Renewal Charter Petition for Downtown Value School for Its Third Five Year Term

Submitted by Value Schools
September 2011
Table of Contents

Charter Petition Introduction..................................................1
Charter Petition Assurances....................................................25
Charter Petition Element 1......................................................26
Charter Petition Element 2.......................................................102
Charter Petition Element 3......................................................107
Charter Petition Element 4......................................................110
Charter Petition Element 5......................................................119
Charter Petition Element 6......................................................152
Charter Petition Element 7......................................................159
Charter Petition Element 8......................................................162
Charter Petition Element 9......................................................167
Charter Petition Element 10.....................................................180
Charter Petition Element 11.....................................................186
Charter Petition Element 12.....................................................187
Charter Petition Element 13.....................................................188
Charter Petition Element 14.....................................................189
Charter Petition Element 15.....................................................193
Charter Petition Element 16.....................................................194
Introduction

I. Completion of the Mission

A. Statement of Mission
In the charter petition presented in 2007 the school made this statement of its mission

*Downtown Value School facilitates the learning of elementary and middle school students who come from at-risk populations by providing a highly focused academic program in an environment that is infused with its core values. The school’s ultimate goal is to educate its students so that they may become persons who make a positive difference for their society and their world.*

B. Measurable Objectives
The charter petition sets forth a series of measurable objectives which, if achieved, would verify the completion the mission. The following is an analysis of the school’s success on each objective.

1. To advance to the next highest grade level, a student must demonstrate mastery of the major standards in each core subject at the 70% level as indicated by various assessment tools.

What happened during previous four years?

It has become apparent in the previous four years that mastery of the major standards in each core subject at the 70% level was both too stringent and impractical for advancement to the next grade. This was due to several considerations.

First, as students progress through the grade levels, it often takes longer than one year to acquire the skills and knowledge needed to demonstrate this level of mastery, especially if students are new to Downtown Value School in the upper grades, and/or several grade levels behind. Because it sometimes takes students more than a year to master grade level standards, the school uses an aggressive intervention program and careful monitoring of students. The school has seen that over time, many of these students showed that they could master the standards by participating in the rigorous, values-based instruction inherent in the educational program at Downtown Value School.

Second, the administration and staff weighed heavily the research on the pros and cons of retention in the decision making process. It was decided that in many cases the often deleterious long term effects of having a student repeat a grade frequently outweighed the advantages of advancement to the next grade, even without the desired level of mastery.

The school convened a “Retention Committee” to explore the conditions to be considered when a student is not making adequate progress to master grade level standards. The school has drafted a policy on retention and will soon finalize it to guide the staff in making decisions regarding retention.
Third, it would have been nearly impossible to accommodate the retained students in the same school after reaching full enrollment, with the upcoming class at capacity. Retaining all the students who did not show 70% mastery would have proven logistically and logically impossible.

This does not mean that retention has not been warranted in some cases, and this practice has been used judiciously and with usually favorable results.

**What will happen in the next five years?**

In the following five years, the school expects to continue to closely monitor the progress of the students who are not making adequate headway in mastering the grade level standards, provide interventions and support where needed, and use the policy on retention to help maximize the chances of student success.

2. A student with an Individual Education Plan will advance to the next grade level based on the recommendation of the IEP team.

**What happened in the previous four years?**

If Downtown Value School determined that a student with a disability was not progressing towards grade level standards or the goals established in the IEP, then an IEP meeting was convened before a determination of retention was made.

**What will the practice be in the next five years?**

Downtown Value School will continue to convene an IEP meeting for a student who is not progressing grade level standards before a determination of retention is made.

3. Meet or exceed annual AYP targets each year or in aggregate over the next five years.

**What has happened in the past four years?**

Downtown Value School achieved all 17 annual yearly progress goal is 2007-09 and 16 of 17 goals in the three following years. It has missed the goal for proficiency in the English language arts for the students who are considered English learners. However over the last four years the school, with almost no students with English as their first language, has consistently increased the percent of students who are proficient or advanced in English language arts.

**What will happen in the next five years?**

Downtown Value School will use an RtI approach (which is described in Element 1 of the petition) for English language learners so that they become fluent in speaking, reading, and writing English.
4. 90% of the students completing at least eight months in the class advance to the next highest grade using the norms set for individual student performance.

**What has happened in the past four years?**

The rate of advancement to the next highest grade has been close to 99% after completing at least eight months in a class. As discussed above, this does not necessarily mean that a proficiency rate of 70% has been achieved; rather, it was deemed more advantageous to the student to move to the next level, with supports and interventions put in place to narrow the gap between non-proficiency and proficiency as the student moves through the grades.

**What will happen in the next five years?**

Downtown Value School has adopted new goals for academic achievement and they are presented in Element 2 of the petition.

5. Meet or exceed annual API and AYP targets each year or in aggregate over the next five years.

**What has happened in the past four years?**

Downtown Value School has met its API growth targets in the aggregate over the past four years, with a gain of over 100 points in the past five years. Downtown Value School has met all of its AYP goals in 2007-08 and 16 out of 17 AYP targets in the last three years, missing the ELA proficiency target for English learners, in spite of having a subgroup API score of 800 for English learners in ELA in 2011.

**What will happen in the next five years? (See goals in Element 2?)**

Downtown Value School will achieve 830 on the API in the next term. Downtown Value School will meet API targets each year or in aggregate over the next five years.

Downtown Value School has set reasonably aggressive schoolwide targets for proficiency as well as for each of the significant subgroups. These will be achieved each year or in aggregate over the next five years. These targets are delineated in Element #2 of the charter petition.

**What happened in the previous four years?**

Approximately 85% of students classified as English language learners averaged at least one ELD level of progress during each school year in the past four years.

**What will happen in the next five years?**
Downtown Value School has found that this (85%) is a reasonably aggressive goal and will continue progress at this rate for the next five years.

6. 90% of students receive a satisfactory or better rating of their behavior as assessed by the faculty.

**What happened in the previous four years?**

There are many elements that make up “Work Habits and Behavior” at each grade level. When combined, over 90% of students averaged a satisfactory or better rating of their behavior as assessed by the faculty. In general, as faculty members grew in experience, and students grew in their understanding and acceptance of the values, student behavior ratings improved.

**What will happen in the next five years?**

It is expected that this level of achievement will continue during the next five years. Discipline supports, SST interventions, improvements in implementation of the Second Step program, more meaningful parent communication and training in parenting, and a more improved school culture are contributing factors that will likely lead to continued growth in responsible student behavior.

7. Less than 5% of the total enrollment is suspended or expelled for fighting, harassing other students and disrespect for faculty and staff.

**What happened in the previous four years?**

The culture at Downtown Value School is one of relative cooperation and respect. There are very few fights, and when they occur, they are usually resolved quickly. In the past four years, less than 5% of the total enrollment has been suspended for fighting or harassing other students or disrespect for faculty and staff.

**What will happen in the next five years?**

Downtown Value School will continue to be proactive in its approach to instilling responsible student behavior by providing a values-rich educational environment. Schoolwide implementation of the research based Second Step program, an increased bullying prevention focus, more opportunities for student leadership, including the introduction of a student-run court system, and a tiered approach to discipline interventions will enable the students to grow in their ability to make responsible behavior choices. The school is setting an aggressive goal of no more than three expulsions per year or fifteen in aggregate over the next charter term for all offenses. It is also setting a goal of no more than fifteen suspensions per year, or no more than sixty in aggregate for the next charter term.
8. There is an average daily attendance of 95% or at least a one-percentage point improvement over the previous year.

**What happened in the past four years?**

Downtown Value School has achieved an attendance rate of at least 96% per year for the past four years. This has been achieved by a conscientious effort to follow up on absences, meeting with parents, reviewing the expectations of school attendance, and adoption of the Teleparent automated phone communication system.

**What will happen in the next five years?**

The goal of 96% daily attendance is considered a realistic one for the next charter term.

9. Less than 2% of the total enrollment is suspended or expelled for smoking, alcohol, drugs or other health related issues.

**What has happened in the past four years?**

Downtown Value School has suspended or expelled less than 2% of the total enrollment for smoking, alcohol, or drugs in the past four years. When these few situations occurred, the school provided additional parent education for middle school parents, opportunities for counseling, and a clear no-tolerance policy for substance abuse. The school realizes that this percent of involvement is likely the tip of an iceberg that is difficult to detect.

As these situations came to light, students were surveyed regarding their exposure to unhealthy lifestyle choices in their immediate families, their extended families, and their neighborhoods. It remains clear that there is a pervasive exposure and often acceptance on the part of the majority of middle school students for these choices. The school is committed to presenting the advantages of a healthy lifestyle, in all aspects of the program—curricular and extra-curricular activities, student and parent counseling.

**What will happen in the next five years?**

As Downtown Value School places more emphasis each year on health and wellness, and increases its parent to parent programs, middle school mentoring program, on-campus group and personal counseling opportunities, and extra-curricular opportunities, there will be more support for students to make healthy lifestyle choices.

10. 90% of the students feel accepted by their teachers and their peers as measured by student retention.

**What has happened in the past four years?**

Student retention (or re-enrolling for the following year) has been higher than 90% each year in the past charter term. The majority of students who transferred to other schools
did so because they moved out of the area and the commute became too difficult. A few middle school parents enrolled their students in other charter schools in the area so that their child would have an advantage when enrolling in the affiliated charter high school.

It is unclear whether this is the proper metric for assessing whether students feel accepted by their teachers and peers. Surely, if students are unhappy at school, they can sometimes convince their parents to enroll them in a different school. But transferring to another school does not always indicate dissatisfaction with the current placement; in fact, usually parents and students express sadness in leaving the school. As mentioned above, it is most often a function of parents’ change of address.

**What will happen in the next five years?**

Feeling accepted by one’s teachers and peers is one component of overall student satisfaction in the school. The school has decided that the “acceptance” metric should be expanded to include student satisfaction with various aspects of the school program.

Student satisfaction will be better determined by annual surveys with different response choices for the various grade levels. While these will not be included in the Measurable Student Outcomes, they will be used to provide the school with an indication of the overall satisfaction level of the students. Areas of significant need will be addressed on an ongoing basis over the term of the charter.

11. More than 50% of the students offer service to the school or others outside the school.

**What happened in the previous four years?**

The students take seriously the fifth value: “We believe that what we learn is not just for ourselves but to help others and make a better world.” There have been many opportunities for students to offer service to the school and others outside the school. Annual schoolwide collections for UNICEF, canned food drives, disaster relief projects, AIDS walks, March of Dimes, and Autism awareness organizations help students become aware of the needs of others. In addition, students have opportunities in the school to contribute to the upkeep and beautification of the campus. The Garden Club tends to the plants, the koi and turtle ponds, and the greenhouse. They sponsor several Plantapaloozas throughout the year on the weekends when parents, teachers, and students come together to paint murals, plant fruit trees, and weed the gardens around the school. They also have a robust recycling program, collecting paper throughout the school in addition to turning the recyclable food from the daily lunches into usable soil from the garden. Recently, several solar panels were donated to the school, allowing the students to participate in an energy conservation program.

Many students are involved in student leadership in the school, coordinating activities that benefit the entire student body.
While data on individual student participation in these programs were not recorded, it is estimated that at least 70% of the students have participated in one or more of these outreach opportunities.

**What will happen in the next five years?**

In addition to the opportunities listed above, each grade level will be adopting a developmentally appropriate outreach project for the year. It is expected that these projects will become part of the yearly tradition at each grade level, so the students will know what service project they have to look forward to each year. This will increase student participation in service projects to an even greater extent.

**12. All parents sign an agreement with the core values.**

**What has happened in the previous four years?**

When a student gets accepted for admission, parents and student meet with an administrator to review the core values. During this meeting, parents have the opportunity to ask questions and share concerns. Students are invited to share their hopes and apprehensions for their new school, and administrators explain the importance of each of the five core values and how each value is lived out at the school. To date, at least one parent or guardian for each student has signed the agreement to support the school values. This agreement also serves as the Title I Parent Compact to support their child’s education.

**What will happen in the next five years?**

Upon admission, all students will continue the practice of having at least one parent or guardian meet with an administrator to learn about the school values, ask questions, and sign the support agreement. The parent’s decision to not attend or not to sign the support agreement in no way impacts the student’s enrollment or admission.

**13. 90% of parents indicate satisfaction with teachers’ methods of instruction and supervising student behavior as measured by reenrollment of their child in Downtown Value School the following year.**

**What has happened in the previous four years?**

Reenrollment every year has exceeded 90%. As mentioned before, most transfers have been due to relocations and long commutes.

**What will happen in the next five years?**

Surveys are considered a more accurate metric for assessing parent satisfaction, and are now being used on an annual basis. More detailed information can be gathered about specific areas of the program with this tool. The school will continue to refine the
questions and responses to make it as effective as possible in providing direction for change.

14. More than 50% of parents participate in more than half of the parent events.

   What has happened in the previous four years?

   Parent participation varies throughout the year depending on the event. Open House, Back to School Night, and Parent Conference nights draw over 90% of parents; events that involve student performances (Winter Fest and Annual Fiesta) are also well attended. Parent Teaching Parent seminars on the weekend; ongoing parenting classes; yearlong ESL classes; monthly Coffee with the Principal gatherings; Mother’s Day breakfast; PTO meetings draw fewer but highly interested parents.

   What will happen in the next five years?

   The school will continue to reach out to parents in a variety of ways to address the issues most important to them and to their children. A gathering room for parents should be completed in 2012, which will provide a space for the parent educator and parents to meet. In addition to the events listed above, the school is planning a series of interactive, curriculum-based parent/student/teacher evenings. Math Nights, Read-Alongs, etc. are being planned to encourage parents to become more active partners in their child’s education.

15. All differences between a parent and teacher or staff are resolved within written timelines.

   What has happened in the previous four years?

   When a parent brings a concern, the problem is addressed as soon as possible and certainly within written timelines. Procedures for handling concerns are reviewed with parents at the first full parent meeting of the year.

   What will happen in the next five years?

   The school will continue to be responsive to the concerns of parents and committed to resolving differences within written timelines. School will gauge the satisfaction level of the parents to this responsiveness on annual surveys, with a goal of 95% satisfaction expressed.

16. All teachers and staff agree and support the core values.

   What has happened in the previous four years?

   The core values are presented and explained at the time of hire. Teachers and staff have an opportunity to question and clarify the role of the values during this meeting and in
subsequent conversations. They are reviewed frequently and made operational in all activities, assignments, and interactions. Currently all teachers and staff support the core values of the school.

**What will happen in the next five years?**

The school will continue to stress the importance of the core values to any new hire. The teachers and staff who have internalized and operationalized the values serve as mentors to the new members of the community. It is expected that all teachers and staff will support the core values in the future.

17. The annual teacher retention rate is 70%.

**What has happened in the previous four years?**

The annual teacher retention rate has been higher than 70% for the past four years.

**What will happen in the next five years?**

It is expected that the teacher retention rate will continue to be at least 70%.

18. The academic achievement standards at the class level presented above are met.

**What has happened in the previous four years?**

The purpose of this objective was to gauge teacher performance based on student achievement. To assess teacher performance Downtown Value Schools has developed, with teacher input, a new evaluation system. The components of the system include student achievement as measured by the benchmark tests, demonstration of teaching skills and sound classroom management, peer assessment of the support for the school’s core values, parent assessment of teacher performance and participation in professional development. Downtown Value School has begun to use this evaluation to determine a “performance-based compensation” salary increase.

**What will happen in the next five years?**

Downtown Value School will continue to refine and use the new evaluation method described above and continue “performance-based compensation.”

19. There is 95% attendance at staff meeting and staff development programs.

**What has happened in the previous four years?**

Staff development opportunities are presented during the week before school opens in August, and every other Wednesday afternoon from 1:00-3:30. In addition, there are
hour long faculty business meetings every Thursday afternoon. There has been at least 95% attendance at these meetings since the school’s inception.

What will happen in the next five years?
There will be continued participation at 95% at professional development and business meetings for the next charter term.

C. Academic Achievement Data
Downtown Value School has consistently increased the percentage of students who are proficient or advanced in English language arts and in mathematics. The following charts show the growth from its first year of testing 2003-04 through the past school year 2010-11. The bars show the percentage of students achieving at the five performance levels and the table displays the numbers of students.

