 3) experience working in the charter school movement, and 4) an interest, or associated work history, in facilities management. The Executive Director will:

- Develop an integrated curriculum and evaluation of educational program
- Develop a strategic facilities plan
- Develop a strategic operational plan
- Have direct oversight and supervision of the Administrator and staff, recruitment and hiring
- Develop and implement a student recruitment/outreach plan.
- Develop a Community Relations plan
- Report to the Board of Directors on the progress of the school in achieving educational success once a month.
- Oversee the following efforts by others:
  - Educational Leadership
  - Finance
  - Facilities
  - Technology
  - Administration/Human Resources

The Executive Director evaluates the Chief Operations Officer, Director of Instruction, Director of Operations and Coordinator of Student Services.

**CHIEF OPERATIONS OFFICER**

The Executive Director will recruit, interview, and recommend candidates to the Board of Directors. Selection of the Chief Operations Officer will be based on proven experience in educational leadership, educational vision for and experience with low-income and/or minority children, demonstrated ability in program design and/or development, entrepreneurial ability, and interest and commitment to educational reform. The Administrator will:

- Report to the Executive Director and Board of Directors
- Supervise and support Director of Operations, Director of Instruction, and Director of School Culture and Climate (These position will be filled by year 5)
- Oversee the day-to-day operations of the school.
- Lead in maintaining and support of facilities, and related grants, etc.
- Oversees student discipline.
- Be a liaison to community and business partners.
- Represent school at meetings/forums.
- Assist in writing grants, facilitating fundraising, and/or obtaining loans.
- Lead parents in organizing, parent support center and meetings.

**DIRECTOR OF OPERATIONS**

The Director of Operations must have well established and proven leadership skills. The
Director of Operations will be responsible for overseeing the creation and implementation of a competitive business plan that brings together the school’s divergent goals and objectives. The Director of Operations must be a skillful communicator with the ability to manage and motivate staff by example, and meet or exceed the challenges of competitive strategies as defined in the school’s schoolwide plan.

Essential duties and responsibilities:

- **Staff Management**: Create a systematic approach to the recruitment, training and retention of qualified individuals who understand their contribution to the learning services standard of our school. Ensure that our school is a safe, amiable, honest, and competent school. Collaboratively create and approve the schools’ operating plan including projections for revenue, expenses, and cost-effectiveness in the operations of a school. Lead the school’s implementation of the operating plan. Provide analysis of factors related to impacting cost management and overall profitability; including the real-time management of the school's budget.

- **Quality Management**: Ensure that the school has the ability to anticipate and meet the needs, demands and expectations of all of our stakeholders.

- **Experience in staff supervision, hiring, and training/developing staff**
- **Proven ability to maintain compliance to budget and expense targets**
- **Strong analytical ability to assess financial performance**
- **Demonstrates effective verbal and written communication skills**
- **Self-motivated individual with creative problem solving skills**
- **Excellent interpersonal and leadership skills**
- **Lead in the day to day operations of the school**
- **Prepare credentialing paperwork and monitor processing.**
- **Assist in writing grants, facilitating fundraising, and/or obtain Financial Data.**
- **Prepares and reviews operational reports and schedules to ensure accuracy and efficiency. Formulates annual budgets and reviews financials with Leadership Team (administrators and lead teachers) monthly.**
- **Performs other duties as assigned.**
- **Ability to maintain confidentiality of information.**
- **Excellent organization and detail-oriented skills.**
- **Excellent problem solving skills.**
- **Ability to coordinate and prioritize multiple tasks in a fast-paced environment.**

**DIRECTOR OF INSTRUCTION**

The Director of Instruction will provide instructional leadership and assist in overall management of the school as prescribed by federal and state laws and YPI Charter Schools,
Inc. policies and regulations, Personnel Handbook. The Director of Instruction reports to the Chief Operations Officer.

Essential duties and responsibilities:

- Facilitates priorities and resources on improving the academic achievement of all students.
- Demonstrates high standards of excellence.
- Provides instructional leadership and support for all staff.
- Demonstrates continual emphasis on accomplishing the mission of the school.
- Provides guidance, supervision and assistance in instructional practice.
- Actively participates and Uses the iObservation System and all other Coaching Support sharing ideas, supporting best practices and the implementation of innovative strategies.
- Oversees the focus, scheduling and implementation of professional development activities.
- Oversees and monitors the administration and review of periodic performance assessments and state mandated testing.
- Actively participates in the Student Study Team process and attends IEP meetings as necessary.
- Monitors progress by grade levels and school-wide accomplishments, and identifies areas in need of improvement.
- Oversees materials adoption.
- Ensures compliance with all state and federal programs. (CBEDS, Fall Survey, Bilingual Survey, California Smarter Balanced Testing, CELDT/ELPAC, Special Education)
- Plans and oversees reorganization of classes yearly.
- Supervises and evaluates the teaching and classified staff.
- Maintains highest level of security, confidentiality and integrity with regard to personnel files.
- Provides teacher and staff support through intervention, discipline as necessary, and dismissal as warranted.
- Teacher Staffing and development of schedule matrix
- Implementation of Instructional Programs and recommendations for fiscal needs
- Monitors textbook inventory and instructional materials
- Manage instructional related material budgets
- Takes responsibility for the daily safety and security of the site. Oversees the Student Information System Plans, coordinates and creates schedules.
- Assumes responsibility for all written communications between home and school.
- Organizes and implements the Emergency Operations Plan.
- Ensures maintenance of a clean physical environment that is conducive to good health and safety.
• Oversees the quality of the food services program.
• Attends general meetings, events, and activities as needed.
• Provides guidance, supervision, assistance and leadership for all members of the staff.
• Maintains a school climate that ensures the safety, health and welfare of the students and staff, while continually building a relationship of trust and confidence within the community.
• Acts as the formal liaison between the school, parents and community members.
• Other duties as assigned.

Requires knowledge of:
• Professional growth appropriate for educational administration at the high school level and awareness of and ability to recognize the effect of proposed or new local or state requirements upon secondary educational offerings; alertness in the perception of policy and information needs.
• Evidence of educational leadership at the secondary level, including ability to:
  - Promote and provide opportunities for recognition, development, and leadership among students and colleagues; and
  - Work cooperatively with students, parents, school and administrative personnel, and representatives of community organizations or agencies. Understanding of, and sensitivity to, the needs of the various cultural and ethnic groups comprising the Los Angeles community; knowledge of YPI Charter Schools’ resources relating to multicultural development and instructional materials.
• Knowledge of effective administrative and managerial practices and ability to implement them.
• Knowledge of and skill in budget preparation and control.

Requires ability to:
• Lead, direct, and supervise fellow workers in education on a democratic basis, including:
  1. Sensitivity to what is appropriate in dealing with students, teachers, administrators, and public;
  2. Ability to understand and make provision for divergent viewpoints of personnel involved in the total educational program;
  3. Ability to recognize, use, and credit ideas of others;
  4. Recognition that differences in background present an educational challenge toward the improvement of working relationships.
• Direct the management activities associated with the positions of middle school Administrator.
  • Appropriate interpersonal style and methods to guide individuals and groups toward task accomplishment.
  • Leadership skill in facilitating groups’ process, including consensus building and conflict resolution.
  • Communicate effectively with students, parents, peers other YPI Charter
Schools, Inc. Personnel (Teachers, staff, tutors), and community representative, both individually and as a group.
- Compose and comprehend written communication
- Observe and evaluate subordinates’ activities.
- Mobility to traverse all areas of the work site.
- Travel to other sites/locations.