![Downtown Value School Grades 2-8 Language Arts](chart)

<table>
<thead>
<tr>
<th>Year</th>
<th>Advanced</th>
<th>Proficient</th>
<th>Basic</th>
<th>Below Basic</th>
<th>Far Below</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>3</td>
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<tr>
<td>2005</td>
<td>7</td>
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<td>65</td>
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<td>2006</td>
<td>11</td>
<td>51</td>
<td>98</td>
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<td>2007</td>
<td>22</td>
<td>74</td>
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<td>2008</td>
<td>45</td>
<td>66</td>
<td>127</td>
<td>57</td>
<td>24</td>
</tr>
<tr>
<td>2009</td>
<td>36</td>
<td>90</td>
<td>133</td>
<td>52</td>
<td>33</td>
</tr>
<tr>
<td>2010</td>
<td>46</td>
<td>105</td>
<td>135</td>
<td>52</td>
<td>24</td>
</tr>
<tr>
<td>2011</td>
<td>56</td>
<td>120</td>
<td>127</td>
<td>47</td>
<td>10</td>
</tr>
</tbody>
</table>
D. Enrollment History
As the following table indicates over the last five years Downtown Value School has reached its capacity enrollment and has maintained it. The school has waiting lists for almost every grade level, and especially for Kindergarten and Sixth Grade.

<table>
<thead>
<tr>
<th>Grade</th>
<th>2006-07</th>
<th>2007-08</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
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<tr>
<td>Kindergarten</td>
<td>40</td>
<td>39</td>
<td>38</td>
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<tr>
<td>First</td>
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<td>42</td>
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<tr>
<td>Second</td>
<td>37</td>
<td>40</td>
<td>39</td>
<td>42</td>
<td>42</td>
</tr>
<tr>
<td>Third</td>
<td>40</td>
<td>38</td>
<td>41</td>
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<tr>
<td>Fourth</td>
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<td>50</td>
<td>57</td>
<td>60</td>
<td>61</td>
<td>58</td>
</tr>
<tr>
<td>Seventh</td>
<td>50</td>
<td>52</td>
<td>59</td>
<td>61</td>
<td>57</td>
</tr>
<tr>
<td>Eighth</td>
<td>50</td>
<td>54</td>
<td>51</td>
<td>61</td>
<td>61</td>
</tr>
<tr>
<td>Total</td>
<td>394</td>
<td>411</td>
<td>420</td>
<td>445</td>
<td>446</td>
</tr>
</tbody>
</table>

E. Attendance History
During the four years since the renewal of the charter for Downtown Value School the school has maintained a high level of attendance as the table below shows.
In preparing these data the school followed the same procedures as computing attendance numbers for Principal Apportionment funding.

**F. Summary: Mission Accomplished**

The clear and strong advancement of student achievement demonstrates that Downtown Value School is accomplishing its mission; it provides an education that is superior to the area traditional elementary and middle schools that serve a similar population of students. Downtown Value School’s attractiveness to parents is shown in the consistently high enrollments and waiting lists and its high level of attendance. Downtown Value School has implemented a values-based program that research has shown effective and now Downtown Value is proving that it works.

**II. WASC Accreditation**

WASC Accreditation

Downtown Value School applied for and received initial accreditation from the Western Association of Schools and Colleges in 2008/09. The school is currently in the process of completing the self-study in preparation for the three-day team visit in March, 2012.

There were several areas of particular strength noted at the time of the initial visit:

1. A unique culture of individual leadership and collaboration.
2. Strong teacher involvement and commitment.
3. Increased understanding of assessment and evaluation to drive the program.
4. Rising test scores and improvement in math scores.
5. Strong parent involvement in the life of the school.
6. High student attendance, low student attrition and excellent punctuality.
7. Strong school core values.
8. Good after school program.
9. Excellent and enhanced communication among School constituencies.
10. Excellent leadership at principal and board levels.
11. Enhanced and strong art, music, and physical education classes.

The following identified needs are being addressed in the Self-Study:

1. Clear articulation of School-wide Learning Results. (completed in 2010/11)
2. Systematic English language arts professional development for faculty. (ongoing)
3. Technological equipment and training in the use of technology. (Grants and parent fundraising efforts have provided Smart Boards, iPads, document readers, projectors, and net-books for several classrooms. Training is ongoing.)
4. Continuing professional development in ongoing assessments to enhance student learning. (Ongoing)
5. Library resources. (Some grants and dedicated funding have improved classroom libraries. More needed.)
6. Parent education as it relates to academic support for students. (Special projects by teachers and parent educator addressing academic support planned on annual basis.)

The school has identified three “Critical Areas” of need to improve student achievement in the next accreditation cycle:
1. Reading at all levels, especially reading comprehension
2. Critical thinking skills
3. Oral expression

The Downtown Value School learning community will be focusing its resources on these areas, and setting goals for improvement in the months to come.

III. Work of the Governing Board
The Board of Directors for Downtown Value School has played and continues to play a significant role in the life of the school. The board has functioned in two principal capacities.

First, it has affirmed the mission and vision for the school and holds the school accountable to the fulfillment of the mission and vision. It does this by monitoring the performance of the school most immediately in its academic performance. Recently the board has established a Committee on Accountability and Performance. This committee works with staff to examine the ways in which the school determines its success. It considers the elements in the school that are being measured, the means by which they are measured, the timing of the measurements and the ways in which results are being reported. The committee regularly reports to the board its findings to help the board fulfill its responsibility for ensuring a successful educational program.

Second, the board has worked diligently to ensure the financial stability of the school. It has carefully monitored the budget and business operations and it has increased its efforts at seeking additional funds for the operation of the school.

A strength of the board’s role has been establishing a balance between giving school administrators autonomy in operating the school and holding those administrators accountable for performance and growth.

IV. Special Issues

A. English Language Learners
While Downtown Value School has continued to enroll high numbers of non-native English language students, it has made great progress in reducing the number of English language learners and thereby increasing the number of students who can be classified at fluent English proficient. The following two tables show the numbers and percentages of English language learners, of fluent English proficient and a re-designated fluent English proficient.
Downtown Value School has reduced the percentage of English language learners dramatically due to reclassification from 2006-2010 (the last year the CDE provides public data). The percent of ELL has dropped from just over 70% to just over 25%.

Downtown Value School has shown that it does better in providing English language instruction compared to the traditional public schools in the area that would have enrolled Downtown Value students. As the following chart depicts, Downtown Value School now has 56% of its students fluent English proficient compared to about 22.5% for the traditional public elementary schools and 47% for traditional public middle schools.
**B. Program Improvement**

Downtown Value School is in Program Improvement because it has missed 1 out of 17 annual yearly progress targets during the past four years. The school missed the goal for proficiency in the English language arts for the students who are listed as English learners. However over the last four years the school has consistently increased the percentage of students who are proficient or advanced in English language arts. Since almost 90% of the students come to school with Spanish as their home language, Downtown Value School may have missed AYP targets, but is clearly making progress with English language learners.

On the 2011 CST testing almost 50% of students tested proficient or advanced. 48% of the students in grades 2-5 tested proficient or advanced in English language arts compared to 33% in area traditional public elementary schools. In grades 6-8 there were 51% of the students at Downtown Value School who tested proficient or advanced, but in the area traditional public middle school that percentage was only 32%. While not making AYP targets, Downtown Value School is clearly making more progress than the neighboring traditional public schools.

To the facilitate the school’s exit from program improvement, the plan for education English language learners to become proficient in English language arts is detail in Element 1 in the section of English language learners.
C. Special Education

In the past four years, Downtown Value School has seen a decline in the number of students identified with special education needs. Many of the students who came in to the school during the start-up years with IEPs have graduated, and now that the school is fully enrolled, there is not a large influx of students each year. The school admits any student who is accepted by lottery, and does not turn away students with disabilities. Because of the increased ongoing focus on student achievement data, aggressive early intervention for those students struggling in acquiring reading skills, and a strong SST program, more students are experiencing success at learning grade level skills. In fact, many of the small group intervention strategies that are usually seen with students identified with specific learning disabilities are being used successfully with those students who in the past would have been referred for special education.

There are, of course, those students who have special needs that require more intensive services. At Downtown Value School there is a student with a walker who has cerebral palsy. When this student was out for foot surgery last year, the school provided him a Skype capable laptop, so he could participate in the learning activities with the class as he recovered at home. He scored proficient in language arts and advanced in mathematics. Another student has autism and is fully integrated in the fourth grade classroom, in spite of arriving to Kindergarten with no expressive language at all. He scored proficient in both language arts and math last year.

Most of the disabilities of students with IEPs fall into the category of Specific Learning Disability. There are students who receive speech services, counseling, adaptive P.E., occupational therapy, behavior interventions, and, of course, modifications and accommodations in the classroom.

Students with Special Needs 2007-2011

<table>
<thead>
<tr>
<th>Year</th>
<th>2007/08</th>
<th>2008/09</th>
<th>2009/10</th>
<th>2010/11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students</td>
<td>43</td>
<td>31</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>Percent of total enrollment</td>
<td>10%</td>
<td>7%</td>
<td>6%</td>
<td>6%</td>
</tr>
<tr>
<td>Disability</td>
<td>SLI</td>
<td>15</td>
<td>11</td>
<td>8</td>
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<td></td>
<td>SLD</td>
<td>22</td>
<td>16</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>OHI</td>
<td>2</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>AUT</td>
<td>2</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>DD</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>HOH</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

D. Diversity

The demographic characteristics of the student population served at Downtown Value School reflect the neighborhood that the school serves. The following charts show the similarity of Downtown Value School to the traditional public schools in which Downtown Value School
Given the high student retention rate and given that in most years half of the new kindergarten places are filled with siblings of current students, there is not a lot of room to change the make-up of the school. However, because the school is not far from Koreatown, Downtown Value School will make a concerted effort to reach out to that neighborhood with recruiting materials.

V. Best Practices

A. Values Based Education

In the early 1990’s researchers began to examine why parochial schools serving low income and minority students produced greater academic achievement than their public school counterparts serving student populations with similar demographic characteristics. These researchers identified several key factors. These factors include a focused curriculum, an emphasis on academics, a school directly managed by the principal and a set of core beliefs and values shared by parents and faculty. (Bryk et al., Catholic Schools and the Common Good, 1993)
The most important finding was that the shared beliefs and values generated an extra social capital that propelled student achievement. One commentator on the research thought that the shared values created an inspiring ideology that gave meaning to going to school. Value Schools has fashioned an educational model that puts the shared values front and center. The values espoused by Value Schools are secular values and ones that can inspire and give a purpose to an education. Value Schools also emphasize academics and discipline in an orderly environment; it utilizes family involvement; and the schools are locally directed so as to be more immediately responsive to student and family needs.

Downtown Value School is very similar in the details of the curriculum and in the educational methodology to traditional public schools. The uniqueness does not lie in some “secret” curriculum or method. What holds the school together and gives energy to the learning experience is a common “world-view.”

Recent research by Samuel Casey Carter found that a school that created a culture that purposefully emphasized moral development had higher achievement levels. He wrote: “By telling the stories of twelve very different but equally extraordinary schools from all across the country, this book explains how they form student character, and ultimately, how great school cultures harness student character to drive achievement.” (Carter, On Purpose: How Great School Cultures Form Strong Character, 2011) To select schools for his study Carter examined the performance results from over 3,500 schools from across the country. These served all segments of the school age population and included public and private schools. His thesis can also be read to say what produces high student achievement is the same for all types of students, affluent or low income, minority or not, English speaking or not, and so forth.

Carter further wrote:

All these schools beat the competition in their local areas as far as academic and other student achievement is concerned. All of them far exceed the national performance levels for the populations they serve. Nine of the twelve would rank superior on any national ranking of any kind. Together they are just a snapshot of the more than 115,000 schools in the country, but they are among the very best—for they aim only bring the best out of their students—and they prove what is possible for every school in America. (Carter, On Purpose: How Great School Cultures Form Strong Character, 2011)

By emphasizing its five core values Downtown Value School believes and has seen that it purposefully develops a school culture that forms student character and drives student achievement.

**B. Using Data to Drive Instruction**

Downtown Value School uses a variety of tools to gather and analyze data on student performance. In August of each year, teachers review the most recent CST results, using the online Data Director program to break down strengths and weaknesses, trends and anomalies according to subject, strand, standard, student, grade, and school. All teachers have access to
their students’ information and are provided the time and structure to analyze student scores, check for trends, identify “gainers” and “sliders”, and begin to set goals for the coming school year.

By the beginning of September, teachers have administered and analyzed their first program pre-assessments for Open Court Language Arts and Saxon mathematics curricula, and uploaded the information into Data Director. They also administer the DIBELS general outcome assessment for reading fluency and comprehension, which rounds out the picture of the performance levels for each student in their classes. Teachers then look for trends, corroborative data, and inconsistencies.

Before instruction begins in the fall, the teachers have a clear idea of which students will most likely need extra assistance in accessing the various parts of the curriculum, and they make plans in their daily schedules for small group instruction for these students. The teacher keeps a binder (known as “The Binder”) with annual, benchmark, and program assessment information, along with ongoing notes on students who have been identified as “at risk” of not making grade level progress. As new assessment data are received throughout the year, they are entered in sections of The Binder, and student progress can be tracked by the teacher, administration, and all support providers. As teachers work with students in small groups, progress toward mastery of standards is recorded on a near daily basis.

Downtown Value School uses a “Response to Intervention” type model to ensure that each child makes sufficient progress in mastering the grade level standards. Students who make grade level progress and more within the expected time frame are considered in Tier IA. There are approximately 75%-80% of the students who are in Tier IA in each class. These students are provided grade level and advanced curriculum, usually in a whole group setting. Students who have demonstrated that they can make near grade level progress with some extra help in small, skill based groups are placed in Tier IB. These students receive preteaching, reteaching, and sometimes English language support in small groups on a regular basis from the classroom teacher or classroom aide (K and 1), in addition to the whole class instruction. Student progress is monitored frequently and recorded in The Binder. These groups are fluid throughout the year, with students moving in and out according to results of program assessments.

Students are considered in Tier II when they have more significant skill deficits (“at risk” in DIBELS or AIMSWEB assessment, Below Basic or Far Below Basic on CST or benchmarks). In addition to whole group instruction and small group reteaching, these students receive additional support from a Learning Skills Specialist, plus extra time on the research-based reading skills program, Lexia. The specialist meets with small groups (1-4 students) on a daily basis in the classroom or the Learning Center. Skills usually include decoding and word study, fluency, and comprehension. Progress is tracked using data from the Six Minute Fluency, DIBELS, or the Lexia program.

Tier II students are also referred to the SST program in order to further analyze the factors that may be contributing to their slower progress. A meeting is held with the teacher, parent, SST coordinator, and any other staff member involved with the student’s progress to determine how
best to assist the student. The group decides on a Plan of Action, a timeframe, and a date to reconvene to review progress.

When students still show insufficient progress with these supports, a recommendation may be made to conduct further psychological assessments to check for an underlying learning disability or other cognitive or psychological impairment. The Special Education Coordinator and School Psychologist are notified, requests for assessments are sent to parents, and the appropriate assessments are scheduled. If a student is found to qualify for Special Education, he/she is considered to be in Tier III, and an individual education plan (IEP) is developed. The special education teacher schedules individual or small group instruction to further address learning needs, collaborates with teacher and other members of the staff on appropriate curriculum modifications, and assists the teacher in setting realistic yet challenging goals for the student.

The school uses a transparent approach to using all types of performance data. Students are kept apprised of their progress on reaching benchmark standards, and help set age appropriate short-term and long-term goals with their teachers. Data are frequently shared with parents on program, benchmark, and annual assessments, and student performance data are shared at parent conferences. The school has found that this transparent, team approach toward using data is the most effective in ensuring that all students make adequate progress every year.

**VI. Contribution to Public Education in Los Angeles**

Downtown Value School’s major contribution to public education is the superior education provided to its students. Using the California State Testing and Reporting program (STAR) as a means to measure performance, it is clear that Downtown Value School is better than the traditional public schools in the area served by the school.

The following two charts use the Academic Performance Index (API) to make a comparison between Downtown Value School and traditional public schools.
Since Downtown Value School started testing in 2004 through the most recent test period of 2011, the school’s API has grown 239 points. The 2011 score was 799. This is compared to the median growth of the traditional schools of 128 for area elementary schools and 110 for area middle schools. Their median scores were 756 for elementary schools and 662 for middle schools.