Experience requirements:
- At least four school years of successful full-time service in a public school certificated position(s), no fewer than three years of which must have been in teaching service.

In addition to or concurrent with the 4 years required above:
- At least two years of public school certificated service directly related to an instructional program at a High School covering grades 9 through 12.
- At least one year of verifiable experience in a non-classroom leadership position such as a coordinator, instructional coach, etc.

Education and qualification requirements:
- An earned master’s degree or advanced degree of at least equivalent standard from an accredited college or university.
- At least two semester units each (six semester units total), or the equivalent of course work in culture, language and methodology to meet the requirements of the school’s plan for English Language Learners.

**CREDENTIALS FOR DIRECTOR OF INSTRUCTION**

One of the following California credentials or credential combinations authorizing K-12 service must be on file with YPI Valley Public Charter High School /YPI Charter Schools, Inc.:
- Administrative Services Credential (or Certificate of Eligibility)
- Elementary and/or secondary level teaching credential

**DIRECTOR OF SCHOOL CULTURE AND CLIMATE**

Under the direct supervision of the Director of Instruction, the Director of School Culture and Climate will oversee all disciplinary issues and ensure that all students are provided the necessary support on a safe and secure campus.

Essential duties and responsibilities:
- Issues and enforces school behavioral expectations.
- Issue suspensions and suspension letters.
- Provide academic and behavior counsel and support to students.

Counsel students and parents about school and YPI Valley Public Charter High School /YPI Charter Schools, Inc.:
- policies.
- Assists staff and parents in developing student behavioral expectations.
• Assist in the planning, developing and implementing of individual student behavior plans.
• Serve as a resource to staff in dealing with classroom management issues.
• Manage discipline policies in the Student Handbook and log.
• Investigate, document, and resolve student complaints and disagreements.
• Make referrals to community resources as needed.
• Manage positive behavior reinforcement program.
• Develop programs to promote positive student behavior as well as intervention strategies.
• Confers appropriate consequences for behavior including detention, in school suspension and out of school suspension.
• Track, analyze, and report on suspensions and behavior issues.
• Coordinate and document emergency preparedness activities and trainings.
• Oversee the supervision of the Charter School and the supervision staff.
• Supervise and organize counseling services.
• Complete monthly suspension reports.
• Detentions (Saturday and After School).
• Oversee the scheduling and maintaining of state testing requirements.
• Monitoring student attendance and reporting excess absences to students, parents, and state.
• Manage supervision staff for before-during-after school.
• Manage and provide supervision for student and parent activities.
• Other duties as assigned.

Requires knowledge of:
• State testing procedures
• Disciplinary management strategies used within a secondary school.
• The California education code
• Procedures, methods, techniques, and strategies pertaining to the administration and operation of a secondary school.
• Student activity, behavior management, and campus supervision and control methods, procedures, and techniques.
• Methods, procedures, and strategies of the supervision of instruction and a variety of student body related activities and programs.
• Knowledge of YPI Charter Schools, Inc. policies and procedures, Education Code, Board of Directors Rules, goals, and objectives, organizational structure and function, and negotiated contracts.
• Professional growth appropriate for educational administration at the high school level and awareness of and ability to recognize the effect of proposed or new local or state requirements upon secondary educational offerings; alertness in the perception of policy and information needs.

Requires ability to:
• Provide fair disciplinary procedures to all students according to the Education Code disciplinary procedures.  
• Maintain a safe and secure campus  
• Research and schedule school safety drills, trainings, and assemblies  
• Provide direction to others and make independent decisions.  
• Keep and maintain accurate records.  
• Meet deadlines  
• Communicate with individuals of varied cultural and educational backgrounds.  
• Communicate in oral and written form.  
• Promote and provide opportunities for recognition, development, and leadership among students and colleagues.  
• Work cooperatively with students, parents, school and administrative personnel, and representatives of community organizations or agencies.  

Experience requirements:  
• Four years successful teaching or prior job related experience with increasing levels of responsibilities in school setting.  
• Excellent interpersonal skills, especially the ability to communicate and collaborate with children and young adults  
• Demonstrated leadership capabilities  
• Proven management and team building skills  

Education & qualification requirements:  
• Bachelor of Arts in education and/or related field  
• Graduate degree preferred  
• Previous school administration experience preferred  
• Bilingual (English/Spanish) highly desirable  
• Hold a California Teaching Credential  

TEACHERS  

At YPI Valley Public Charter High School the teacher's job is to assure that all students learn the basic and essential skills at each grade level. Responsibilities include:  

**Instructional Practice**  
• Plans and implements a program of instruction that adheres to the YPI Valley Public Charter High School’s philosophy, goals and objectives as outlined in the Charter School Petition., and by the Director of Instruction, and the executive director.  
• Ensures the implementation of Linked Learning classes which focus on interdisciplinary, project-based learning culminating in — capstone exhibitions, California Common Core State Standards in English Language Arts, English Language Development, Math, NEXT Generation, and Appendices in History, Social Studies, & Science curriculum.  
• Integrates technology and service-learning into instruction.
• Makes purposeful and appropriate lesson plans that provide for effective teaching strategies and maximize time on task.
• Plans and implements a program of study designed to meet individual needs of students.
• Creates a classroom environment conducive to learning by employing a variety of appropriate teaching strategies, which include strategies learned at the Insight Education, Culturally Relevant & Responsive Education, Thinking Maps, and Reading Edge Trainings.
• Encourages student enthusiasm for the learning process and the development of good study habits.
• Maintains appropriate records for students—cums, grading, portfolios, and files.
• Provides progress and interim reports as required.
• Administers all assessments as prescribed by YPI Valley Public Charter High School’s curricular programs, and subject areas.
• Prepares substitute folder containing appropriate information as required by the Administrator.
• Plans and prescribes purposeful assignments for paraprofessionals, tutors and volunteers as needed.
• Recognizes learning problems and makes referrals as appropriate.
• Demonstrates a strong grasp of subject matter.
• Uses effective oral and written expression.
• Other duties as assigned by the Administrator or the executive director.

CURRICULUM DEVELOPMENT

• Keeps current in subject matter knowledge and learning theory and is willing to share this knowledge for continual improvement of the school’s curriculum.
• Assists on the ongoing curriculum revision process, including the revision of written pacing schedules.
• Becomes acquainted with supplemental services beneficial to students as an extension of regular classroom activities.

Classroom/School-Wide Management
• Develops, in accordance with YPI Valley Public Charter High School's guidelines, reasonable rules of classroom behavior and appropriate techniques that are consistently applied.
• Takes necessary and reasonable precautions to protect students, equipment, materials and facilities.
• Shares responsibility during the school day for the supervision of students in all areas of the school.
• Provides for the supervision of assigned students when circumstances require a brief absence from the assignment.

Public Relations
• Upholds and enforces YPI Valley Public Charter High School’s, Board of
Directors and YPI Charter Schools Inc. policy, administrative procedures, and school rules and regulations, Maintains appropriate work habits, including regular and punctual attendance and appropriate use of conference and planning time.

- Participates and accepts responsibilities of a team member.
- Strives to communicate the positive aspects of our school program to the public in word and deed.
- Works cooperatively with parents to strengthen the educational program for their children.
- Serves as a resource for and provides assistance and information to parents and other stakeholders
- Establishes and maintains cooperative relationships with other staff members.
- Actively participates in the decision making process by supporting additional school functions.

**Professional Growth**

- Continues professional growth through attendance at workshops, seminars, conferences, and/or advanced course work at institutions of higher learning.
- Maintains membership in appropriate professional organizations.
- Cooperates with the administration in planning appropriate in-service training programs at a school or at the district level.
- Attends staff, department, and committee meetings as required.

**Student Evaluation**

- Evaluates accomplishments of students on a regular basis using multiple assessment methods such as teacher made tests, samples of students' work, mastery skills check lists, criterion-referenced tests and norm-referenced tests.
- Makes appropriate adjustments in the instructional program and as required by the Administrator.
- Respects the confidentiality of records and information regarding students, parents, and teachers in accordance with accepted professional ethics, and state and federal laws.

**OTHER CERTIFICATED STAFF**

A list of day-to-day substitutes will be established and a list of qualified substitutes will be maintained.

**CLASSIFIED STAFF**

Classified and other personnel will be selected by the Chief Operations Officer on an application and interview basis in consultation with other classified staff and teachers. Selection will be based on ability to perform the job duties for that position. Classified personnel will perform duties appropriate to their job titles. Both full-time and part-time classified staff will be hired on an as-needed basis. Full-time employees will be those...
working in excess of 36 hours per week.

**OFFICE PERSONNEL**

Office Personnel will be selected by the Chief Operations Officer on an application and interview basis in consultation with parents and other staff members. Selection will be based on the ability to perform the job duties for that position. Office personnel duties will include, but not be limited to:

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

**Evaluations**

Evaluations will be performed annually. Performance measures, both quantitative and qualitative, will be used to evaluate all school personnel.

The Director of Instructions and the Director of Operations will be evaluated by the Chief Operations Officer on:

- Maintaining a fiscally sound charter school including a balanced budget.
- Overall successful school academic program and achievement of educational goals.
- High parental and community involvement.
- Completion of required job duties.
- Creation of a school atmosphere of enthusiasm, warmth, and cooperation among all parties.

Teachers will be evaluated by the Director of Instruction on:

- Student progress as referenced from assessment measures.
- Effectiveness of teaching strategies as evaluated by the director, lead/mentor teacher, and Academic Review Board through classroom visitations.
- Performance of job duties.
- Knowledge of curriculum.

Classified and other personnel will be evaluated by the Director of Operations based upon completion of assigned job duties and regular, punctual attendance.

If an employee disagrees with an evaluation, a written objection may be appended to the review. Employees always have the right to engage in the Due Process and Process for
Resolving Complaints/Grievances (as described in the Personnel Handbook) and in Element 11.
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).

6.1 DISTRICT REQUIRED LANGUAGE

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 school site services who may have contact with students, and (3) all volunteers who will be performing services that are not under the direct supervision of a Charter School employee. Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment, and (2) Charter School has obtained certification that independent contractors and vendors have conducted required criminal background checks for their employees prior to any contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice to ensure the ongoing safety of its students. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records.
**IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS**

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 health and safety of **YPI Valley Public Charter High School** staff and pupils will be a high priority for the school. The school will follow all required safety regulations including YPI, Charter Schools, Inc. emergency policies and procedures. **YPI Valley Public Charter High School** shall comply with all health and safety laws and regulations that apply to non-charter public schools, including those required by CAL/OSHA, the California Health and Safety Code, the EPA and the Healthy Schools Act. **YPI Valley Public Charter High School** will operate as a drug, alcohol, and tobacco free workplace.
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).

7.1 DISTRICT REQUIRED LANGUAGE

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.
7.2 YPI Valley Public Charter High School Court-Ordered Integration Plan

YPI Valley Public Charter High School will make every effort to recruit students of various racial and ethnic groups in order to achieve a balance reflective of the general population residing within the territorial jurisdiction of LAUSD. YPI Valley Public Charter High School will conduct orientation meetings prior to the opening of each school year to inform interested parents and students on what the school has to offer. Outreach meetings will be held in several locations of the East San Fernando Valley, area in order to ensure all students in the area have an opportunity to attend the school. Open houses and school tours will be conducted on a regular basis during the school year as well.

YPI Valley Public Charter High School will develop promotional and informational material (i.e. a school brochure, flyers, a website, and advertisements for local media) that will be easily transmittable to all of the various racial and ethnic groups represented in the district. Promotional and informational materials will be distributed in a variety of community settings to a broad range of community groups, agencies, neighborhood youth organizations, social service providers, churches, grocery stores, public libraries, and legislators that serve the various racial, ethnic, and interest groups represented in the district. Materials in languages other than English, such as Spanish, will be distributed in order to reach the limited English proficient populations that exist in the area. Should the language base of the community change in the future and become more diversified we would accommodate additional language needs for outreach purposes. Interested student will be subjected to the admission procedures detailed in Element 8.

As presented above it is the objective of YPI Valley Public Charter High School to notify parents and students in the community through the following methods:

- Provide information handouts to businesses frequented by local community members. The flyers will include enrollment period and lottery information (location, date, time).
- Letters sent to existing Bert Corona Charter School families. The letter will include enrollment period and lottery information (location, date, time).
- Community outreach efforts including communication with local council members’ field offices (Current District 5 Representative), local public libraries, park and recreation centers, community based organizations, and churches and synagogues.
- Flyers in Spanish and English announcing the enrollment period will be distributed to the local middle schools, six weeks prior to the closing of the enrollment period and the implementation of the public random lottery (if needed). The flyers will include enrollment period and lottery information (location, date, time).

YPI Valley Public Charter High School will maintain an accurate accounting of the ethnic and racial balance of students enrolled in the school. YPI Valley Public Charter High School will also document the efforts made to achieve racial and ethnic balance in accordance with the
charter petition and standards of charter legislation.
ELEMENT 8: ADMISSION REQUIREMENTS

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

8.1 DISTRICT REQUIRED LANGUAGE

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.

8.2 ADMISSION REQUIREMENTS

YPI Valley Public Charter High School shall admit all pupils who wish to attend the school. EC 47605(d)(2)(A). The school is located in the East San Fernando Valley, neighborhood specifically to serve the students in this population – traditionally low-achieving and socioeconomically disadvantaged students.
8.3 STUDENT RECRUITMENT

Dates and locations for Recruitment Efforts

The YPI Valley Public Charter High School plan includes:

- An enrollment process that includes a timeline that allows for a broad-based recruiting process. Outreach meetings will be held in several locations described below in the target area in an effort to ensure all students in the area have equitable access to the school. Open houses and school tours will also be conducted.
- Develop promotional and informational materials (i.e. a school brochure, flyers, a website, and advertisements for local media) in English and languages other than English for distribution to a broad variety of community groups, agencies, neighborhood youth organizations, social service providers, churches, grocery stores, public libraries, and legislators that serve the various racial, ethnic, and interest groups represented in LAUSD.

<table>
<thead>
<tr>
<th>Meeting</th>
<th>Location</th>
<th>Date</th>
</tr>
</thead>
</table>
| Meeting with Parents and community   | YPI Valley Public Charter High School  
9400 Remick Ave  
Los Angeles, CA 91331       | On-going  
October through April  
(Recruitment efforts are secured and aligned to budgets, hiring of staff, etc.) |
| Outreach to local schools            | Local Middle Schools                                                     | Review posted available dates and provide flyers, information and presence. |
| Community Organization               | Neighboring organization:  
- Various locations  
  including the Japanese Community Center  
- Faith-based organizations  
- Local Business, which include restaurants | Review posted available dates and provide flyers, information and presence. |
| Residents within the 91331 zip code  | Mailings, door-to-door contacts (canvassing) students and parents recruitment, YPI Valley Public Charter High School staff, teachers, students, parents, Board of |
|                                      |                                                                          | Review posted available dates and provide flyers, information and presence. |
8.4 LOTTERY PREFERENCES AND PROCEDURES

PUBLIC RANDOM DRAWING

A public random drawing process is implemented if the number of those who wish to attend the charter school exceeds the charter school’s capacity in accordance to Education Code, section 47605(d)(2)(B). If a public random drawing is to be held it shall follow the guidelines as set forth in the district Charter School Policy and Guidelines. Preference will be given to pupils that reside within the LAUSD boundaries and students currently attending the school and their siblings.