The next charts compared performance on the 2011 California Standards tests between Downtown Value School students and those in area traditional elementary and middle schools. Downtown Value has a higher percentage (48%) of elementary students proficient or advanced in English language arts than area traditional public elementary schools (43%) and a lower percentage (17%) of elementary school students below basic or far below basic than area traditional elementary schools (25%). At the middle school level Downtown Value had 51% students proficient or advanced in English language arts while the area traditional middle schools had only 35% of its students proficient and advanced. Downtown Value had only 13% of its middle school students below basic or far below basic while the area traditional middle schools had 31% of its students below basic or far below basic. In mathematics Downtown Value had 62% of its elementary students and 63% of its middle school students proficient or advanced compared to 57% of area traditional elementary schools and 32% of area traditional middle schools. At the below basic and far below basic levels in math Downtown Value had 16% of elementary and 14 % of middle school students compared to the area traditional schools that had 19% of elementary and 41% of middle school students.
Downtown Value School Charter Renewal Petition

DVS Grades 2-5 2011 CST Score in English Language Arts Compared to Area Traditional Public Elementary Schools

<table>
<thead>
<tr>
<th>Area Traditional Public Elementary Schools:</th>
<th>Downtown Value</th>
<th>Median for Traditional Public Elementary Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenth Street</td>
<td>20%</td>
<td>10%</td>
</tr>
<tr>
<td>Magnolia</td>
<td>40%</td>
<td>30%</td>
</tr>
<tr>
<td>Norwood</td>
<td>60%</td>
<td>50%</td>
</tr>
<tr>
<td>Politi</td>
<td>80%</td>
<td>70%</td>
</tr>
<tr>
<td>San Pedro</td>
<td>100%</td>
<td>90%</td>
</tr>
</tbody>
</table>

Downtown Value: 18% Advanced, 30% Proficient, 36% Basic, 15% Below Basic, 2% Far Below
Median for Traditional Public Elementary Schools: 17% Advanced, 26% Proficient, 32% Basic, 17% Below Basic, 8% Far Below

DVS Grades 6-8 2011 CST Score in English Language Arts Compared to Area Traditional Public Middle Schools

<table>
<thead>
<tr>
<th>Area Traditional Public Middle Schools:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adams</td>
</tr>
<tr>
<td>Berendo</td>
</tr>
<tr>
<td>Letchty</td>
</tr>
<tr>
<td>Carver</td>
</tr>
<tr>
<td>Cochran</td>
</tr>
<tr>
<td>LA Acad. Virgil</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Downtown Value</th>
<th>Median for Traditional Public Middle Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced</td>
<td>13%</td>
</tr>
<tr>
<td>Proficient</td>
<td>38%</td>
</tr>
<tr>
<td>Basic</td>
<td>36%</td>
</tr>
<tr>
<td>Below Basic</td>
<td>10%</td>
</tr>
<tr>
<td>Far Below</td>
<td>3%</td>
</tr>
<tr>
<td></td>
<td>11%</td>
</tr>
<tr>
<td></td>
<td>24%</td>
</tr>
<tr>
<td></td>
<td>35%</td>
</tr>
<tr>
<td></td>
<td>19%</td>
</tr>
<tr>
<td></td>
<td>12%</td>
</tr>
</tbody>
</table>
Downtown Value School Charter Renewal Petition

DVS Grades 2-5 2011 CST Score in Mathematics Compared to Area Traditional Public Elementary Schools

<table>
<thead>
<tr>
<th>Area Traditional Public Elementary Schools: Tenth Street Magnolia Norwood Politi San Pedro Vermeil</th>
<th>Downtown Value</th>
<th>Median for Traditional Public Elementary Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Advanced</td>
<td>32%</td>
</tr>
<tr>
<td></td>
<td>Proficient</td>
<td>30%</td>
</tr>
<tr>
<td></td>
<td>Basic</td>
<td>21%</td>
</tr>
<tr>
<td></td>
<td>Below Basic</td>
<td>15%</td>
</tr>
<tr>
<td></td>
<td>Far Below</td>
<td>1%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>30%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>27%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>21%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>15%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4%</td>
</tr>
</tbody>
</table>
Downtown Value School Charter Renewal Petition

DVS Grades 6-8 2011 CST Score in Mathematics Compared to Area Traditional Public Middle Schools

<table>
<thead>
<tr>
<th>Area Traditional Public Middle Schools:</th>
<th>Downtown Value</th>
<th>Median for Traditional Public Middle Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Downtown Value</td>
<td>23%</td>
<td>8%</td>
</tr>
<tr>
<td>Median for Traditional Public Middle Schools</td>
<td>24%</td>
<td>26%</td>
</tr>
</tbody>
</table>

- Advanced
- Proficient
- Basic
- Below Basic
- Far Below
AFFIRMATIONS AND ASSURANCES:

Downtown Value School shall:

- Be nonsectarian in its programs, admission policies, employment practices and all other operations
- Not charge tuition
- Not discriminate against any student on the basis of disability, gender, 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
- Admit all pupils who wish to attend the school. EC 47605(d)(2)(A)
- Determine admission by a public random drawing, if the number of pupils who wish to attend the school exceeds the school capacity, and preference shall be extended to pupils who currently attend the Charter School and pupils who reside in the District. EC 47605(d)(2)(B)
- Not enroll pupils over nineteen (19) years of age unless continuously enrolled in public school, the student is not over the age of 22 and making satisfactory progress toward high school diploma requirements.
- Not require any child to attend the Charter School nor any employee to work at the charter school.
- In accordance with Education Code Section 47605(d)(3)], if a pupil is expelled or leaves the charter school without graduation 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.
ELEMENT 1 – THE EDUCATIONAL PROGRAM

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

A. Target Student Population

Downtown Value School’s mission is to educate students who come from traditionally underserved populations. Currently the student population at Downtown Value School (the Charter School) is 38% English language learners and 95% economically disadvantaged students.

In the past five years, Downtown Value School has maintained near maximum enrollment at each grade level.

The enrollment from 2006-2012 is shown in following table.

<table>
<thead>
<tr>
<th>Grade</th>
<th>2006-07</th>
<th>2007-08</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>40</td>
<td>39</td>
<td>38</td>
<td>40</td>
<td>42</td>
<td>42</td>
</tr>
<tr>
<td>First</td>
<td>34</td>
<td>39</td>
<td>42</td>
<td>40</td>
<td>42</td>
<td>43</td>
</tr>
<tr>
<td>Second</td>
<td>37</td>
<td>40</td>
<td>39</td>
<td>42</td>
<td>42</td>
<td>42</td>
</tr>
<tr>
<td>Third</td>
<td>40</td>
<td>38</td>
<td>41</td>
<td>42</td>
<td>44</td>
<td>43</td>
</tr>
<tr>
<td>Fourth</td>
<td>45</td>
<td>49</td>
<td>42</td>
<td>49</td>
<td>50</td>
<td>48</td>
</tr>
<tr>
<td>Fifth</td>
<td>48</td>
<td>43</td>
<td>48</td>
<td>49</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>Sixth</td>
<td>50</td>
<td>57</td>
<td>60</td>
<td>61</td>
<td>58</td>
<td>59</td>
</tr>
<tr>
<td>Seventh</td>
<td>50</td>
<td>52</td>
<td>59</td>
<td>61</td>
<td>57</td>
<td>59</td>
</tr>
<tr>
<td>Eighth</td>
<td>50</td>
<td>54</td>
<td>51</td>
<td>61</td>
<td>61</td>
<td>61</td>
</tr>
<tr>
<td>Total</td>
<td>394</td>
<td>411</td>
<td>420</td>
<td>445</td>
<td>446</td>
<td>447</td>
</tr>
</tbody>
</table>

The projected enrollment for next five years is shown in the following table.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>42</td>
<td>42</td>
<td>42</td>
<td>42</td>
<td>42</td>
</tr>
<tr>
<td>First</td>
<td>42</td>
<td>42</td>
<td>42</td>
<td>42</td>
<td>42</td>
</tr>
<tr>
<td>Second</td>
<td>42</td>
<td>42</td>
<td>42</td>
<td>42</td>
<td>42</td>
</tr>
<tr>
<td>Third</td>
<td>44</td>
<td>44</td>
<td>44</td>
<td>44</td>
<td>44</td>
</tr>
<tr>
<td>Fourth</td>
<td>50</td>
<td>50</td>
<td>50</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>Fifth</td>
<td>50</td>
<td>50</td>
<td>50</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>Sixth</td>
<td>58</td>
<td>58</td>
<td>58</td>
<td>58</td>
<td>58</td>
</tr>
<tr>
<td>Seventh</td>
<td>57</td>
<td>57</td>
<td>57</td>
<td>57</td>
<td>57</td>
</tr>
<tr>
<td>Eighth</td>
<td>61</td>
<td>61</td>
<td>61</td>
<td>61</td>
<td>61</td>
</tr>
<tr>
<td>Total</td>
<td>446</td>
<td>446</td>
<td>446</td>
<td>446</td>
<td>446</td>
</tr>
</tbody>
</table>
Key demographic pattern from 2006-2011 is shown in the following table.

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>2006-07</th>
<th>2007-08</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic</td>
<td>98.2%</td>
<td>98.8%</td>
<td>99.0%</td>
<td>98.5%</td>
<td>99.3%</td>
</tr>
<tr>
<td>African American</td>
<td>1.4%</td>
<td>0.7%</td>
<td>0.6%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>White</td>
<td>0.3%</td>
<td>0.4%</td>
<td>0.4%</td>
<td>1.3%</td>
<td>0.4%</td>
</tr>
<tr>
<td>Asian</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.3%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Filipino</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.2%</td>
</tr>
<tr>
<td>English Language Learner</td>
<td>71.6%</td>
<td>54.3%</td>
<td>36.0%</td>
<td>28.8%</td>
<td>38%</td>
</tr>
<tr>
<td>Fluent English Proficient</td>
<td>31.2%</td>
<td>36.7%</td>
<td>59.3%</td>
<td>59.6%</td>
<td>54%</td>
</tr>
<tr>
<td>English Only</td>
<td>0%</td>
<td>9.0%</td>
<td>4.7%</td>
<td>11.6%</td>
<td>8%</td>
</tr>
<tr>
<td>Free/Reduced Price Meal Eligible</td>
<td>79.5%</td>
<td>90.1%</td>
<td>89.7%</td>
<td>90.4%</td>
<td>94.7%</td>
</tr>
</tbody>
</table>

**District Required Language**

The address of Downtown Value School is 950 W. Washington Boulevard, Los Angeles, CA 90015.

The phone number of Downtown Value School is 213-748-8868.

The contact person for Downtown Value School is Ms. Gerry Jacoby, Principal.

The term of this charter shall be from July 1, 2012 to June 30, 2017.

The grade configuration is Kindergarten - 8th Grade.

The number of students in 2012-13 will approximately be 450.

The grade level(s) of the students 2012-13 will be Kindergarten - 8th Grade.

The scheduled opening date of the Charter School is August 13, 2012

The admission requirements include: Please see Element #8

The operational capacity will approximately be 450 students.

The instructional calendar will be found on page 94 of this Element #1.

The bell schedule for the Charter School will be found on page 92-93 of this Element #1.

If space is available, traveling students will have the option to attend.
<table>
<thead>
<tr>
<th>School</th>
<th># of Students</th>
<th>Multi-Track School?</th>
<th>Program Improvement?</th>
<th>Met School-wide Growth Targets</th>
<th>Met All Sub-Group Targets</th>
<th>API Score 2011</th>
<th>API State Rank 2010</th>
<th>API Similar School Rank 2011</th>
<th>% Students Eligible for Free/Reduced Lunch</th>
<th>% Students Special Education</th>
<th>% ELL Students</th>
<th>% RFEP Students</th>
<th>% Hispanic</th>
<th>% African American</th>
<th>% White</th>
</tr>
</thead>
<tbody>
<tr>
<td>10th Street ES</td>
<td>731</td>
<td>No</td>
<td>Year 5</td>
<td>Yes</td>
<td>Yes</td>
<td>739</td>
<td>1</td>
<td>4</td>
<td>96%</td>
<td>11%</td>
<td>68%</td>
<td>20%</td>
<td>98%</td>
<td>1%</td>
<td>0%</td>
</tr>
<tr>
<td>Adams MS</td>
<td>1241</td>
<td>No</td>
<td>Year 5</td>
<td>Yes</td>
<td>No</td>
<td>710</td>
<td>2</td>
<td>7</td>
<td>99%</td>
<td>11%</td>
<td>28%</td>
<td>57%</td>
<td>98%</td>
<td>1%</td>
<td>0%</td>
</tr>
<tr>
<td>Berendo MS</td>
<td>1394</td>
<td>No</td>
<td>Year 5</td>
<td>Yes</td>
<td>Yes</td>
<td>700</td>
<td>1</td>
<td>6</td>
<td>86%</td>
<td>12%</td>
<td>35%</td>
<td>48%</td>
<td>92%</td>
<td>2%</td>
<td>0%</td>
</tr>
<tr>
<td>Carver MS</td>
<td>1608</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>599</td>
<td>1</td>
<td>1</td>
<td>98%</td>
<td>12%</td>
<td>37%</td>
<td>44%</td>
<td>92%</td>
<td>8%</td>
<td>0%</td>
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<tr>
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<tr>
<td>Magnolia ES</td>
<td>813</td>
<td>No</td>
<td>Year 5</td>
<td>No</td>
<td>Bo</td>
<td>697</td>
<td>2</td>
<td>5</td>
<td>100%</td>
<td>11%</td>
<td>62%</td>
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<td>99%</td>
<td>1%</td>
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<tr>
<td>Norwood ES</td>
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<td>Politi ES</td>
<td>455</td>
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<td>Year 5</td>
<td>Yes</td>
<td>Yes</td>
<td>766</td>
<td>3</td>
<td>6</td>
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<td>9%</td>
<td>55%</td>
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<td>469</td>
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<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>798</td>
<td>3</td>
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<td>480</td>
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<td>Yes</td>
<td>Yes</td>
<td>791</td>
<td>4</td>
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<td>25%</td>
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<td>Virgil MS</td>
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<td>Year 5</td>
<td>No</td>
<td>No</td>
<td>*</td>
<td>1</td>
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<tr>
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<td><strong>1027</strong></td>
<td>-</td>
<td>Year 5</td>
<td>-</td>
<td>-</td>
<td><strong>710</strong></td>
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<td>5</td>
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<td>11%</td>
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<tr>
<td><strong>Downtown Value</strong></td>
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<td>No</td>
<td>Year 3</td>
<td>Yes</td>
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<td><strong>799</strong></td>
<td>4</td>
<td>9</td>
<td>94%</td>
<td>5%</td>
<td>27%</td>
<td>56%</td>
<td>99%</td>
<td>0%</td>
<td>1%</td>
</tr>
</tbody>
</table>
Most of the students enrolling at Downtown Value School come from the area immediately around the school. An analysis of where students currently enrolled reside and the traditional public elementary and middle schools for those residences reveals that there are five traditional public elementary schools and seven traditional public middle schools that would have enrolled 4% or more of the Downtown Value School student at those grade levels. The schools are listed in the following table.

The 2011 API Scores and 2010 Rankings are presented in the following table.

<table>
<thead>
<tr>
<th>School</th>
<th>API Score 2011</th>
<th>API State Rank 2010</th>
<th>API Similar School Rank 2011</th>
</tr>
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<tbody>
<tr>
<td>10th Street ES</td>
<td>739</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Adams Ms</td>
<td>710</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>Berendo MS</td>
<td>700</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>Carver MS</td>
<td>599</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Cochran MS</td>
<td>663</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>L.A Acad. MS</td>
<td>658</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Magnolia ES</td>
<td>697</td>
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<td>5</td>
</tr>
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<td>Norwood ES</td>
<td>746</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Politi ES</td>
<td>766</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>San Pedro ES</td>
<td>798</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>Vermont ES</td>
<td>791</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>Virgil MS</td>
<td>*</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td><strong>Median Value</strong></td>
<td><strong>710</strong></td>
<td><strong>2</strong></td>
<td><strong>5</strong></td>
</tr>
</tbody>
</table>

Downtown Value School expects that during the next five years the enrollment will be very stable. The school is presently near or at capacity at every grade level. This means that, except for the new students entering at kindergarten, very few students will be entering at the other grades. Accordingly the demographics of ethnicity, income and home language are not expected to change significantly. However, as students spend more years at Downtown Value School, they become proficient in the English language and increase their academic achievement.