1. Siblings of existing students of YPI Valley Public Charter High School are exempt from participating in the public random drawing.
2. Children of employees of YPI Valley Public Charter High School are exempt from participating in the public random drawing up to 10% of total enrollment.
3. All other students

If a drawing is necessary, the following procedures will be followed:

- All interested parties may submit a lottery application form which contains the name of the student, birth date, grade, address, phone number and parents'/guardians’ names. The form will be available in the YPI Valley Public Charter High School’s main office beginning on the second Monday of March of each year.
- All forms must be received by 4:30 p.m. on the third Friday in January of each year, and only one form may be submitted per student. If it has been determined that more than one form has been submitted, the student will be disqualified.
- A drawing will be held at 6:00 p.m. on the fourth week of January at the charter school.
- Names will be drawn by a neutral member of the community until all names have been called.
- Names will be listed on a spreadsheet which will be project on a screen at the front of the auditorium/cafeteria for all participants to view and those who will be enrolled will be clearly identified on the publicly viewed spreadsheet.
- When all open spaces have been filled, it will be announced that names that are pulled from that point on will be placed on a waiting list with the first name drawn, the first on the waiting list.
- This process will continue until all forms have been drawn and all names are listed on the publicly viewed spreadsheet.
- The Monday following the drawing, the parents of all students to be enrolled and those on the waiting list will be called by the YPI Valley Public Charter High School office staff.
- Parents of students on the waiting list will be informed by letter as to the student’s place on this list.
- Parents of students selected for enrollment will be informed by phone call and
letter that the enrollment process must be completed prior to the start of school and no later than 9:00 a.m., the Monday prior to the first week of school. If forms are not completed within this time frame, their child will lose the spot and the next name will be taken from the waiting list. (The exact date that forms must be completed will be calculated by the Director of Operations and communicated to the parent by the office staff in the letter that confirms they were selected in the lottery.)

- When a student from the waiting list is offered enrollment, the parent/guardian will have three days to determine whether to accept or reject the offer of enrollment. Accepting or rejecting enrollment by the parent/guardian will be made directly to the main office, office manager.
- Lottery procedures and timelines will be posted yearly in the main office beginning on March 1st.
- The office manager of the Charter School will maintain all forms and records for all students who participated in the lottery for one year as well as the spreadsheet completed during the lottery drawing documenting the order of names selected.

**LOTTERY TIMELINE**

The Charter School will accept lottery forms for its open enrollment February 1st and ending the third Friday of January each year and lottery date will be the fourth week of January.

**YPI Valley Public Charter High School** will invite LAUSD representatives and respected members of the community as official observers of the lottery to verify lottery procedures are fairly executed.
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)(l).

9.1 DISTRICT REQUIRED LANGUAGE

The annual audit shall be conducted in compliance with Ed. Code section 47605(b)(5)(l) 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:

- P1, first week of January
- P2, first week of April

i. Instructional Calendar – annually five weeks prior to first day of instruction
j. Other reports as requested by the District

9.2 ANNUAL AUDIT PROCEDURES

Financial Audits

The books and records of YPI Valley Public Charter High School will be kept in accordance with generally accepted accounting principles, and as required by applicable law and the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller’s K-12 Audit Guide.

YPI Valley Public Charter High School will select an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be
expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The YPI Valley Public Charter High School’s Executive Director, along with the audit committee, will review any audit exceptions or deficiencies and report to YPI Valley Public Charter High School’s Board of Directors with recommendations on how to resolve them. The Board of Directors will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (EAAP) in accordance with applicable law.

The independent financial audit of YPI Valley Public Charter High School is public record to be provided to the public upon request.

Audit exceptions will be addressed to the satisfaction of the district.

YPI Charter Schools Inc. will have a financial procedures policy/manual that outlines the fiscal policies and procedures of YPI Charter Schools Inc. The policies and procedures will provide proper segregation of duties and finances and conform to Generally Accepted Accounting Principles. The policies and procedures manual will be approved by the YPI Charter School Board of Directors, and will be provided to LAUSD when complete.

YPI Valley Public Charter High School will engage an independent public accountant with education finance experience certified by the State of California, to audit the school’s financial statement in accordance with Generally Accepted Auditing Standards and the audit guide issued by the Controller of the State of California. The YPI Valley Public Charter High School Board of Directors will be responsible for contracting and overseeing the independent audit. The school’s plan for providing information is to gather, prepare, and organize documents, materials, and other information as requested by the independent auditor. Fiscal statements audited by the Certified Public Accountant will be submitted to the District within four months following the close of the fiscal year. Audit exceptions and deficiencies shall be resolved in conference with the auditor to the satisfaction of the auditing agency and the LAUSD. YPI Valley Public Charter High School agrees to solve outstanding issues from the audit prior to the completion of the auditor’s final report. The Executive Director at the charter school is responsible for working with the auditor to complete the audit.

The YPI Valley Public Charter High School will develop and maintain internal fiscal control policies governing all financial activities.
ELEMENT 10: SUSPENSION AND EXPULSION PROCEDURES

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

10.1 DISTRICT REQUIRED LANGUAGE

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 of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. 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 of Directors shall readmit the pupil, unless Charter School’s governing Board of Directors 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 of Directors, 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.

10.2 School-Wide Positive Behavior Intervention and Support and Alternatives to Suspensions

YPI Valley Public Charter High School is committed to providing a rigorous educational
program, which prepares students to be college ready, active citizens, and lifelong learners. Our school culture will focus on creating a safe and respectful environment for all of our community members (stakeholders) and support our faculty, staff, and students and family to be responsible participants in our school community. Our school climate will be welcoming and supportive of continuous personal growth and academic achievement. In this effort, YPI Valley Public Charter High School will implement and continue to develop a school-wide positive behavior intervention and support that will foster a culture of discipline grounded in positive behavior intervention so students can succeed both socially and academically. The program will be called “Caught Being A Leader” (CBL).

CBL is led by school site administration with the support of the School Culture and Climate Committee (SC&CC) that consists of a team of stakeholders from the school community. The student leadership group will also advise the School administration and School Culture and Climate Committee on the development and implementation of CBL. SC&CC will use referral, suspension, expulsion, attendance, and survey data to make recommendations to administration and student leadership on how to improve the CBL program.

Caught Being a Leader is a three-tiered approach. Tier one will focus on universal strategies that encourage all students to be safe, respectful, and responsible. Tier one strategies will include but not be limited to the following efforts: praise of positive behavior, a token economy, student activities during nutrition and lunch clubs, incentive trips, service activities, a rich advisory program, a competitive sports program, an academic support and enrichment program outside of school hours, assemblies, and workshops for students and parents.

Tier Two and Tier Three will provide more intensive and targeted services for students and families that need greater support from the school community. Services will include Student Success Team (SST) meetings, Family Support Team, counseling services on site and in the community, individualized incentive plans, behavior contracts, social skills training, and referrals to community based programs, parent conferences, and student and parent workshops.