**B. Mission of Downtown Value School**

Downtown Value School facilitates the learning of elementary and middle school students who come from underserved populations by providing a highly focused academic program in a community that will foster character development with a core set
of values. The school’s mission is to educate its students so that they may become persons who make a positive difference for their society and their world.

Value Schools asserts these Five Values as the core of its educational model:

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

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

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

- **A safe, nurturing community is essential to academic excellence.**
  Rules of conduct that protect each person’s dignity are not enough to create community. A community grows from common ideals and shared experiences. A community is composed of persons who genuinely care for each other and who seek good for each other. In a community, everyone belongs and feels valued by the others. In community, each feels secure and is supported in efforts to grow in every way.

- **Service to others and the community is a responsibility of an educated person.**
  An education completes a person by developing his/her talents and abilities. However, an educated person is not satisfied only with personal development. Talents and abilities perfected through an education need to be used to make a better world for all. Community service is a benefit for the civic or economic life of society, as well as for the family, social groups and voluntary organizations.

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

1. An Educated Person

The Value Schools defines an educated person in the 21st century as an individual who is able to make a positive difference in the world through a thorough understanding of five core values. These individuals must demonstrate a desire to

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

The basic knowledge and skills needed for the 21st century include the following:

- academic excellence in English language arts, math, science, and social studies
- the ability to gather and evaluate information, articulate ideas, and produce original works with confidence and clarity
- skill in using technological tools effectively, creatively, and responsibly
- a demonstration of the higher order thinking skills of application, analysis, synthesis and evaluation

2. How Learning Best Occurs

Value Schools promotes the idea that learning occurs in an environment where there are shared high expectations for academic performance and proper behavior, and a strong community of individuals dedicated to the support of the five core values.

To discover the best teaching practices for particular grade-level knowledge and skills, teachers are guided by experts in the field of learning.

Robert Marzano, who coordinated a research team to study instructional techniques in the classroom, published the findings in a popular book titled Classroom Instruction that Works (2001). Through a meta-analysis of hundreds of studies conducted over the years, conclusions were drawn that supported nine instructional practices which were particularly effective in raising student achievement. The practices identified as effective are the following:

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

In addition to receiving professional development in the use of these classroom strategies, teachers at Downtown Value School have identified the following elements as important to their students’ successful acquisition of knowledge and skills.

They acknowledge that learning best occurs when there is:

• Appropriate motivation for acquisition of knowledge and/or skills;
• Balance of familiar and new concepts;
• Opportunity to immediately use newly acquired information;
• Frequent repetition;
• Diversity of models of work that illustrate high standards and expectations;
• Authentic and meaningful application of learning;
• Opportunity to transition from concrete to abstract thought;
• Appropriate and intermittent reinforcement and corrections during successive approximations to the goal

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

3. Goals of Downtown Value School

The goals of the school are best stated by the Expected Schoolwide Learning Results that have been prepared by the school community as part of its accreditation by the Western Association of Schools and Colleges (WASC).

1. Academic excellence is the means to a full life.

_DVS Students are Academic Achievers who_

• are driven towards academic excellence in English language arts, math, science, and social studies
• can gather and evaluate information, articulate ideas, and produce original works with confidence and clarity
• use technological tools effectively, creatively, and responsibly
• demonstrate the higher order thinking skills of application, analysis, synthesis and evaluation

2. Each student can develop to his or her fullest potential.

Downtown Value School Charter Renewal Petition
**DVS Students are Goal Seekers who**

- demonstrate ambition and take initiative to set challenging goals
- realistically reflect on academic/personal progress
- use decision making processes that are logical and effective
- show, understand, and appreciate the value of hard work
- are aware of a variety of career opportunities and the paths to obtain them

3. **Each individual is unique and deserves respect.**

**DVS Students are Respectful Scholars who**

- understand and respect people with different world views, beliefs, preferences, and abilities
- develop healthy relationships with adults and peers
- demonstrate skills in resolving interpersonal conflicts effectively
- acknowledge their unique talents and gifts and share them with others in a positive way
- make healthy choices nutritionally and socially

4. **A safe, nurturing community is essential to academic excellence.**

**DVS Students are Collaborative Workers who**

- are able to effectively assume a variety of roles in social and academic groups
- manage interpersonal relationships in a positive manner
- adapt to new situations and changing environments
- appreciate the contributions of others

5. **Service to others and the community is a responsibility of an educated person.**

**DVS Students are Global Citizens who**

- Recognize global issues and their impact on individuals and communities
- Use their time, energy, and talents to improve the quality of life for themselves, their school, community, state, nation, and world
- Understand and exercise the responsibilities involved in citizenship of the various communities in which they live
D. A “Typical Day”

There are two classes in each grade from K-8. Students gather in the yard every morning, and are led in the Pledge of Allegiance and Recitation of the Values at 7:55 a.m. Special announcements are often presented at this time. At 8:00 AM students report to their classrooms for academic instruction. The typical day includes instruction in English language arts, mathematics, social studies, science, physical education, art and music.

Classes are self contained in grades K-5, although at some levels teachers may teach both classes of either science or social studies, depending on teacher’s own interest level or strength. Classes in grades 6, 7, and 8 are departmentalized according to the areas of teachers’ strengths and qualifications.

Student learning takes place in a variety of ways. At any time during the day, visitors may observe teacher led instruction; individual, pair or small group projects; class or small group discussion; demonstrations by teacher or other students; and individual research activities, using both print media and electronic resources. One class may be participating in an art activity while another is learning to play the recorder. A teacher may be instructing students in physical education in the school yard or at the Toberman Park Recreation Center. Other students may be studying plants in the school garden.

Students and teachers are respectful of others’ ideas, backgrounds, property, and space. A general respect for rules and procedures is evident throughout the school. Students are engaged in the learning process, and accountable for their progress. Results of students’ work are displayed in the classrooms and halls to celebrate learning and achievement at all levels.

E. Downtown Value School’s Instructional Program

1. Instructional Framework

Downtown Value School is implementing the educational program developed by Value Schools. This program delivers educational services that result in students becoming successful in school by utilizing two proven elements: Values-Based Education and Accountability for Results. These are described in detail below.

An Emphasis on Values
In the early 1990’s researchers began to examine why parochial schools serving low income and minority students produced greater academic achievement than their public school counterparts serving student populations with similar demographic characteristics. These researchers identified several key factors. These factors include a focused curriculum, an emphasis on academics, a school directly managed by the principal and a set of core beliefs and values shared by parents and faculty. (Bryk et al., Catholic Schools and the Common Good, 1993)
The most important finding was that the shared beliefs and values generated an extra social capital that propelled student achievement. One commentator on the research thought that the shared values created an inspiring ideology that gave meaning to going to school. Value Schools has fashioned an educational model that puts the shared values front and center. The values espoused by Value Schools are secular values and ones that can inspire and give a purpose to an education. Value Schools also emphasize academics and discipline in an orderly environment; it utilizes family involvement; and the schools are locally directed so as to be more immediately responsive to student and family needs.

Downtown Value School is very similar in the details of the curriculum and in the educational methodology to traditional public schools. The uniqueness does not lie in some “secret” curriculum or method. What holds the school together and gives energy to the learning experience is a common “world-view.”

Recent research by Samuel Casey Carter found that a school that created a culture that purposefully emphasized moral development had higher achievement levels. He wrote: “By telling the stories of twelve very different but equally extraordinary schools from all across the country, this book explains how they form student character, and ultimately, how great school cultures harness student character to drive achievement.” (Carter, On Purpose: How Great School Cultures Form Strong Character, 2011) To select schools for his study Carter examined the performance results from over 3,500 schools from across the country. These served all segments of the school age population and included public and private schools. His thesis can also be read to say what produces high student achievement is the same for all types of students, affluent or low income, minority or not, English speaking or not, and so forth.

Carter further wrote:

All these schools beat the competition in their local areas as far as academic and other student achievement is concerned. All of them far exceed the national performance levels for the populations they serve. Nine of the twelve would rank superior on any national ranking of any kind. Together they are just a snapshot of the more than 115,000 schools in the country, but they are among the very best—for they aim only to bring the best out of their students—and they prove what is possible for every school in America. (Carter, On Purpose: How Great School Cultures Form Strong Character, 2011)

By emphasizing its five core values Downtown Value School believes and has seen that it purposefully develops a school culture that forms student character and drives student achievement.

**Accountability for Results**

In some educational circles today concern is expressed about measuring the success of schools in terms of student achievement. *Value Schools* believes that a school is successful only if students are learning and that learning is measurable by objective test
instruments. For years private and parochial schools have been held accountable for results by tuition-paying parents. Schools that did not deliver what the parents wanted could not and did not survive. Although the business market model is not a complete explanation for what can work in education, that model calls educators to look to the products of schooling. That product is student learning.

*Value Schools* proposes that student learning is a result of a continual cycle of three critical elements:

- a clear set of student learning outcomes based on California content standards
- methods and activities for students that have been selected by professional teachers,
- continuous assessment (testing) to determine that the student has acquired the learning.

This approach to the learning process is not unique to *Value Schools*; in fact, it is the approach being more and more adopted by the educational community. *Value Schools* is different, at least for the moment, in that it proposes to focus its teachers’ attention on student learning performance and compensate (continue to employ) its teachers and administrators for success in student learning.

### 2. Delineation of the Core Subjects

**Standards-based curriculum**

A standards-based curriculum is one which provides for each grade level the specific content to be known and understood, and the specific skills to be acquired, in each essential subject area. The California State Board of Education and State Superintendent of Instruction have adopted standards-based curricula for the core subject areas of Language Arts, Mathematics, Science, and Social Studies. Downtown Value School currently uses these California standards as the center of its academic programming.

Downtown Value School also offers instruction in physical education and art.

As California moves to adopt the California Common Core standards, Downtown Value School will adopt these standards as well.

**Core Subjects, Scope and Sequence, California Standards, and Textbooks and Instructional Materials**

Following are the delineation of core academic subjects taught at Downtown Value School, with scope and sequence, the relationship to state standards and textbooks and other instructional resources included.

Elementary School Grades
<table>
<thead>
<tr>
<th>Subject</th>
<th>Curriculum</th>
<th>Grade level</th>
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<tbody>
<tr>
<td>English Language Arts</td>
<td>McGraw Hill Open Court</td>
<td>K-5</td>
</tr>
<tr>
<td>English Language Arts</td>
<td>Wordly Wise</td>
<td>K-5</td>
</tr>
<tr>
<td>English Language Arts</td>
<td>Classical Roots</td>
<td>4-5</td>
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<tr>
<td>Mathematics</td>
<td>Saxon</td>
<td>K-5</td>
</tr>
<tr>
<td>Science</td>
<td>Harcourt (California edition)</td>
<td>K-5</td>
</tr>
<tr>
<td>Social Studies</td>
<td>McGraw Hill</td>
<td>K-5</td>
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</table>

Middle School Grades

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<thead>
<tr>
<th>Subject</th>
<th>Curriculum</th>
<th>Grade level</th>
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</thead>
<tbody>
<tr>
<td>English Language Arts</td>
<td>McGraw Hill Open Court</td>
<td>6</td>
</tr>
<tr>
<td>English Language Arts</td>
<td>Wordly Wise</td>
<td>6-8</td>
</tr>
<tr>
<td>English Language Arts</td>
<td>Classical Roots</td>
<td>6-8</td>
</tr>
<tr>
<td>English Language Arts</td>
<td>Prentice Hall Timeless Voices, Timeless Themes</td>
<td>7, 8</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Saxon</td>
<td>6-8 &amp; Algebra 1</td>
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</table>
**Science**  |  Holt  |  6-8  
---|---|---
**Social Studies**  |  Teachers Curriculum Institute (TCI) History Alive!  |  6, 7  
**Social Studies**  |  Glencoe/McGraw Hill  |  8  

**ENGLISH LANGUAGE ARTS**

Downtown Value School is committed to providing its students with the necessary skills in the language arts in order for them to become fully literate members of the English speaking society in which they live. The majority of the school instructional time during each day is focused on learning language arts skills. However, instruction in reading, writing, speaking, and listening takes place throughout the day in every discipline; the integration of these skills across the curriculum is essential.

Currently, the McGraw Hill Open Court curriculum is used in grades K-6 for the teaching of reading and writing skills. Wordly Wise is used in grades 2-8 for additional vocabulary development, and Classical Roots is used in grades 4-8 to increase understanding of the origins and common roots of English and foreign words. The Prentice Hall “Timeless Voices, Timeless Themes” anthology, along with the skill building exercises, provides the structure for the language arts curriculum in grades 7-8. In addition, novels are read and analyzed by the students in these grades. When a new edition by the same publisher or a new publisher is chosen, the relationship between the lessons and the standards may be revised.
**English Language Arts**

Published curriculum support: McGraw Hill, *Open Court 2002* Grades K-6
Prentice Hall Literature *Timeless Voices-Timeless Themes* Grades 7-8

(Skills Addressed/California Standards)

<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>First Grade</th>
<th>Second Grade</th>
<th>Third Grade</th>
<th>Fourth Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter recognition and print awareness/ <em>Reading 1.0-1.18</em></td>
<td>Phonics/*Reading 1.0-1.17 Listening &amp; speaking 1.0-2.4</td>
<td>Word knowledge/ <em>Reading 1.0-1.11</em></td>
<td>Decoding and word recognition Vocabulary and concept development/ <em>Reading 1.0-1.8 Word Analysis, Fluency, and Systematic Vocabulary Development</em></td>
<td>Word recognition Vocabulary and concept development/ <em>Reading 1.0-1.6 Word Analysis, Fluency, and Systematic Vocabulary Development</em></td>
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<tr>
<td>Comprehension/ <em>Reading 2.0-2.5</em></td>
<td>Comprehension/ <em>Reading 2.02.7 Listening &amp; Speaking 1.0-2.4</em></td>
<td>Comprehension/ <em>Reading 2.0-2.8, Written &amp; oral Eng. Lang. conventions 1.0-1.8</em></td>
<td>Structural features of informational materials Comprehension and analysis of grade-level-appropriate text/ <em>Reading 2.0-2.7 Reading Comprehension</em></td>
<td>Structural features of informational materials Comprehension and analysis of grade-level-appropriate text/ <em>Reading 2.0-2.7 Reading Comprehension</em></td>
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<tr>
<td>Inquiry/ <em>Reading 2.0-3.3</em></td>
<td>Literary Elements/ <em>Reading 3.0-3.3</em></td>
<td>Literary elements/ <em>Reading 3.0-3.4</em></td>
<td>Structural features of literature Narrative analysis of grade-level-appropriate text/ <em>Reading 3.0-3.6 Literary Response and Analysis</em></td>
<td>Structural features of literature Narrative analysis of grade-level-appropriate text/ <em>Reading 3.0-3.5 Literary Response and Analysis</em></td>
</tr>
<tr>
<td>Writing process strategies/ <em>Writing 1.01.4</em></td>
<td>Inquiry/*Reading 2.0-3.3 Word analysis/<em>Reading 1.0-1.17</em></td>
<td>Inquiry/<em>Reading 2.0-3.4</em></td>
<td>Organization and focus Penmanship Research Evaluation and Revision/ <em>Writing 1.0-1.4</em></td>
<td>Organization and focus Penmanship Research Evaluation and revision/ <em>Writing 1.0-1.10</em></td>
</tr>
</tbody>
</table>

Downtown Value School Charter Renewal Petition
<table>
<thead>
<tr>
<th>English lang. conventions/\textit{Written &amp; oral English lang conventions 1.01.2}</th>
<th>Word analysis/\textit{Reading 1.0-1.17}</th>
<th>Word analysis/\textit{Reading 1.0-1.10}</th>
<th>Sentence structure Grammar Punctuation Capitalization Spelling/\textit{Written and Oral Language Conventions 1.0-1.9}</th>
<th>Sentence structure Grammar Punctuation Capitalization Spelling/\textit{Written and Oral English Language Conventions 1.0-1.7}</th>
</tr>
</thead>
<tbody>
<tr>
<td>\textit{Listening and Speaking 1.0-2.3}</td>
<td>Writing process strategies/\textit{Writing 1.0-2.0-2.2}</td>
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MATHEMATICS

Downtown Value School prepares all of its students to meet the California state standards in mathematics. Currently the school uses the Saxon mathematics program, which has been considered effective in providing comprehensive instruction across the grades. Downtown Value School’s goal is for all eighth graders to master the Algebra I standards. To help meet this goal, students in grades K-6 use the Saxon curricular materials traditionally intended for the next grade level (Kindergarten uses the First grade curriculum, first uses the second, and so on). The spiraling nature of the mathematics program ensures that each student will be able to

- Develop fluency in basic computational skills.
- Develop an understanding of mathematical concepts.
- Solve simple and complex mathematical problems.
- Communicate precisely about quantities, logical relationships, and unknown values through the use of signs, symbols, models, graphs, and mathematical terms.
- Reason mathematically by gathering data, analyzing evidence, and building arguments to support or refute hypotheses.
- Make connections among mathematical ideas and other disciplines.

Successful mastery of the standards at each grade level will ensure that students complete Algebra I by their eighth grade year.

When a new edition by the same publisher or a new publisher is chosen, the relationship between the lessons and the standards may be revised.
Mathematics

**Published curriculum support: Saxon Math Program 3rd Edition Grades K-7**

**KINDERGARTEN**

**NUMBER SENSE 1.0-3.1**

Highlighted boxes indicate the primary lessons in Saxon curriculum at this grade level pertaining to these standards.

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**ALGEBRA AND FUNCTIONS 1.0+**

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### MEASUREMENT AND GEOMETRY 1.0-2.2
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### STATISTICS, DATA ANALYSIS, AND PROBABILITY 1.0+
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Downtown Value School Charter Renewal Petition
GRADE ONE

NUMBER SENSE 1.0-3.1
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ALGEBRA AND FUNCTIONS 1.0-1.3
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MEASUREMENT AND GEOMETRY 1.0-2.4
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STATISTICS, DATA ANALYSIS, AND PROBABILITY 1.0-2.2
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**MATHEMATICAL REASONING 1.0-3.0**
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7 17 27 37 47 57 67 77 87 97 107 117 127
8 18 28 38 48 58 68 78 88 98 108 118 128
9 19 29 39 49 59 69 79 89 99 109 119 129
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**GRADE TWO**

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**ALGEBRA AND FUNCTIONS 1.0-1.3**
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**MEASUREMENT AND GEOMETRY 1.0-2.2**
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**STATISTICS, DATA ANALYSIS, AND PROBABILITY 1.0-2.2**
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## MATHEMATICAL REASONING 1.0-3.0

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**ALGEBRA AND FUNCTIONS 1.0-2.2**  
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Downtown Value School Charter Renewal Petition 53
MEASUREMENT AND GEOMETRY 1.0-2.6
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STATISTICS, DATA ANALYSIS, AND PROBABILITY 1.0-1.4
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**MATHEMATICAL REASONING 1.0-3.3**

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**NUMBER SENSE 1.0-4.2**

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**ALGEBRA AND FUNCTIONS 1.0-2.2**

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### STATISTICS, DATA ANALYSIS, AND PROBABILITY 1.0-3.4
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Downtown Value School Charter Renewal Petition
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GRADE FIVE

NUMBER SENSE 1.0-2.5
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ALGEBRA AND FUNCTIONS 1.0-1.5
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### MEASUREMENT AND GEOMETRY 1.0-2.3
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**MATHEMATICAL REASONING 1.0-3.3**

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GRADE SIX

NUMBER SENSE 1.0-2.4
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ALGEBRA AND FUNCTIONS 1.0-3.2
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Downtown Value School Charter Renewal Petition 62
### MEASUREMENT AND GEOMETRY 1.0-2.3
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### STATISTICS, DATA ANALYSIS, AND PROBABILITY 1.0-3.5
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**MEASUREMENT AND GEOMETRY 1.0-3.6**
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**STATISTICS, DATA ANALYSIS, AND PROBABILITY 1.0-1.3**
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### MATHEMATICAL REASONING 1.0-3.3
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Symbolic reasoning and calculations with symbols are central in algebra. In the study of algebra, a student develops an understanding of the symbolic language of mathematics and the sciences. In addition, algebraic skills and concepts are developed and used in a wide variety of problem solving situations.

1. Students identify and use the arithmetic properties of subsets of integers, rational, irrational and real numbers. This includes closure properties for the four basic arithmetic operations where applicable.
   
   1.1 Students use properties of numbers to demonstrate that assertions are true or false.

   PE: 18,19,26-28,29,30,48,76,79, 80,99,102-104, 106, 107, 113-114, 146,162-163,511-513, 514
   TE: 18,19,26-28,29,30,48,76,79,80,99, 102-104, 106, 107, 113-114,146,162-163,511-513,514

2. Students understand and use such operations as taking the opposite, reciprocal, raising to a power, and taking a root. This includes the understanding and use of the rules of exponents.

   This objective is addressed throughout the text. See, for example:

3. Students solve equations and inequalities involving absolute values.

   PE: 430-433
   TE: 430-433

4. Students simplify expressions prior to solving linear equations and inequalities in one variable such as 3(2x-5) + 4(x-2) = 12.

   PE: 110-112, 128-130,435-437
   TE: 110-112, 128-130,435-437

5. Students solve multi-step problems, including word problems, involving linear equations and linear inequalities in one variable, with justification of each step.

6. Students graph a linear equation, and compute the x- and y-intercepts (e.g., graph 2x + 6y = 4). They are also able to sketch the region defined by linear inequality (e.g., sketch the region defined by 2x + 6y < 4).

7. Students verify that a point lies on a line given an equation of the line. Students are able to derive linear equations using the point-slope formula.
PE: 205-209, 305-312, 450-452
TE: 205-209, 305-312, 450-452

8. Students understand the concepts of parallel and perpendicular lines and how their slopes are related. Students are able to find the equation of a line perpendicular to a given line that passes through a given point.
PE: 450-452
TE: 450-452

9. Students solve a system of two linear equations in two variables algebraically, and are able to interpret the answer graphically. Students are able to use this to solve a system of two linear inequalities in two variables, and to sketch the solution sets.
PE: 219-222, 239-240, 272-274, 330-331
TE: 219-222, 239-240, 272-274, 330-331

10. Students add, subtract, multiply and divide monomials and polynomials. Students solve multi-step problems, including word problems, using these techniques.

11. Students apply basic factoring techniques to second and simple third degree polynomials. These techniques include finding a common factor to all of the terms in a polynomial and recognizing the difference of two squares, and recognizing perfect squares of binomials.

12 Students simplify fractions with polynomials in the numerator and denominator by factoring both and reducing to lowest terms.
PE: 388-389
TE: 388-389

13. Students add, subtract, multiply, and divide rational expressions and functions. Students solve both computationally and conceptually challenging problems using these techniques.
14. Students solve a quadratic equation by factoring or completing the square.

PE: 367-370, 496-499
TE: 367-370, 496-499

15. Students apply algebraic techniques to rate problems, work problems, and percent mixture problems.

PE: 383-386, 391-393, 418-419
TE: 383-386, 391-393, 418-419

16. Students understand the concepts of a relation and a function, determine whether a given relation defines a function, and give pertinent information about given relations and functions.


17. Students determine the domain of independent variables, and range of dependent variables defined by a graph, a set of ordered pairs, or symbolic expression.

PE: 337-340, 346-349
TE: 337-340, 346-349

18. Students determine whether a relation defined by a graph, a set of ordered pairs, or symbolic expression is a function and justify the conclusion.

PE: 346-349, 362-364
TE: 349-349, 362-364

19. Students know the quadratic formula and are familiar with its proof by completing the square.

PE: 501
TE: 501

20. Students use the quadratic formula to find the roots of a second degree polynomial and to solve quadratic equations.

PE: 501-503
TE: 501-503

21. Students graph quadratic functions and know that their roots are the x-intercepts.

PE: 395-396, 462-466
TE: 395-396, 462-466

22. Students use the quadratic formula and/or factoring techniques to determine whether the graph of a quadratic function will intersect the x-axis in zero, one, or two points.
The opportunity to address this objective is available on the following pages:
PE: 395, 3%, 462-466, 501-503
TE: 395, 936, 462-466, 501-503

23. Students apply quadratic equations to physical problems such as the motion of an object under the force of gravity.

The opportunity to address this objective is available on the following pages:
PE: 395-396, 501-503
TE: 395-396, 501-503

24. Students use and know simple aspects of a logical argument
24.1 Students explain the difference between inductive and deductive reasoning and identify and provide examples of each.

This objective is addressed in Saxon Algebra 2: An Incremental Development.

24.2 Students identify the hypothesis and conclusion in logical deduction.

The opportunity to address this objective is available in Saxon Algebra 2: An Incremental Development.

24.3 Students use counterexamples to show that an assertion is false and recognize that a single counterexample is sufficient to refute an assertion.

The opportunity to address this objective is available in Saxon Algebra 2: An Incremental Development.

25. Students 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.

25.1 Students use properties of numbers to construct simple valid arguments (direct and indirect) for, or formulate counterexamples to, claimed assertions.


25.2 Students judge the validity of an argument based on whether the properties of the real number system and order of operations have been applied correctly at each step.
25.3 Given a specific algebraic statement involving linear, quadratic or absolute value expressions, equations or inequalities, students determine if the statement is true sometimes, always, or never.

The opportunity to address this objective is available on the following pages:
Downtown Value School provides students with the experiences and knowledge that will lead to a disciplined approach to the continued study of the natural world. The school provides grade level appropriate instruction and opportunities for guided exploration in the four strands of the California Science Content Standards:

- Life Science
- Earth Science
- Physical Science
- Investigation and Experimentation

Downtown Value School uses an appropriate textbook series (currently the California Edition of Harcourt Science for K-5 and Holt Science for grades 6-8) to address these content standards. Within the context of the standards, attention is paid to developing age appropriate skills in critical inquiry, reasoned thinking based on facts, and application of the scientific method. Students have the opportunity to integrate knowledge and skills from the other disciplines (e.g. language arts, mathematics) in their study of science. Assessments of knowledge, understanding, and skills occurs frequently through observation of student demonstrations, discussions, and presentations, written tests, research papers, and projects. Opportunities such as field trips and participation in the Downtown Value School Garden Club enhance the students’ understanding, curiosity, and appreciation of science in the world around them.
## Science

Published curriculum support: Harcourt Science Grades K-5  
Holt Science Grades 6-8  
(Curriculum unit/California Standards)

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Downtown Value School Charter Renewal Petition 75
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SOCIAL STUDIES

Downtown Value School recognizes the comprehensiveness of the California social science standards, and provides its students with instructional materials and learning experiences to master these standards. The staff understands that “mastery of these standards will ensure that students not only know the facts, but also understand common and complex themes throughout history, making connections among their own lives, the lives of the people who came before them, and the lives of those to come.” (Introduction: History-Social Science Content Standards, CDE, 2007) The textbook support series used in the classrooms are currently the California editions from McGraw-Hill (K-6) Houghton Mifflin (7) and Glencoe/McGraw Hill (8). Supplemental supports include historical novels, simulation exercises, videos and DVDs, web-based information, and primary sources.

Social Studies
Published Curriculum Support: Adventures in Time and Place
(Curriculum Unit/California Standard)

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<td>Where We Live</td>
<td>Family Ties</td>
<td>Living in Communities</td>
<td>California's Environment</td>
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<td>Homes, neighborhood, communities, and national overview./</td>
<td>Historical overview of families and ways of life./</td>
<td>Community studies in US and around the world./</td>
<td>Geographic and environmental overview./</td>
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<td>Earth, Our Home/</td>
<td>Looking Back to the Past</td>
<td>Settling California</td>
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<td>Family issues, living in groups, voting, and making choices./</td>
<td>US and world geography, natural resources./</td>
<td>Historical overviews of three special communities with links to life today./</td>
<td>Historic overview of Native American and European settlements./</td>
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<td>People at Work Economic principles, work, wants and needs, money.</td>
<td>A Working World Food production, economics, money and work.</td>
<td>Building a Government Historical overview of US government and role today.</td>
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<td>We the People National symbols and democratic form of government.</td>
<td>Communities on the Move Historical movements of people. New methods of communication and transportation.</td>
<td>California, the United States and the World New communication and transportation systems, resources, immigrants and growth.</td>
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<td>Grade Five</td>
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<td>A New Nation</td>
<td>Ancient World</td>
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<td>Mesopotamia and Africa/ 6.2</td>
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<td>Native American and European contact period, Spanish and English control./ 5.2</td>
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<td>India, China, and the Americas/ 6.5 6.6</td>
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<td>New England, Middle and Southern colonies./ 5.3 5.4</td>
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<td>The Fight for Independence</td>
<td>Ancient Israel and Greece/ 6.3 6.4</td>
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<td>Unit 6 Building the United States Articles of Confederation, Constitution, War of 1812/ 5.7</td>
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<tr>
<td>Unit 6 The United States, Past and Present Overview of US history from 1850-present/ N/A</td>
<td>Unit 7 Civilizations of the Americas/ 7.7</td>
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3. Teaching Methodologies

Some schools and school districts have chosen a “top-down” approach to the methods and materials to be used in the instructional programs. In this approach curriculum experts choose the approach or approaches which they deem to be potentially the most effective. Classroom teachers are trained in the chosen methods and materials, which they in turn present to the students. In this approach teachers are guided more by the directives of the curriculum methods than the results of the assessments.

The Value Schools model at Downtown Value School and future K-8 Value Schools is not a “one-size-fits-all” approach. What directs the instructional process is student needs, not the dictates of a particular curriculum methodology. It is true that good teachers always analyze student needs regardless of who selects the methods and materials. The Value Schools model focuses the teacher’s attention first on the needs of the student, and then it gives the responsibility for choosing the most effective means to the teacher in collaboration with the principal and other on site learning professionals. If the methods and materials are not successful, there is no blame assigned to the curriculum planners for poor decisions; responsibility is immediate and local.

Downtown Value School is not organized around a particular pedagogical style; rather it is organized around the twin centers of the five core values and the student needs. Educators know a variety of sound pedagogical methods. Using their professional judgment, they determine the learning strengths and needs of each student and the most efficient way for each student to acquire the knowledge or skill set by the curriculum.

The determination of student needs is a result of two elements: the content standards and an assessment of student performance. The first task of the teacher is to recognize what each student knows of the appropriate content and skill standards. This is accomplished through a variety of formal and informal assessments. (See the section on Assessment below.)

Once the areas to be learned have been identified, the teachers select evidence-based materials and strategies to facilitate student learning. If these are used with fidelity for a reasonable period of time, and still not successful in promoting student learning, then the teacher tries another approach. This continues until the student successfully learns the desired information or skill.
The school utilizes such instructional strategies as:

- Direct instruction
- Small group instruction
- Cooperative learning
- Student/teacher conferencing
- Class discussions
- Graphic organizers
- Call and response
- Chants and repetition
- Peer editing and feedback
- Timed math facts practice
- DEAR time
- Accelerated Reader

**Requirements for success**

For this teacher and principal selected methodology to be successful six conditions are absolutely essential.

- **Selection of the principal and teachers**
  The educators hired for Downtown Value School must be persons who have both the professional training to be able to choose effective methods and materials and the confidence that they can identify student needs and utilize a variety of means to facilitate student learning. *Value Schools* provides the support in the selection of the principal (and the teachers if necessary) to ensure the selection of the right education professionals.

- **Assessment and Planning**
  The principal and teachers must work as a team to choose a coordinated instructional program within the school to meet student needs. An annual cycle begins with a review of the curriculum standards. Next is an analysis of available assessment results; this is followed by a determination of the instructional activities that will take place. Individual teacher planning then follows the team planning. This is the on-going cycle identifying needs based on the standards, followed by instructional activities, followed by assessment, and so on.

- **Supervision**
  The success of the program relies on the professionalism of the teacher. If the teacher has the right knowledge and skills and effectively utilizes them, student learning is facilitated. In the *Value Schools* model, teachers are not simply trusted to be professional. The expectation is that they will, but the insurance is the supervision of the principal. Supervision is not only coaching teachers on different methodology of instruction (or the proper use of some chosen method); it is also the focusing of the teacher’s attention on the content standards and the results of assessments.
• Professional development
As in most professions, teaching benefits from the professional development of the teachers. So, Value Schools provides to Downtown Value School opportunities for the continued growth of the principal and the teachers. Professional development needs vary with the achievement of the students and the experience of the teachers in any given year. Throughout the year, administration and teachers set professional development goals and schedule workshops and training to meet these goals.