CBL will build upon a school wide classroom management plan that will ensure an equitable disciplinary system across classrooms, and clearly articulated and explicitly taught behavioral expectations for all common areas of the school.

CBL’s three-tiered approach will be the foundation that will be used to reduce suspensions and expulsion. Other alternatives to suspension will include:

- in-school suspension
- parent supervision
- Make-up time (before or after school)
- loss of privileges during lunch, recess, social time, etc.
- mentoring (with a teacher, counselor, or other staff member before or after school)

When other means of corrective action are not feasible or have repeatedly failed to bring about
proper conduct the following actions will be considered:

- In school suspension
- Out of school suspension
- Expulsion

### 10.3 GROUNDS FOR SUSPENSION AND EXPULSION

Any student who engages in more than one violation of the school’s behavioral expectations will be required to attend a meeting with school site administration and the student’s parents. The school will prepare a specific, written remediation agreement outlining expectations for future student conduct, timelines, and consequences for failure to meet the expectations which may include, but are not limited to, suspension or expulsion. Suspension and Expulsion will only be considered after all other alternatives have been exhausted or the students, faculty staff, or property are in jeopardy.

A student may be recommended for suspension or expulsion for any of the following reasons, as specified in the Education Code Section 48900(a)(1) through 48900 (t) and (w); 48900.2, 48900.3, 48900.4, and 48900.7; and 48915 (a) and (c). The Charter School will follow the discipline grounds listed in these Education Code sections as referenced.

A pupil shall not be suspended from school or recommended for expulsion unless the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has:

a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.
   a) (2) Willfully used force or violence upon the person of another, except in self-defense.
   b) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
   c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
   d) Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
   e) Committed or attempted to commit robbery or extortion.
   f) Caused or attempted to cause damage to school property or private property.
   g) Stolen or attempted to steal school property or private property.
   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. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.
   i) Committed an obscene act or engaged in habitual profanity or vulgarity.
j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
l) Knowingly received stolen school property or private property.
m) Possessed an imitation firearm.
n) Committed or attempted to commit a sexual assault or committed a sexual battery.
o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
q) Engaged in, or attempted to engage in, hazing as defined in Section 32050.
r) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act directed specifically toward a pupil or school personnel.
s) Aided or abetted the infliction or attempted infliction of physical injury to another person (suspension only).
t) It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against any pupil who is truant, tardy, or otherwise absent from school activities.

48900.2 Committed sexual harassment (grades 4-12).

48900.3 Caused, attempted to cause, threatened to cause, or participated in an act of hate violence (grades 4-12).

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

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

The Chief Operations Officer has the authority to suspend and recommend expulsion to the Board of Directors and a student shall be immediately suspended and recommended for expulsion for the following reasons:

- Possessing, selling, or otherwise furnishing a firearm 48915(c); 48900 (b)
- Brandishing a knife at another person 48915(c)(2); 48900 (a)(1); 48900 (b)
- Unlawfully selling a controlled substance 48915(c)(3); 48900 (c)
- Committing or attempting to commit a sexual assault or committing a sexual battery 48915(c)(4); 48900 (n)
- Possession of an explosive 48915(c)(5); 48900 (b)

A student must be suspended and recommended for expulsion when the following occur at school or at a school activity off campus unless the Chief Operations Officer determines the expulsion is inappropriate:

- Causing serious physical injury to another person, except in self-defense. 48915(a)(1);
Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil. 48915(a)(2); 48900(b)

- Unlawful possession of any controlled substance except for the first time offense of no more than an ounce of marijuana 48915(a)(3); 48900(c)
- Robbery or Extortion 48915(a)(4); 48900(e)
- Assault or battery upon any school employee 48915(a)(5); 48900(a)(1); 489000(a)(2)

A student may be recommended for expulsion when the following occur at any time, including, but not limited to, while on school grounds; while going to or coming from school; during the lunch period, whether on or off the campus; or during, or while going to or coming from, a school-sponsored activity.

- Caused, attempted to cause, or threatened to cause physical injury to another person. (Unless, in the case of “caused,” the injury is serious.) E.C. 48900(a)(1); 48915(b)
- First offense of possession of marijuana of not more than one ounce, or alcohol. E.C. 48900(c); 48915(b)
- Sold, furnished, or offered a substitute substance represented as a controlled substance.
- Caused or attempted to cause damage to school or private property. E.C. 48900(f); 48915(e)
- Stole or attempted to steal school or private property. E.C. 48900(g); 48915(e)
- Possessed or used tobacco. E.C. 48900(h); 48915(e)
- Committed an obscene act or engaged in habitual profanity or vulgarity. E.C. 48900(i); 48915(e)
- Possessed, offered, arranged, or negotiated to sell any drug paraphernalia. E.C. 48900(j); 48915(e)
- Knowingly received stolen school or private property. E.C. 48900(l); 48915(e)
- Possessed an imitation firearm. E.C. 48900(m); 48915(e)
- Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel. E.C. 48900.4**; 48915(e)
- Engaged in sexual harassment. E.C. 48900.2**; 48915(e)
- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence. E.C. 48900.3**; 48915(e)
- Made terrorist threats against school officials or school property, or both. E.C. 48900.7; 48915(e)
- Willfully used force or violence upon the person of another, except in self-defense. E.C. 48900(a)(2); 48915(b)
- Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a disciplinary action. E.C. 48900(o); 48915(e)
- Any behavior listed in this section that is related to school activity or school attendance but that did not occur on campus or at a school activity off campus. E.C.
48915(b)  
- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. E.C. 48900(p); 48915(e)  
- Engaged in, or attempted to engage in, hazing, as defined in Section 32050. E.C. 48900(q); 48915(e)  
- Engaged in an act of bullying, including, but not limited to bullying committed by means of electronic act directed specifically toward a pupil or school personnel. E.C. 48900(r); 48915(e)

To expel, except in the case of Education Code Section 48915(c) behaviors, one of the following must also be found to be true:

- Other means of corrective action are not feasible or have repeatedly failed to bring about proper conduct
- Due to the nature of the act, the student’s presence causes a continuing danger to the physical safety of the student and/or others:
- Students may be expelled for any of the following reasons, as specified in the Education Code Section 48915:
  - Causing serious physical injury to another person except in self defense
  - Possession of any dangerous object (such as a firearm, knife, or explosive)
  - Unlawful possession of any controlled substance listed in Chapter 2 of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind (Section 48915(c)

Additionally, a student may be suspended or expelled for any of the acts enumerated in Education Code section 48900 related to school activity or school attendance that occur at any time including, but not limited to:

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

### 10.4 Suspension and/or Expulsion Procedures

**Authority**
The Chief Operations Officer may suspend a student or recommend expulsion whenever a student has violated any of the above enumerated offenses or has committed a serious act. The Director of Operations and Director/Coordinator of School Culture and Climate may suspend a student and will act as the designee for the Chief Operations Officer in regards to suspensions.