5. Individual focus
A standards-based curriculum focuses on what students know, not what teachers teach. Teaching may be a group activity; but learning is done person-by-person. Learning plans for each student direct teachers to different sorts of activities for different students. Some learning activities occur individually, some in small groups and some in large groups. This individualized focus requires data driven instruction. To assist teachers with this, Downtown Value School has adopted two computer assisted systems (Power School and Data Director) for tracking student performance.

6. Research–based instructional materials
While the teachers must identify the specific learning needs of each student, they cannot be expected to design the learning materials to assist the students. Therefore, Downtown Value Schools provides the teachers with research-based instructional materials to support the learning experience. The teachers are expected to use the materials when and where they are helpful to the students. When students require additional materials to master content and skills, the teachers are expected to research and request materials that will support student learning.

Summary of Teaching Methodologies

The instructional program is founded on the twin principles of the Five Core Values and student needs. As stated previously, Downtown Value School is not organized around a particular pedagogical style; but its methodology is a continual cycle of applying learning standards, carefully selecting appropriate instructional materials and strategies, and assessing and analyzing student learning. This methodology is supported by the selection of the principal and teachers, assessment and planning, supervision of teachers, professional development, focus on individual students, and research-based instructional materials.

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

"Persistent communication" means that the values are being heard or read by the students many times during the school day. The following are some examples of "persistent
communication." At the time of initial registration at Downtown Value School, the parent meets with a school administrator during which time the expectation of the school for the family and what the family can expect of the school are discussed. The five core values are the framework in which expectations are discussed. For example, the family is told that regular attendance is essential because the first value states that being successful in school is the means to a full and complete life, and if a student does not attend as many days as possible the student will not be successful in school. The parent commits to supporting the values by signing a contract with the school. (This also serves as the Title I Parent Compact.)

If there is an issue with student performance, one or more of the values serves as a vehicle for discussing the issue with the student (and parent). For example if a student is teasing another student, the third value of respect is discussed as how one should act.

Every morning after the Pledge of Allegiance the five core values are recited by the students. The values are printed and posted in various locations in the school. Whenever possible, teachers use the current lesson as an illustration of one or more of the values.

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

Finally, the example of the faculty and staff show students how the values are lived out. For example they demonstrate the value of community by showing how teachers work with one another. Teachers also provide opportunities for students to build community by assigning group projects, conducting class meeting time and teaching effective social communication skills.

7. Evidence of Success

Using this model of instructional programming and delivery has been successful in producing learning results. As shown in the graph below, Downtown Value School students have made significant progress over time in the core subjects assessed by the annual STAR testing program.
Downtown Value School Charter Renewal Petition

### Grades 2-5 Language Arts

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<thead>
<tr>
<th>Year</th>
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### Grades 6-8 Language Arts

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### Downtown Value School Charter Renewal Petition

#### Grades 2-5 Math

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#### Grades 6-8 Math

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Downtown Value School Charter Renewal Petition 88
Because the instructional program is based on student needs and not on a particular curriculum, it has been shown to be effective with identified subgroups of students as well as the entire school. A student struggling with reading skills may receive additional instruction in a small group with “intervention” materials; a student accelerated in math may receive advanced curriculum or opportunities to compete in local or state contests. Obviously, this type of program presents a significant challenge to the classroom teacher to become expert in a variety of instructional materials and practices.

The following charts compare Downtown Value School to the traditional public schools that its students would have attended if not enrolled at Downtown Value. The first chart compares Academic Performance Index (API) scores. The second chart compares the growth of API scores.
The growth of API scores for Downtown Value School and that the school is making greater academic progress than the traditional public schools in the same area indicates the success of the program with the population being served by the school.

9. Teacher Recruitment

The educators hired for Value Schools must be persons who have both the professional training to be able to choose effective methods and materials and the confidence that they can identify student needs and utilize a variety of means to facilitate student learning. First and foremost is finding teachers with evidence of a deep understanding and acceptance of the core values. All teachers must have the appropriate qualification to be “highly qualified” as defined by No Child Left Behind. Several graduate universities place special emphasis on working with students who come from minority or lower socio-economic backgrounds. Teachers from these programs often arrive with a passion for providing students with as rich an educational experience as possible. The small school environment, relative academic freedom, energetic staff, and competitive salary structure has attracted a cadre of committed teachers to the school. Job fairs at Claremont Graduate University and Loyola Marymount University and a relationship with Teach for America have been beneficial in recruiting outstanding candidates.

10. Professional Development

As in most professions, teaching requires ongoing sharpening of skills and acquisition of knowledge. All teachers are encouraged to continue their education by attending graduate and post graduate courses, workshops, and training throughout the year. The school schedules five days before the start of the new school year to address professional development needs. New teachers are provided training in school culture and procedures, while returning teachers are given the opportunity to work collaboratively on student and classroom needs. Throughout the year, Wednesday afternoons are set aside for professional development and for teacher collaboration. Training in a variety of fields is provided, depending on the identified needs throughout the year. Experts in various instructional fields are sought to provide workshops at the school. In addition, teachers and administrators often share their expertise with the rest of the teaching staff through in-house workshops. This collaborative sharing has become a component of the professional growth evaluation of the teachers.

Some of the professional development topics in the past have included:
- Language arts instruction, especially reading comprehension, spelling, vocabulary development, grammar, Six Traits of Writing
- Differentiated instruction in the classroom
- Working with the English language learner in the English immersion classroom; GLAD strategies; SDAIE
- Using Bloom’s taxonomy to deepen instruction
- Classroom management, motivation, and discipline through a variety of resources
- The Second Step social development program
• Using various computer based instructional programs, including Lexia and Accelerated Reader
• Data management programs, including Power School, Data Director, Teleparent
• Schoolwide assessment procedures for DIBELS, AIMS Web, CELDT, STAR
• Implementing RtI throughout the school

Some professional development topics for the next five years include:
• Strategies for teaching English language arts to second language learners
• Implementing RtI for English language learners
• Use of instructional technology
• Identification of “gift students” and strategies for their instruction
• Incorporating the arts in academic instruction
• Advanced skills in data management
• Implementing RtI throughout the school
• STEM instruction at all grade levels

11. Bell Schedule and Calendar

2012-13 School Bell Schedule (General for Grades 6-8)

<table>
<thead>
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<th>Period</th>
<th>Subjects</th>
<th>Time</th>
<th>Weekly Minutes</th>
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<td>Period 3</td>
<td>Social Studies/ PE/ Health</td>
<td>10:20-11:20 am</td>
<td>120 minutes</td>
</tr>
<tr>
<td>Period 4</td>
<td>Science/ PE/Health</td>
<td>11:20-12:20 pm</td>
<td>120 minutes</td>
</tr>
<tr>
<td>Lunch</td>
<td>Lunch</td>
<td>12:30-1:00 pm</td>
<td></td>
</tr>
<tr>
<td>Period 5</td>
<td>Math</td>
<td>1:00-2:15 pm</td>
<td></td>
</tr>
<tr>
<td>Period 6</td>
<td>Math</td>
<td>2:15-3:15 pm</td>
<td>600 minutes</td>
</tr>
<tr>
<td>Elective</td>
<td>PE/Health/ Life Skills</td>
<td></td>
<td>180 minutes</td>
</tr>
</tbody>
</table>

Instructional Minutes
English Language Arts 600 minutes per week
(ELD instruction occurs in this time period for 120 minutes per week)
Math 600 minutes per week
Social Studies 120 minutes per week
Science 120 minutes per week
Physical Education & Health 180 minutes per week

Please Note: Because of the limitations of the facilities recesses and lunch periods must be staggered. The above schedule are samples; the times for various grades change. However, all students receive the Instructional Minutes per week as stated.

2012-17 Sample Bell Schedule
Elementary School Grades K-5
Monday-Tuesday-Thursday-Friday

8:00-10:00 Academic Instruction (Language Arts or Math)
10:00-10:20 Recess
10:20-12:20 Academic Instruction (Language Arts or Math)
12:20-1:00 Lunch
1:00-3:15 Academic Instruction (Science or Social Studies)

Wednesday (shortened day)
8:00-10:00 Academic Instruction
10:00-10:30 Lunch
10:30-12:00 Academic Instruction

Instructional Minutes
English Language Arts 600 minutes per week
(ELD instruction occurs in this time period for 120 minutes per week)
Math 600 minutes per week
Social Studies 120 minutes per week
Science 120 minutes per week
Physical Education & Health 180 minutes per week

Please Note: Because of the limitations of the facilities recesses and lunch periods must be staggered. The above schedule are samples; the times for various grades change. However, all students receive the Instructional Minutes per week as stated.
F. Meeting the needs of Student Subgroups

1. English Language Learners

“English language learners” are those students whose home language is other than English and are not Initial Fluent English Proficient (IFEP) or not Re-designated Fluent English Proficient (RFEP)

At Value School all classes are conducted in English. For students not proficient in English, the basic form of English language acquisition is through immersion. In addition teachers and instructional aides will provide 120 minutes per week of English language development (ELD). Teachers utilize SDAIE teaching strategies to facilitate students’ English language development at all grade levels.

English immersion with SDAIE support strategies in the classroom is effective with most of the students in helping them achieve at least one level of growth in English development per year as measured by the California English Language Development Test (CELDT). However, in order to help the struggling English learners and to strongly reinforce the language skills of those students just mastering English, more targeted help is sometimes necessary. Teachers are aware of the students who are not yet fluent in English and they provide additional support for language acquisition to these students through conversation and curriculum content.

In order to ensure that all English language learners become proficient in English language arts (and to exit Program Improvement) Downtown Value School will utilize the RtI approach to assist English language learners. This approach consists of the following steps:

1. The student’s specific needs are identified by an in depth analysis of the CELDT results and in Kindergarten and 1st grade by analysis of assessments prepared by the classroom teacher and in 2nd-8th grade by an analysis of the CST results.
2. Students are grouped by English development level and specific needs.
3. Specific instructional activities in the Into English Curriculum (or similar) to meet the student’s needs are identified by the classroom teacher and the ELD specialist.
4. The teacher provides this instruction during the ELD periods.
5. Student progress is monitored informally by the classroom teacher weekly and noted in The Binder (please see Students Achieving Below Grade Level).
6. Student progress is more formally assessed through the “benchmark testing” three times a year (see Using Data to Drive Instruction in Element 3.) and noted in The Binder.
7. The ELD specialist and the principal review the results of the “benchmark testing” and provide direction and support to the classroom teachers as needed.

In 2010-11 Downtown Value School decided to use a more stringent re-designation strategy in order to ensure that all students re-designated showed proficiency in English.
language. The school has since realized that the stricter criteria made it more difficult to achieve all the objectives set by the state. Therefore, the school in 2011-12 and for future years will use the following as its criteria for re-designation:

1. In Kindergarten and 1st grade students who pass the CELDT with an overall score of early advanced or advanced with at least an intermediate score on Speaking and Listening will be re-designated.

2. 2nd-8th grade students who have an overall score of early advanced or advanced with at least intermediate in all areas and score at least 350 on the CST English language arts, classroom performance, and parent input will be considered.

The following table shows the percentage of students who qualified for re-designation to Reclassified Fluent English Proficient:

<table>
<thead>
<tr>
<th>Year</th>
<th>ELL</th>
<th># R-FEP</th>
<th>% R-FEP</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-08</td>
<td>54.3%</td>
<td>49</td>
<td>17.4%</td>
</tr>
<tr>
<td>2008-09</td>
<td>36.0%</td>
<td>193</td>
<td>86.5%</td>
</tr>
<tr>
<td>2009-10</td>
<td>28.8%</td>
<td>136</td>
<td>.901%</td>
</tr>
<tr>
<td>2010-11</td>
<td>38.0%</td>
<td>15</td>
<td>9.0%</td>
</tr>
</tbody>
</table>

2. Students from Low Socio-Economic Status

95% of the students at Downtown Value School qualify for free or reduced price lunches, which indicates that the students are of lower socio-economic status. The educational needs of students from low socio-economic status are the same as those for students from all levels. The basic strategy of identifying specific needs, teaching to those needs, re-assessing and re-teaching as needed is used for these and all students. The benchmark assessment, administered three times a year, monitors the students progress. Classroom teachers and school administrators review test results and adjust instructional activities as needed. Those needing additional assistance receive help through RtI program (see below).

Deliberate emphasis is placed on the value of schooling, and the importance of hard work in the achievement of goals. Student experiences are also enriched through field trips, cultural presentations, Allstars afterschool program, teacher led extracurricular activities, and parent classes. There is a conscious effort on the part of the teachers to refer to college admission and attendance as a desirable and achievable goal. Emphasis is also placed on learning the intangible social skills and body of information that parents and students must acquire in order to compete in the job and educational arenas.

Parents are encouraged and, through parenting classes, trained to interact with their child’s teacher and the school administration to further their child’s educational goals and opportunities.

Care is taken with each student and family to assure that the student is receiving nutritious meals and that there is access to health care, if needed. The parent educator, in addition to conducting Effective Parenting Classes, makes social service agency referrals for such needs as free or low cost tutoring, mental health services, drug, smoking, and
alcohol cessation programs, etc. Some students receive financial assistance for their fees for the After School Program.

3. Gifted and High Achieving Students

Gifted and high achieving students are those students who have scored advanced on the English language arts and math CST. They have the opportunity to receive instruction at a higher grade level in some subjects. They are provided with “challenge” activities in lieu of regular assignments as designated in the published curriculum series. Teachers propose “teasers” or extension questions for a variety of assignments. Novels chosen for small group discussions are leveled to provide more in-depth analysis for the more able students. Open ended assignments provide an opportunity for gifted students to add breadth and depth to their learning. Rubrics are established to encourage and reinforce quality in student work products.

The progress of these students is monitored by the classroom teachers and school administrator through the benchmark assessments, which are administered three times a year.

4. Students Achieving Below Grade Level

The school takes seriously the challenge to ensure that every child learns to the best of his/her ability. Downtown Value School uses a “Response to Intervention” type model to ensure that each child makes sufficient progress in mastering the grade level standards. Students who make grade level progress and more within the expected time frame are considered in Tier IA. There are approximately 75%-80% of the students who are in Tier IA in each class. These students are provided grade level and advanced curriculum, usually in a whole group setting.

Students who have demonstrated that they can make near grade level progress with some extra help in small, skill based groups are placed in Tier IB. These students receive pre-teaching, re-teaching, and sometimes English language support in small groups on a regular basis from the classroom teacher or classroom aide (K and 1), in addition to the whole class instruction. Student progress is monitored frequently and recorded in The Binder. These groups are fluid throughout the year, with students moving in and out according to results of program assessments.

Students are considered in Tier II when they have more significant skill deficits (“at risk” in DIBELS or AIMSWEB assessment, Below Basic or Far Below Basic on CST or benchmarks). In addition to whole group instruction and small group re-teaching, these students receive additional support from a Learning Skills Specialist, and/or extra time on the research-based reading skills program, Lexia. The specialist meets with small groups (1-4 students) on a daily basis in the classroom or the Learning Center. Skills usually include decoding and word study, fluency, and comprehension. Progress is tracked using data from the Six Minute Fluency, DIBELS, or the Lexia program.
Tier II students are also referred to the Student Success Team (SST) program in order to further analyze the factors that may be contributing to their slower progress. A meeting is held with the teacher, parent, SST coordinator, and any other staff member involved with the student’s progress to determine how best to assist the student. The group decides on a Plan of Action, a timeframe, and a date to reconvene to review progress. When students still show insufficient progress with these supports, a recommendation may be made to conduct further psychological assessments to check for an underlying learning disability or other cognitive or psychological impairment. The Special Education Coordinator and School Psychologist are notified, requests for assessments are sent to parents, and the appropriate assessments are scheduled. If a student is found to qualify for Special Education, he/she is considered to be in Tier III, and an individual education plan (IEP) is developed. The special education teacher schedules individual or small group instruction to further address learning needs, collaborates with the classroom teacher and other members of the staff on appropriate curriculum modifications, and assists the teacher in setting realistic yet challenging goals for the student.

As assessment data are collected and analyzed, there is ongoing dialogue with teachers, parents, administration, and learning specialists at the school regarding a student’s progress. Learning needs of students who are not appearing to make adequate progress in an area are identified by checking performance on a variety of assessment instruments against the learning standards. Appropriate interventions are discussed and implemented in the classroom as needed. Below are possible actions taken to address the needs of students not appearing to make adequate progress in mastering the grade level skills and knowledge:

- After determining levels of achievement, teacher may place students in small homogeneous groups for part of the day in order to specifically meet the needs of the low achieving students. The Intervention Specialist and school administrators assist teachers in finding appropriate resources for these students, and in tracking progress on a more frequent basis.
- Academic intervention is provided in small groups by a learning specialist on a regular basis.
- Although the school does not have a formal after-school tutoring program often teachers stay after school to work with students who are performing below grade level.
- Peer tutoring, which often benefits the tutor as well as the “tutee”, is offered in many of the classes.
- Parents are also provided with names of free or reasonably priced reasonable tutoring agencies, such as Salvation Army, which can provide after-school academic assistance. Students who need extra help often sit close to the front of the classroom and may be provided with printed notes or additional study aids. Computers in the classroom are used to deliver instruction, practice exercises, or skill building activities to individuals who need special assistance to develop their skills.
- Listening centers, writing centers, math manipulatives, and high interest/lower level independent reading materials are available for struggling learners.
5. Students Substantially Below Grade Level

Downtown Value School defines a student substantially below grade level as one who either has had a year of special interventions guided by the classroom teacher and fails to improve substantially or one who enters the school with achievement scores that indicate that the student is more than one year below grade level. For students who are substantially below grade level, the principal/vice principal shall organize a “Student Success Team.” At minimum, the team members will include all the teachers who provide direct instruction to the student, the principal/vice principal or designated SST lead, and a person identified by the principal as an expert in instructional strategies for exceptional students. The parent will be invited to participate on the team, as well as the student, if in grades six or above. The Student Success Team will meet as soon as possible after being organized and prepare an initial plan of action. The team will continue to meet regularly until the student begins to make satisfactory progress or is referred for an individualized assessment.

It has been shown that the use of additional supports, such as targeted interventions and SST plan implementation, is often sufficient to help the student gradually move up to grade level.

6. Students with Disabilities

DISTRICT REQUIRED LANGUAGE

*Special Education Program

All charter schools must adhere to all terms and conditions of the Chanda Smith Modified Consent Decree (“MCD”) and any other court orders and/or consent decrees imposed upon the LAUSD as they pertain to special education. 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 Los Angeles Unified School District (“LAUSD” or “District”) Governing Board approval, Downtown Value School will execute a Memorandum of Understanding (“MOU”) by and between LAUSD and Downtown Value School regarding the provision and funding of special education services consistent with the requirements of the LAUSD Special Education Local Plan Area (“SELPA”) Local Plan for Special Education.

SELPA Reorganization

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code § 56195.1(a) and intends to continue operating as a single-District SELPA as in the current structure but will now create 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). The Charter-operated schools will not have a 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 will 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.

**Compliance with Child Find Activities for Conversion Schools**
District-authorized conversion charter schools must conduct Child Find activities for students residing in its pre-charter attendance areas (including private school students), so that students who have or are suspected of having a disability and needing special education and related services are appropriately identified and, if necessary, referred for evaluation in accordance with state and federal law. Conversion charter schools must distribute the District’s brochure, “Are you Puzzled by Your Child’s Special Needs,” prominently display the Parent Resource Network poster and use other District materials to address the search and serve requirement of the law,(e.g., “The IEP and You”).

*Modified Consent Decree Requirements*
All charter schools chartered by 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 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 eighteen 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 Modified Consent Decree, data requests from charter schools that are not connected to the District’s current Student Information Systems (“SIS”) are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s required format and are as follows:

- The Independent Charter School Suspension/Expulsion Report, due monthly throughout the school year.
- Paper SESAC Report and Welligent Student Listing Verification, due monthly throughout the school year.
- CBEDS, which is due at the end of October of Each School Year.
# All Students Enrolled December 1 of Each School Year, due at the end of December every school year.

# Graduation Status of 12th Grade Students Enrolled on December 1, due at the end of June every school year.

The District is currently in the process of developing an Integrated Student Information System ("ISIS") as required by the MCD. Although most charter schools are not currently utilizing the District’s current SIS, the MCD requires all charter schools to implement the use of ISIS once it is developed.

### G. Implementation

Downtown Value School is completing its tenth year of operation. During this time it has implemented its entire program. As the school begins its third charter term the school will continue to develop its program by examining methods and programs that will enhance the school's program.
Element 2—MEASURABLE STUDENT OUTCOMES

“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.” Ed. Code § 47605 (b)(5)(B)

The anticipated skills and knowledge outcomes for students are currently based on the California State Standards for each grade level. In the near future, the National Core Standards will be adopted as California moves to this new set of pupil learning outcomes.

Downtown Value Schools has established the following measurable outcomes. Achieving these outcomes demonstrates the five core values of the school:

- Academic Excellence
- Individual Achievement
- Dignity of Each Person
- Importance of Community
- Service to Others

**Academic Performance Index Outcomes**

- Before the end of the next term of the charter, Downtown Value School will have an API 830 or above.
- Once having achieved an API of 830 or above, Downtown Value School will not have an API of less than 780 in any year during the charter term
- Downtown Value School will meet or exceed annual API targets each year or in aggregate over the last three years.

The Academic Performance Index will be annually computed by the California Department of Education using those standardized test results and weightings as deemed appropriate by the Department of Education.

**Annual Yearly Progress Outcomes**

- By 2017 80% of students in grades K-1 will be proficient or advanced in math as measured by classroom teachers assessments and report on the standards-based report card.
- In 2011 approximately 60% of the students in grades 2-5 scored proficient or advanced in math on California Standards Test. By 2017 75% of the students (school-wide and for each significant subgroup) will score proficient or advanced in math on the California Standards Test (or equivalent).
- In 2011 approximately 60% of the students in grades 6-8 scored proficient or advanced in math on California Standards Test. By 2017 75% of the students (school-wide and for each significant subgroup) will score proficient or advanced in math on the California Standards Test (or equivalent).
- In 2011 approximately 15% of the students in grades 2-5 scored below basic or far below basic in math on California Standards Test. By 2017 no more than 10%
of the students will score below basic or far below basic in math on the California Standards Test (or equivalent).

- In 2011 approximately 15% of the students in grades 6-8 scored below basic or far below basic in math on California Standards Test. By 2017 no more than 10% of the students will score below basic or far below basic in math on the California Standards Test (or equivalent).

- By 2017 80% of students in grades K-1 will be proficient or advanced in English language arts as measured by classroom teachers assessments and report on the standards-based report card.

- In 2011 approximately 45% of the students in grades 2-5 scored proficient or advanced in English language arts on California Standards Test. By 2017 60% of the students (school-wide and for each significant subgroup) will score proficient or advanced in English language arts on the California Standards Test (or equivalent).

- In 2011 approximately 50% of the students in grades 6-8 scored proficient or advanced in English language arts on California Standards Test. By 2017 65% of the students (school-wide and for each significant subgroup) will score proficient or advanced in English language arts on the California Standards Test (or equivalent).

- In 2011 approximately 15% of the students in grades 6-8 scored below basic or far below basic in English language arts on California Standards Test. By 2017 no more than 10% of the students will score below basic or far below basic in English language arts on the California Standards Test (or equivalent).

In 2011 approximately 15% of the students in grades 6-8 scored below basic or far below basic in English language arts on California Standards Test. By 2017 no more than 10% of the students will score below basic or far below basic in English language arts on the California Standards Test (or equivalent).

The academic performance of the students will be measured internally and externally. The school will use multiple internal assessments. These include the use of teacher prepared or commercially produced test instruments (the “benchmark tests”) that will determine student performance levels similar to the California Standards Tests. These “benchmark tests” will be administrated three times during the school year (late fall, winter and early spring). The tests will determine both student achievement growth and also identify those students who need additional instruction in standards that have already been taught. The teachers will use Data Director software to track and analyze student performance. The external assessments are the California Standards Tests provided by the California Department of Education.

**English Language Acquisition Outcomes**

- In 2011 38% of English language learners scored proficient or advanced in English language arts as measured by the CST. For each year in of the next five years the percentage of English language learners scoring proficient or advanced on the English language arts CST will increase by 5%.
• 85% of English language learners will advance at least one ELD level for each year in Downtown Value School.

Downtown Value School will annually administer the California English Language Development Test (CELDT) to the English language learners. The results of that test will determine the growth in ELD levels.

• At least 15% of English language learners will be reclassified as fluent in English each year.

Downtown Value School will annually reclassify English language learners based on three criteria. To be reclassified the student must score intermediate or advanced on the CEDLT, score proficient or advanced on the English language arts CST, and must be judged by the student’s current classroom teacher to be sufficiently fluent in oral and written English.

**Attendance Outcome**

• In 2010-11 the average daily attendance rate was approximately 96%. In each year of the next charter term the average daily attendance rate will be at least 96%.

Using the attendance records kept by the register-bearing teachers on Power School, Downtown Value School will annually compute its attendance rate.

• In 2010-11 the truancy rate was approximately 6%. In each year of the next charter term the truancy rate will be no more than 4%.

Downtown Value School defines “truancy” as an unexcused absence or an unexcused arrival at school more than thirty minutes late. Students who arrive late from school must sign in at the school office. A daily record will be kept of the number of students arriving more than thirty minutes late. The record, along with the attendance record, will be used to annually compute the truancy rate.

**Responsible Behavior Outcomes**

• 90% of students will receive at least a “Satisfactory” rating on their behavior and work habits on the trimester report cards.

Classroom teachers will rate student behavior on the trimester report cards. The school’s administrator will for each reporting period compute the percentage of students rated “satisfactory” or better.

• In 2010-11 three students were expelled. During the next charter terms, no more than three students per year will be expelled or no more than fifteen students expelled in aggregate.
Downtown Value School keeps a record of student expulsions and can determine the number of students expelled each year and during the term of the charter.

- In 2010-11 fifteen students were suspended. During the next charter term, no more than twelve students per year will be suspended or no more than sixty students suspended in aggregate.

Downtown Value School keeps a record of student suspension and can determine the number of students suspended each year and during the term of the charter.

**Parent Involvement Outcomes**

- 100% of parents will sign an acceptance of the school’s values at parent induction conference.

Prior to a student starting at Downtown Value School the student’s parent or guardian participates in a conference with a school administrator to learn what the family can expect from the school and what the school expects from the family. These expectations are presented in the form of the school’s five core values. The parent signs an agreement with these values. (This also serves as the Title I Compact for Downtown Value School.) The principal will ensure that there is a copy of the acceptance in every student’s file. The parent’s decision not to sign the agreement in no way impacts the student’s admission or enrollment.

- At least 95% of parents will attend parent conferences with the teacher twice a year.

Teachers holding parent conferences will use a sign-in register to determine who has attended the conferences. These registers will be sent to the school principal who will compile the percent of parents attending the conferences.

- At least 30% of parents will attend school-wide parent meetings three times a year.

Downtown Value School will have a sign-in register for each parent meeting. These registers will be used to compute the percent of parents attending.

- At least 70% of parents will complete their Volunteer Hours of service to the school.

Downtown Value School records parent volunteer hours at the time of the volunteer service. These logs will be used to determine the percent of parent completing the service hours.

- At least 90% of the students will return to the school for the following year.
Downtown Value School will annually determine the number students returning the school from the previous year.

- At least 85% of parents surveyed indicate strong satisfaction with the overall school program on annual survey.

Downtown Value School will annually prepare and administer a parent satisfaction survey and determine the strength of parent satisfaction.

**Student Support of Values Outcomes**

- 90% of the students will express their support of the five core values in language appropriate to their grade level.

Downtown Value School will prepare a survey to assess the student support of the five core values and will administer the survey at least once each year.
Element 3 – Method by Which Student Outcomes will be Measured

“The method by which pupil progress in meeting those pupil outcomes is to be measured.” Ed. Code § 47605 (b)(5)(C)

Internal Assessments of Academic Progress

The teachers are Downtown Value School use a variety of techniques to assess student progress. Formative assessments include program pre- and post-assessments (end-of-chapter tests) in Open Court Language Arts, Saxon Math, Harcourt and Holt Science, and McGraw Hill and TCI and Glencoe-McGraw Hill Social Studies, daily question and answer sessions, teacher prepared quizzes, “running records” to track reading fluency, and online progress tracking with Lexia and Accelerated Reader.

Three times a year the teachers administer “benchmark” tests. Some of these “benchmark” tests are nationally normed general outcome measurements such as DIBELS and AIMSWEB. Results provide teachers and the school with valuable data on how students are progressing in acquiring skills necessary to become fluent readers. Students not progressing at the expected pace are provided with extra instructional time in small groups in order to address their deficiencies.

Also as part of the “benchmark” assessments, students in grades 1-8 take the CST Practice Test (Curriculum Associates) two times a year. These exams are similar to the annual CST, and they provide the students and the teachers guidance on the standards that may need extra instruction in order to achieve mastery. They also prepare the students for the types of questions they may see on the CST in the spring.

Utilizing Data Director is extremely helpful for tracking student progress. Teachers upload assessments, and receive immediate feedback on student mastery. Standards are broken down according to strands, and teachers plan for re-teaching or enrichment according to the most current snapshot of their class.

Along with standardized assessments presented in a multiple choice format, students have a variety of other ways to demonstrate mastery of knowledge and skills. Presentations, projects, speeches, demonstrations, and written assignments, usually accompanied with a rubric of performance, are some of the ways teachers can determine attainment of student outcomes.

Grading Policy

Grading practices depend on grade level. Kindergarten and first grades work with a standards-based reporting system with the following proficiency levels:

1. Insufficient progress toward meeting grade level standards
2. Below grade level in meeting standards, making progress
3. Meets grade level standards
4. Exceeds grade level standards
In grades 2-8, the following grading system is used:

- **E** 59% and below: Insufficient progress toward meeting grade level standards
- **D** 60-69%: Below grade level standards/making progress
- **C** 70-79%: Meets grade level standards
- **B** 80-89%: Often exceeds grade level standards
- **A** 90-100%: Consistently exceeds grade level standards with quality

Teachers are encouraged to allow students to make up work when late or incomplete, so that appropriate mastery of learning standards can be assessed. Citizenship and work habits assessments are graded separately from academic learning standards. Teachers grade group projects according to individual contributions and mastery of grade level standards to avoid unjustly inflating or deflating grades.

**Other Assessment Instruments**

Downtown Value School has prepared surveys to assess parent support for the school and to assess how well students have internalized the five core values. These surveys are administered and analyzed annually and reports from the data are prepared for the Board of Directors and the school community.

The school uses Power School to maintain data collected; this includes attendance and tardy records, suspension and expulsions, parent volunteer hours and meeting participation.

The teachers at Downtown Value School determine acceptable classroom behavior in Kindergarten and 1st grade by assessing respect for rights and property of others, interaction with others, self-control, adjustment to new situations, responsibility for own possession, adherence to school rules, completion of class work, use of time, cleans up after himself/herself, completion of homework, effort to do well, participation in games and activities and following rule of games. Students are rated as outstanding, satisfactory and needs improvement. In grades 2-8 the teachers assess acceptance of responsibility, courtesy and respect, self-control, use of time, working with others, respect for property, observance of safety rules, completion of class work and completion of homework. The student as rated as outstanding, good, satisfactory and unsatisfactory. Reports are given to parents three times during the year.

**State Testing Program**

Downtown Value School has and will participate in all the testing programs required of charter schools by the state of California. The results of these tests are published by the California Department of Education. The school from time to time uses reports of the test results to communicate its success with the school community. The Board of Directors is provided with analyses of the state test results in order to monitor the school’s academic performance.

**Using Data to Drive Instruction**

Downtown Value School uses a variety of tools to gather and analyze data on student performance. In August of each year, teachers review the most recent CST results, using
the online Data Director program to break down strengths and weaknesses, trends and anomalies according to subject, strand, standard, student, grade, and school. All teachers have access to their students’ information and are provided the time and structure to analyze student scores, check for trends, identify “gainers” and “sliders”, and begin to set goals for the coming school year.

By the beginning of September, teachers have administered and analyzed their first program pre-assessments for Open Court Language Arts and Saxon mathematics curricula, and uploaded the information into Data Director. They also administer the DIBELS general outcome assessment for reading fluency and comprehension, which rounds out the picture of the performance levels for each student in their classes. Teachers then look for trends, corroborative data, and inconsistencies.