**Conference**
Suspension shall be preceded, if possible, by a conference conducted by the Chief Operations Officer or his/her designee with the student and his or her parents and, whenever practical, the
teacher supervisor or school employee who referred the student to the Chief Operations Officer or his/her designee. The conference may be omitted if the Chief Operations Officer or his/her designee or designee determines that an emergency situation exists. If a student is suspended without this conference, both the parent/guardian and student shall be notified by the Chief Operations Officer or his/her designee by phone and letter of the student’s rights to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

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

**NOTICE TO PARENTS/GUARDIANS**

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

**SUSPENSION TIME LIMITS/RECOMMENDATION FOR PLACEMENT/EXPULSION SUSPENSIONS**

Suspension Time Limits/Recommendation for Placement/Expulsion Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. The maximum number of days of suspension for the year is 20. The school will provide classroom material and current assignments to be completed at home by the student during the length of the suspension. Arrangements will be coordinated by the Chief Operations Officer and the Director of Instruction to provide the students with classroom materials and current assignments to be completed at home during the length of the suspension. All materials that were distributed to students including homework and handouts will be available for pick up at the main office. Specific arrangements will be coordinated by the Director of Instruction to make up a missed test/assessment. The Chief Operations Officer or his/her designee will work with the
student’s classroom teachers to collect student assignments and ensure that the parents of the student and the student receive the assignments, explanations, and support necessary to complete the assignments.

Upon a recommendation of Expulsion by the Chief Operations Officer the pupil and the pupil’s parent or guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Chief Operations Officer or his/her designee upon either of the following determinations: 1) the pupil’s presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil’s suspension will be extended pending the results of an expulsion hearing.

**SUSPENSION APPEAL**

If the Director of Operations and Director/Coordinator of School Culture and Climate suspended the student, the parent and student may contest a suspension through a meeting with the Chief Operations Officer, and then the Executive Director, and then the Board of Directors. If the Chief Operations Officer initially suspended the student the parent can appeal in writing within one week of the decision to the Executive Director.

The Chief Operations Officer will review the circumstances of all suspension cases contested by the parent, except for cases that are proceeding through the expulsion process, by following the steps below which will also be used to mediate any parent conflicts:

1. Parent(s) or guardian meets with the Chief Operations Officer and/or his/her designee.
2. If not resolved, parent(s) or guardian may submit concern in writing to the Executive Director.
3. The Executive Director will render a final decision on the matter.

**EXPULSION PROCEDURES**

The Board of Directors grants the Discipline Committee the authority to expel a student. A student may be expelled either by the Discipline Committee following a hearing before it or by the Charter School Board of Directors upon conducting an expulsion appeal. The Discipline Committee does not include any of the administrators involved in the initial student discipline. The Discipline Committee consist of at least three to a maximum of five members who are certificated employees from another charter school and are neither a teacher of the pupil or a Board of Directors member of the Charter School’s governing Board of Directors. The Discipline Committee may make an expulsion decision for any student found to have committed an expellable offense.

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Chief Operations Officer determines that the pupil has committed an expellable offense.
The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student’s parent/guardian at least Ten (10) calendar days prior to the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of Charter School’s disciplinary rules which relate to the alleged violation;
4. Notification of the student’s or parent’s/guardian’s obligation to provide information about the student’s status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student’s parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student’s behalf including witnesses.

**Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery**

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days’ notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness’ use prior to and during breaks in testimony.
3. At the discretion of the Executive Director, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The Executive Director may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The Executive Director may also limit time for taking the testimony of the complaining
witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

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

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

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

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

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

**RECORD OF HEARING**

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

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

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Discipline Committee or Executive Director 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, complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Discipline Committee shall be in the form of written findings of fact made within ten (10) school days following the conclusion of the hearing. The findings of fact will be presented to the Board of Directors at the next scheduled board meeting, Board of Directors meetings are held monthly. The Board of Directors will hear a summary report of the findings of fact and vote to accept or reject the recommendation of the Discipline Committee. If the Discipline Committee decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

In addition to the procedures detailed in the previous sections that are designed to ensure proper parent notification and due process, parents/guardians may appeal the Board’s decision of expulsion within 30 days, in accordance with Education Code Section 48919, in writing to the Chief Operations Officer. The Chief Operations Officer will forward the appeal to the Board of Directors. An appeal hearing will be held by the Board of Directors, and its decision will be final. The hearing will occur within 30 working days of the parent’s written request.

In the case of an expulsion appeal, the student will be considered suspended until a meeting is convened to hear the appeal at which time the parent(s) must attend to present their appeal. YPI Valley Public Charter High School will strive to schedule the hearing to accommodate the parents’ presence. The Board of Directors will make a decision within 5 days of the appeals hearing. The Board of Director’s decision is final.

EXPULSION APPEAL

Parents/guardians may appeal the Discipline Committee’s decision of expulsion within three weeks of the date of the expulsion. The expulsion appeal must be made in writing to the Chief Operations Officer. The Chief Operations Officer will forward the appeal to the Executive
Director who will convene a meeting of the Board of Directors. The Board of Directors will preside over an appeal hearing. The appeal hearing will be held within 30 working days of the parent’s written request. In the case of an expulsion appeal, the student will be considered suspended until a meeting is convened to hear the appeal at which time the parent(s) must attend to present their appeal. The expulsion appeal will follow the same process as the expulsion hearing. The appeal hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student’s parent/guardian at least Ten (10) calendar days prior to the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the appeal of expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of Charter School’s disciplinary rules which relate to the alleged violation;
4. Notification of the student’s or parent’s/guardian’s obligation to provide information about the student’s status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student’s parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the appeal hearing;
7. The opportunity to confront and question all witnesses who testify at the appeal hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student’s behalf including witnesses.

The Board of Directors will make a decision regarding the appeal hearing within 5 days of the conclusion of the appeals hearing. The decision of the Board of Directors is final.

**WRITTEN NOTICE TO EXPEL**

The Chief Operations Officer, following a decision to expel after an expulsion hearing or expulsion appeal, shall send written notice of the decision to expel, including the Board of Directors’ adopted findings of fact present at the hearing, to the student and parent/guardian. This notice shall also include the following:

1. Notice of the specific offense(s) committed by the student
2. Notice of the student’s or parent/guardian’s obligation to inform any new district in which the student seeks to enroll of the student’s status with **YPI Valley Public Charter High School**
3. The reinstatement eligibility review date;
4. The type of educational placement during the period of expulsion;
5. A notice of appeal rights/procedures.

The Chief Operations Officer or designee shall send a copy of the written notice of the decision to expel to the District. This notice shall include the following:
1. The student’s name
2. The specific expellable offense(s) committed by the student

Additionally, in accordance with Education Code Section 47605(d)(3), upon expulsion of any student, **YPI Valley Public Charter High School** shall notify the superintendent of the school district of the pupil’s last known address within thirty (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.

If a student is expelled from the **YPI Valley Public Charter High School**, the Charter School shall forward student records upon request of the receiving school district in a timely fashion. **YPI Valley Public Charter High School** shall also submit an expulsion packet to the Innovation and Charter Schools Division immediately or as soon as practically possible, containing:

- pupil’s last known address
- a copy of the cumulative record
- transcript of grades or report card
- health information
- documentation of the expulsion proceeding, including specific facts supporting the expulsion
- student’s current educational placement
- copy of parental notice expulsion
- copy of documentation of expulsion provided to parent stating reason for expulsion
- term of expulsion
- rehabilitation plan
- reinstatement notice with eligibility date
- instructions for providing proof of student’s compliance for reinstatement
- appeal process
- options for enrollment
ELEMENT 11: EMPLOYEE RETIREMENT SYSTEM

“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).

11.1 NO DISTRICT REQUIRED LANGUAGE IS BEING PROVIDED FOR INCLUSION

11.2 CERTIFICATED STAFF MEMBERS

All full-time certificated employees who are eligible will participate in the State Teachers Retirement System (SIRS). Employees will contribute the required percentage, and YPI Valley Public Charter High School will contribute the employer’s portion required by STRS. All withholdings from employees and the charter school will be forwarded by the Executive Director or designee to the STRS Fund as required. YPI Valley Public Charter High School will submit all retirement data through LACOE and will comply with all policies and procedures for payroll reporting. Employees will accumulate service credit years in the same manner as all other members of STRS. Social Security payments will be contributed for all qualifying non-STRS members. The YPI Valley Public Charter High School’s Board of Directors retains the option to consider any other public or private retirement plans and to coordinate such participation with existing programs, as it deems appropriate.

11.3 NON-CERTIFICATED STAFF MEMBERS

All full-time non-certificated employees who are eligible will be covered by a 403(b) retirement plan. All full-time employees will also be covered by the Federal Social Security program.

The Chief Operations Officer shall be responsible for ensuring that appropriate arrangements for coverage have been made.
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).

12.1 DISTRICT REQUIRED LANGUAGE

Pupils who choose not to attend YPI Valley Public Charter High 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.” Cal. Ed. Code § 47605(b)(5)(M).

13.1 DISTRICT REQUIRED LANGUAGE

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

Job applicants for positions at YPI Valley Public Charter High School will be considered through an open process, and if hired, will enter into a contractual agreement with the Charter school YPI Valley Public Charter High School will consider entering into a collective bargaining agreement with its employees if the employees and Board of Directors jointly elect to do so. Otherwise, all employees will be individually contracted rating in at a level competitive to the District’s salary schedules. The individual contract will address, among other issues, salary, health and welfare benefits, work schedules and responsibilities, accountability measurements, and standards for performance evaluations.
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.” Cal. Ed. Code § 47605(b)(5)(N).

14.1 DISTRICT REQUIRED LANGUAGE

The staff and governing Board of Directors of YPI Valley Public Charter High School agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and YPI Valley Public Charter High 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 YPI Valley Public Charter High School shall be resolved in accordance with the procedures set forth below:

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

   To Charter School: YPI Valley Public Charter High School
   c/o School Director
   Yvette King-Berg
   9400 Remick Avenue
   Pacoima, CA 91331

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

2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 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.” Cal. Ed. Code § 47605(b)(5)(O).

15.1 DISTRICT REQUIRED LANGUAGE

YPI Valley Public Charter High School is deemed the exclusive public school employer of all employees of the charter school for collective bargaining purposes. As such, YPI Valley Public Charter High 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.” Cal. Ed. Code § 47605(b)(5)(P).

16.1 DISTRICT REQUIRED LANGUAGE

Revocation of the Charter

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

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

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

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

Closure Action

The decision to close [Charter School], either by the governing Board of Directors of YPI Valley Public Charter High School or by the LAUSD Board of Education, must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked or non-renewed by the LAUSD Board of Education; the
governing Board of Directors of **YPI Valley Public Charter High School** votes to close Charter School; or the Charter lapses.

**Closure Procedures**

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

**Designation of Responsible Person(s) and Funding of Closure**

Upon the taking of a Closure Action by either the governing Board of Directors of **YPI Valley Public Charter High School** or the LAUSD Board of Education, the governing Board of Directors of **YPI Valley Public Charter High School** shall immediately designate a person or persons responsible for conducting all closure procedures and activities, and determine how **YPI Valley Public Charter High 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 CSD, if the Closing Action is an act of **YPI Valley Public Charter High School**. Note: If the Closure Action is a revocation or nonrenewal by the LAUSD Board of Education, the charter school may omit this step.

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

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

4. The Special Education Local Plan Area (SELPA) in which the school participates. **YPI Valley Public Charter High 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, **YPI Valley Public Charter High School** shall notify the State Teachers Retirement System (STRS), Public Employees Retirement System...
(PERS), and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of this notification and correspondence to the CSD.

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

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

8. All school employees and vendors within 72 hours of the Closure Action. [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 and, legal guardians may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

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

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

In addition to the four required items above, notification of parents, guardians, and students shall also include:

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

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

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

**School and Student Records Retention and Transfer**

**YPI Valley Public Charter High 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 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. This list shall include the student’s identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list should also indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD.

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

5. 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
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.

**YPI Valley Public Charter High School** shall ensure completion of an independent final audit within six months after the closure of the school that includes:

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

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

3. An assessment of the disposition of any restricted funds received by or due to the charter school.

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

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

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

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

These reports must be submitted to the CDE and the authorizing entity in the form required. If 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. The return of any donated materials and property according to any conditions set when the donations were accepted.
2. The return of any grant and restricted categorical funds to their source according to the terms of the grant or state and federal law.
3. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

Net assets of the charter school may be transferred to the authorizing entity. 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.

**YPI Valley Public Charter High School** shall retain sufficient staff, as deemed appropriate by the YPI Valley Public Charter High School Board of Directors to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

**YPI Valley Public Charter High School’s** governing Board of Directors 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 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 YPI Valley Public Charter High School’s right to operate as a charter school or cause YPI Valley Public Charter High School to cease operation. YPI Valley Public Charter High School and the District agree 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 shall have 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

DISTRICT-OWNED FACILITIES

If Charter School is using District facilities as of the date of the submittal of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use.

Notwithstanding any provision of any existing agreement for the use of District facilities, no agreement for the use of District facilities shall automatically renew or extend its term with the renewal of the charter petition. The circumstances of Charter School’s occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

Prop. 39 Single Year Co-Location Use Agreement shall be limited to one (1) school year and expire on the date stated in said instrument. There is no automatic renewal.

For the Sole Occupant Agreement or any other use agreement that is not a lease issued through the Notice of Intent and bid process, the term shall not exceed five (5) years or shall be co-terminus with the charter petition, whichever is shorter. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education’s approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. All District facilities (i.e. schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e. schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities
with other District user groups, Charter School agrees it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- **Use**: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. The District shall have the right to inspect District facilities upon reasonable notice to Charter School.

- **Furnishings and Equipment**: The District shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.

- **Leasing; Licensing**: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.

- **Programs, Services, and Activities Outside Instructional Program; Third Party Vendors**
  - Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Ed. Code 47612 and 5 CCR § 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
  - Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

- **Minimum Payments or Charges to be Paid to District Arising From the Facilities**:
  - **Pro Rata Share**: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
  - **Taxes; Assessments**: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.
Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.

(i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

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

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

NON-DISTRICT-OWNED FACILITIES

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.
Facility Compliance: Prior to occupancy or use of any school site or facility, Charter School shall provide adequate documentation to the CSD that the charter school facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the charter school facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, or notices issued by the authorized building and safety agency or the District. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Ed. Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

Insurance 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

YPI Valley Public Charter High School (also referred to herein as “YPI VPCHS” 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

<table>
<thead>
<tr>
<th>GENERAL INFORMATION</th>
</tr>
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<tbody>
<tr>
<td>● The contact person for Charter School is:</td>
</tr>
<tr>
<td>● The contact address for Charter School is:</td>
</tr>
<tr>
<td>● The contact phone number for Charter School is:</td>
</tr>
<tr>
<td>● The proposed address or target community of Charter School is:</td>
</tr>
<tr>
<td>● This location is in LAUSD Board District:</td>
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<tr>
<td>● This location is in LAUSD Educational Service Center:</td>
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<tr>
<td>● The grade configuration of Charter School is:</td>
</tr>
<tr>
<td>● The number of students in the first year will be:</td>
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<tr>
<td>● The grade level(s) of the students in the first year will be:</td>
</tr>
<tr>
<td>● The scheduled opening date of Charter School is:</td>
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<tr>
<td>● The enrollment capacity is:</td>
</tr>
<tr>
<td>(Enrollment capacity is defined as all students who are enrolled in Charter School regardless of student residency).</td>
</tr>
<tr>
<td>● The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:</td>
</tr>
</tbody>
</table>

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 Learner's needs will be identified
What services will be offered
How, where, and by whom the services will be provided
How the school will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

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

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

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

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

STUDENTS WITH DISABILITIES

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

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

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

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

**Modified Consent Decree Requirements**

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

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

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

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

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

- **CBEDS (Including Charter Schools)**

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

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

- Monthly SESAC and Suspension data (Including Charter Schools)

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

The MCD requires charter schools to implement the District's integrated student information system which is referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All charter schools are required to utilize MiSiS beginning August 1, 2014 upon the release of Milestone 8 which includes the final set of functionalities required to comply with the MCD. Upon charter school full utilization of MiSiS, the list of required data above will automatically be captured within MiSiS.
Element 2 – Measurable Pupil Outcomes and  
Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” Ed. Code § 47605(b)(5)(B).

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

STANDARDIZED TESTING

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

Element 4 – Governance

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

GENERAL PROVISIONS

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

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

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

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

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

**TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES**

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

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

Charter School shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Charter School, that Charter School does not discriminate on the basis of sex or mental or physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.
Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including all applicable requirements of California Code of Regulations, title 5, sections 4600 et seq.

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

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

LEGAL AND POLICY COMPLIANCE

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

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

RESPONDING TO INQUIRIES

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

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

NOTIFICATION OF THE DISTRICT

Charter School shall notify the Charter Schools Division in writing of any citations or notices of workplace hazards, investigations by outside regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g. loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. 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 orchartered through LAUSD.

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

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

**FEDERAL PROGRAM COMPLIANCE**

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

- Notify all parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher
• Notify each individual parent, in a timely manner, that the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified

• Develop jointly with, and distribute to, parents of participating children, a school-parent compact

• Hold an annual Title I meeting for parents of participating Title I students

• Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy

• Submit biannual Consolidated Application to California Department of Education (CDE) requesting federal funds

• Complete and submit Local Education Agency (LEA) Plan to CDE

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

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

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

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

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

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

Element 8 – Admission Requirements

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

**McKinney-Vento Homeless Assistance Act**

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

**NON-DISCRIMINATION**

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

Charter School shall not request or require submission of a student’s IEP, 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

**Element 9 – Annual Financial Audits**

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

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

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

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
Element 10 – Suspension and Expulsion Procedures

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

GENERAL PROVISIONS

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

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

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

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

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

STUDENTS WITH DISABILITIES

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

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

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

NOTIFICATION OF THE DISTRICT

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

- Completed “Notification of Charter School Expulsion” [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School’s policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student’s compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
  C. Was the misconduct caused by, or directly and substantially related to the student’s disability?
  D. Was the misconduct a direct result of Charter School’s failure to implement 504 Plan?

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

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

**Rehabilitation Plans**

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

**Readmission**

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

**Reinstatement**

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

**Gun-Free Schools Act**

Charter School shall comply with the federal Gun-Free Schools Act.

Element 11 – Employee Retirement Systems

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

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 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

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:

9. The LAUSD Charter Schools Division (CSD), if the Closing Action is an act of Charter School. Charter School shall provide CSD with a copy of the governing board resolution or minutes that documents its Closure Action. Note: If the Closure Action is a revocation or nonrenewal by the LAUSD Board of Education, the charter school does not need to send separate written notice of its closure to the CSD.

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

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

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

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

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

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

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

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

5. The effective date of the school closure
6. The name(s) and contact information for the person(s) handling inquiries regarding the closure
7. The students’ school districts of residence
8. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:
3. A description of the circumstances of the closure

4. The location of student and personnel records

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

4. Information on how to enroll or transfer the student to an appropriate school

5. A certified packet of student information that includes closure notice, a copy of the student’s cumulative record, which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results

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

Notification of employees and vendors shall include:

4. The effective date of the school closure

5. The name(s) and contact information for the person(s) handling inquiries regarding the closure

6. The date and manner, which shall be no later than 30 days from the effective date of school closure, by which Charter School shall provide employees with written verification of employment

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

**School and Student Records Retention and Transfer**

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

8. 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.

9. 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.
10. 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.

11. 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.

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

13. 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.

14. 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.

15. 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:

4. 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.

5. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.

6. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.

7. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School’s governing board shall adopt a plan for wind-up of the school and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which the school will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

f. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.

  g. File a Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).

h. Make final federal tax payments (employee taxes, etc.)

i. File its final withholding tax return (Treasury Form 165).

j. File its final return with the IRS (Form 990 and Schedule).

This Element 16 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and
public shall suffer irreparable harm should Charter School breach any obligation under this
Element 16. The District therefore reserves the right to seek equitable relief to enforce any
right arising under this Element 16 or any provision of this Element 16 or to prevent or cure
any breach of any obligation undertaken, without in any way prejudicing any other legal
remedy available to the District. Such legal relief shall include, without limitation, the seeking
of a temporary or permanent injunction, restraining order, or order for specific performance,
and may be sought in any appropriate court.

Additional Provisions

FACILITIES

District-Owned Facilities
If Charter School is using District facilities as of the date of the submittal of this charter petition
or takes occupancy of District facilities prior to the approval of this charter petition, Charter
School shall execute an agreement provided by the District for the use of the District facilities as
a condition of the approval of the charter petition. If at any time after the approval of this
charter petition Charter School will occupy and use any District facilities, Charter School shall
execute an agreement provided by the District for the use of the District facilities prior to
occupancy and commencing use.

Notwithstanding any provision of any existing agreement for the use of District facilities, no
agreement for the use of District facilities shall automatically renew or extend its term with the
renewal of the charter petition. The circumstances of Charter School's occupancy of District
facilities may change over time such as, but not limited to, enrollment, programs, and the
conditions of facilities, and the District has a vested interest in having an agreement that is
appropriate for the situation.

Prop. 39 Single Year Co-Location Use Agreement shall be limited to one (1) school year and
expire on the date stated in said instrument. There is no automatic renewal.

For the Sole Occupant Agreement or any other use agreement that is not a lease issued through
the Notice of Intent and bid process, the term shall not exceed five (5) years or shall be co-
terminus with the charter petition, whichever is shorter. Charter School and the District shall
negotiate any modifications of the agreement with the goal of such amendment or new
agreement being considered by the LAUSD Board of Education with the renewal of the charter
petition. If Charter School and the District cannot execute an agreement in time for such to be
considered by the Board of Education with the renewal of the charter petition, the approval of
the renewal of the charter petition shall be conditioned upon Charter School and the District
executing an amendment to the existing use agreement or a new agreement no later than May
1st or within nine (9) months of the date of the Board of Education's approval of the renewal of
the charter petition. During such time period Charter School shall be permitted to remain in
occupancy of the District facilities under the terms and conditions of the immediately preceding,
executed use agreement; provided, that if Charter School and the District cannot agree upon and
execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. All District facilities (i.e. schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e. schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- **Use**: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. The District shall have the right to inspect District facilities upon reasonable notice to Charter School.

- **Furnishings and Equipment**: The District shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.

- **Leasing; Licensing**: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.

- **Programs, Services, and Activities Outside Instructional Program; Third Party Vendors**
  - Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Ed. Code 47612 and 5 CCR § 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
  - Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and
provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

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

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

- **Maintenance & Operations Services:** In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.

  (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 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).