Before instruction begins in the fall, the teachers have a clear idea of which students will most likely need extra assistance in accessing the various parts of the curriculum, and they make plans in their daily schedules for small group instruction for these students. The teacher keeps a binder (known as “The Binder”) with annual, benchmark, and program assessment information, along with ongoing notes on students who have been identified as “at risk” of not making grade level progress. As new assessment data are received throughout the year, they are entered in sections of The Binder, and student progress can be tracked by the teacher, administration, and all support providers. As teachers work with students in small groups, progress toward mastery of standards is recorded on a near daily basis.

The school uses a transparent approach to using all types of performance data. Students are kept apprised of their progress on reaching benchmark standards, and help set age appropriate short-term and long-term goals with their teachers. Data are frequently shared with parents on program, benchmark, and annual assessments, and student performance data are shared at parent conferences. The school has found that this transparent, team approach toward using data is the most effective in ensuring that all students make adequate progress every year.

**District Required Language**  
*Testing*

The Charter 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., STAR, CELDT, 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. Any such grant of authority will be consistent with the Family Educational Rights and Privacy Act (FERPA).
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)

Downtown Value School is an independent charter school.

Value Schools

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

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

Value Schools will be solely legally and financially responsible for Downtown Value School and is, therefore, the ultimate policy governing authority. Value Schools is responsible for establishing and maintaining relationships with all government units on behalf of the school.

Value Schools will separately account for all funds, public and private, that are given to Downtown Value School; and it will use such funds solely for the operation of Downtown Value School. It will enter into all contracts, leases and other legal agreements that may be necessary to operate Downtown Value School.

Value Schools will provide financial and accounting services for Downtown Value School, legal representation, public relations and general oversight of school operations. In return for the services provided, 5% (or less) of the public funds given to operate Downtown Value School shall be annually transferred for the general operations of Value Schools.

Value Schools Policy on School Governance

Approved by Board of Directors, 16 May 2001
Revised by Board of Directors, 19 June 2007
Revised by Board of Directors 24 October 2007
Revised by Board of Directors 18 March 2011

1. Corporate Status

Each school organized by Value Schools shall be part of the California nonprofit public benefit corporation known as Value Schools.

2. Board of Directors

The directors on the board of directors for Value Schools shall be the directors on the board of directors for each of its schools. Additionally the principal of each school shall appoint one person to serve on that school’s board of directors.
3. By-laws of the Board of Directors
   The By-laws of the board of directors for Value Schools shall be the By-laws for the board of directors for each of its schools.

4. School Site Council
   Each school established by Value Schools shall have a School Site Council.
   4.1 Composition
   The School Site Council shall be composed of the school principal, two parents chosen by the school’s parent organization, two faculty members chosen by the school’s faculty, and two students enrolled in grades 8 through 12 chosen by the students in those grades. (i.e. At Downtown Value this includes two eighth grade students.)
   4.2 Duties
   The School Site Council shall be responsible for the following duties:
   1. Review of any policies sent by the board of directors for review.
   2. Annual review of the school budget prior to its approval.
   3. Serving as official committee required by law or regulation (e.g. Title I Advisory Committee).
   4.3 Procedures
   The School Site Council shall establish such procedures as it deems necessary to conduct its business.

5. Responsibilities of the Principal
   The major responsibility for school decisions rests with the principal. The following list, while not exhaustive, is descriptive of the kind of authority the principal has.
   5.1 Personnel: Hires, supervises and evaluates, and if necessary, fires the teachers and other school personnel; subject to the policies of Value Schools governing the qualification for employees and the personnel practices—including teacher evaluation, which includes student achievement.
   5.2 Curriculum: Organizes the instructional program, chooses the programs and materials, and supervises the instruction and assessment of students, with the advice and assistance of the faculty and subject to the curriculum standards and program assessment of Value Schools.
   5.3 Students: Administers the admission of students to the school, including the student orientation and parent induction, makes major student disciplinary decisions, supervises the grading of student performance and makes student placement decisions, with the advice and assistance of the faculty.
5.4 Facilities: Supervises the maintenance and repair of the materials, equipment and school facilities and property; makes recommendations for facilities improvements. The faculty and parent community are invited to offer suggestions for facilities improvements.

5.5 Finances: Assists the Value Schools CEO in preparing the school budget according to the budget preparation guidelines for Value Schools and makes or approves all financial decisions necessary to implement the approved budget plan. The faculty is invited to make suggestions in the preparation of the budget.

5.6 School Site Council: Chairs the School Site Council and ensures that it has staff support.

**Board of Directors**

The members of the board of directors for Value Schools shall constitute the members of the board of directors for Downtown Value School. The by-laws provide that there be no less than three and no more than twenty members of the board. The Los Angeles Unified School District is permitted to have a representative sit on the board.

The responsibilities of the board are to ensure that mission of the school is fulfilled, to hold the administration accountable for the successful performance of the school in all area, to ensure the financial integrity of the school and the sufficiency of resources.

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

Since the board members for Value Schools are the board members for Downtown Value Schools, the by-laws and policies for Value Schools will specify the selection of members. The by-laws state that the current members will elect the members of the board each year at its annual meeting and it may elect members at other meetings. The board of Value Schools diligently recruits candidates who share the vision of Value Schools and who have the capacity to make a contribution to the advancement of the mission of Value Schools. This capacity is demonstrated through having the time to assist with various projects, the talent to provide expertise in areas where the board is making decisions or providing oversight, or the treasure to provide financial assistance. Most board members have more than one gift to give. Current board members are invited to submit candidates for consideration to be elected to the board. The board will also consider candidates recommended by the school community. They are interviewed by the chair of the board and at least one other board member. A resume and references are presented to all the board members before a vote is taken. Additionally the board’s policy on governance specifies that the principal of Downtown Value School appoints one member to the board of directors; this is usually a parent.
Board Committees
Board Committees are composed of board members and normally are assisted by staff members. The committee may determine that it needs to invite persons, such as stakeholders, who are not directors or staff to complete its work successfully.

Committee on Accountability and Performance
This committee will work with staff to examine the ways in which each school determines its success. It will consider the elements in the school that are being measured, the means by which they are measured, the timing of the measurements and the ways in which results are being reported.

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

The committee will regularly report to the board its findings to help the board fulfill its responsibility for ensuring a successful educational program.

Committee on Finance and Business Operations
This committee will work with staff to ensure that the finances of the schools are being properly managed and reported. It will regularly review the financial reports prepared by the staff. It will consider whether the reporting forms are adequate or whether they should be changed to provide a better understanding of school finance.

The committee will review the business practices of Value Schools and look for ways to improve efficiency and effectiveness. The committee will participate in the selection of an external auditor, annually meet with the auditor and report audit findings to the board.

The committee will regularly report to the board its findings to help the board fulfill its responsibility for ensuring sound financial operations.

Conflict of Interest Policy
Downtown Value School will follow the LAUSD Conflict of Interest Code.

School Site Council
Downtown Value School has established a School Site Council consistent with policies of Value Schools. In addition to the responsibilities specified in Governance Policy for Value Schools, the Downtown Value School Site Council also advises on school policies which are of concern to parents and students. These include such areas as student uniforms, vacation schedules, nutrition, special classes and extra-curricular activities. They also include areas of concern to the faculty such leave days, faculty dress code and non-classroom responsibilities. The School Site Council meets at least four times a year and its operations comply with appropriate government laws and regulations. Information from School Site Council meetings is communicated to the board by the Principal.

The process for establishing the committee and its authority and duties are detailed in the Value Schools polices on governance.
Meetings Procedures for Governing Board and School Site Council
The meeting dates and locations of the governing board and site council will be given in writing to the parents of students enrolled in the Downtown Value according to Brown Act timelines. These meeting dates and locations will also be posted in the school in a prominent place as close to the main entrance to the school as is practically possible and they are included in the monthly newsletter. At least three calendar days prior to the meeting of either body, the meeting agenda will be posted in the same location as the notice of dates and locations. The meetings comply with any other Brown Act timelines.

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

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

Parent Organization
The principal of Downtown Value School shall provide for the opportunity for a Parent/Teacher Organization to meet monthly. The organization shall give parents an opportunity to provide service to the school, provide for special events, conduct school-wide fundraising activities, as well as be a communications vehicle between parents and the school administration. Teacher representative will be selected by the faculty. By-laws will be written and approved by the Organization.

Faculty
The faculty will participate in school governance through agendas at faculty meetings, surveys, meetings with the principal and vice-principal and meeting with the CEO of Value Schools. They also select the faculty representatives to the School Site Council and the Parent/Teacher Organization. Faculty members are also invited to attend board meeting and address the board as part of public comment.

Principal
The major responsibility for school decisions rests with the principal. The responsibilities of the principal are delineated in the Policies on Governance and in Element 5

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

- Value Schools Board of Directors
  - Downtown Value School
    - Downtown Value School Principal
      - Downtown Value School School Site Council
      - Downtown Value School Faculty & Staff
    - Downtown Value School Parent/Teacher Organization
  - Value Schools CEO
Amendments to the Charter

Should it become necessary to amend the charter for Downtown Value School, Value Schools with assist the school in preparing and submitting such amendments to the Los Angeles Unified School District.

District Required Language

Downtown Value School and/or its nonprofit corporation is a separate legal entity and will be solely responsible for the debts and obligations of the Charter School.

Downtown Value School will comply with the Brown Act.

*Members of Downtown Value School executive board, any administrators, managers or employees, and any other committees of the School shall comply with federal and state laws, non-profit integrity standards and regulations, and LAUSD’s Charter School policies and regulations regarding ethics and conflicts of interests.

*The District reserves the right to appoint a single representative to the charter school board pursuant to Education Code section 47604(b).

Grievance Procedure for Parents and Students

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

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

Downtown Value School will implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.

*LAUSD Charter Policy

Downtown Value School will comply with the District policy related to charter schools, as it may be changed from time to time after notice and reasonable opportunity for input from the Charter School Collaborative.
**Responding to Inquiries**
Downtown Value School shall promptly respond to all inquiries, including but not limited to, inquiries regarding financial records, from the District and shall consult with the District regarding any inquiries. Downtown Value School acknowledges that it is subject to audit by LAUSD including, without limitation, audit by the District Office of the Inspector General.

If an allegation of waste, fraud or abuse related to the Downtown Value School operations is received by the District, the Downtown Value School shall be expected to cooperate with any investigation undertaken by the District and/or the Office of the Inspector General, Investigations Unit.

**Notifications**
Notification is to be made to the Innovation and Charter Schools Division in writing of any notices of workplace hazards, investigations by outside regulatory agencies, lawsuits, or other formal complaints, within one week of receipt of such notices by Downtown Value School.
Element 5: Employee Qualifications
“The qualifications to be met by individuals to be employed by the school.” Ed. Code § 47605 (b)(5)(E)

General Requirements
1. Demonstrate commitment to the five core values.
2. Provide evidence of having cleared a criminal background check.
3. Meet all health code requirements
4. Meet all other requirements set forth in law and regulation.

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

Qualifications for teachers
Teachers of core subjects, as enumerated in Element 1, must meet the requirements of No Child Left Behind and have the appropriate California Commission on Teaching credential, permit or other document equivalent to that which a teacher in a traditional public school might have.

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

Downtown Value Schools will continue to offer its students instruction in physical education at every grade level.

Other educational and support staff
Classroom aides must meet the requirements of No Child Left Behind with at least two years of college (minimum of 60 semester units or 90 quarter units).
All non-teaching staff must have demonstrated competency for the position. This can be demonstrated through education, employment experience or the capacity to be trained on the job.

Selection
The selection process is absolutely critical to the success of the professional educational team. Downtown Value School will follow the employment policies, hiring protocol and job descriptions adopted by Value Schools. These policies and procedures are designed to determine three critical elements. First, they inquire of the potential educators directly through the interview process whether they are persons who have the characteristics of one who is committed
to the five core values. The process also asks references about the characteristics of the potential employees; again to determine whether that commitment to the values is present.

Second, the process clarifies the expectation that the teacher is responsible for finding the means to educate each child. That expectation is confirmed by presenting to potential employees that their continued employment at Downtown Value School depends on student learning. As teachers they will be supported in their effort to find the most effective means, but in the end the responsibility falls on them.

Third, whenever possible potential educators will be asked to demonstrate teaching competencies by preparing and conducting a lesson in the grade level of the position that they are seeking. Finally, a determination is made that the potential educator has the knowledge and skills to be successful. This is accomplished primarily through a review of the references, persons who know of the candidate’s past performance.

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

Evaluation and Performance Compensation
Downtown Value School evaluates the performance of its teachers on six criteria. The first is student achievement and this measure counts for at least 50% of the evaluation. The teacher’s performance is measured by the value added by the teacher to the students in his or her class. Growth in student achievement is assessed by multiple tests given throughout the school year. These tests are to be highly correlated with the state’s standardized testing program. The second and third criteria are pedagogical skills and classroom management. To assess performance the school’s principal is to prepare or adopt a protocol in collaboration with the teachers. These two criteria account for 25% of the evaluation. The fourth criterion is parental satisfaction and is measured by a survey. The fifth is an assessment by peers of the teacher’s demonstration of the five core values. The sixth criterion is the successful completion of an appropriate area of professional development. These criteria make up the remaining 25%.

The results of the combined elements produces a mathematical score which in turn is used to determine the size of the performance compensation to be added to the teacher’s salary in the following year. The higher the score is, the larger the performance compensation will be. While Downtown Value School is committed to providing performance compensation to all its employees, the availability and size depend on available funding. Further it should be noted that Value Schools began developing this performance compensation during the 2009-10 school year and is still in the process of refining it.

The principal is responsible for ensuring that classified staff are evaluated.
Personnel Policies and Procedures of Value Schools
Approved by Board of Directors, 30 October 2000
Revision Approved by Board of Directors, 16 May 2001
Further Revision Approved by Board of Directors, 26 June 2006
Further Revision Approved by Board of Directors 9 June 2010
Further Revision Approved by the Board of Directors 18 March 2011

1. Definitions

5.1 Employees

Full-time and Part-time
An employee who works on a regular basis thirty or more hours in a calendar week shall be considered a full-time employee. An employee who works less than thirty hours a week shall be considered a part-time employee.

Non-exempt and Exempt
An employee who is paid wages on an hourly basis is a non-exempt employee. An employee who is paid a salary that is paid on an annual basis (or fraction thereof) is an exempt employee.

Contract and At-Will
Employees may be hired on a contract for services, provided that contract clearly specifies a term of employment. Employees not hired on a contract are considered at-will employees.

Temporary
A position may be designated as a temporary position by the chief executive officer or by an authorized delegate. An employee hired to fill a temporary position shall be considered a temporary employee.

6.1 Position Descriptions

For all positions, except temporary, there shall be a written position description that has been approved by the chief executive officer or an authorized delegate. The position description shall specify the supervisor for this position, the job responsibility for the position, and the qualifications for the position.

7.1 Authorized Delegate

An authorized delegate is a position that has been given the authority to perform a function that is assigned to the chief executive officer. The delegation is given in writing by the chief executive officer or is given by virtue of an approved job description.

2. Non-discrimination

Downtown Value believes that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against qualified applicants or employees on the basis of race, color, religion, sex, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, 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, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

3. Compensation

3.1. Salary and Wage Ranges

The Chief Executive Officer shall annually approve starting salaries and compensation increases as part of the development of the annual budget. The starting salaries and compensation increases become effective when the annual budget is approved by the Board of Directors.

3.2. Work Hours

All non-exempt employees shall not work for more than an eight-hour workday or for more than a forty-hour workweek, unless overtime has been approved by the chief executive officer or authorized delegate. Non-exempt employees who work over the standard number of work hours shall be entitled to such over-time rate of pay as may be required by federal or state law.

All exempt employees shall work as many hours as may be necessary to complete their assigned duties.

3.3. Benefits

3.3.1. Lunch and Rest Breaks

All non-exempt employees are entitled to a lunch break of no less than thirty (30) minutes, nor more than sixty (60) minutes, unless otherwise specified by federal or state law. The lunch break time is not counted in the computation of hours worked. The time of the lunch break must be approved by the employee’s immediate supervisor.

All non-exempt employees are entitled to two fifteen (15) minute rest breaks, unless otherwise specified by federal or state law. It is expected that these will be taken approximately mid-morning and mid-afternoon; and the times must be approved by the employee’s immediate supervisor. These break periods are counted in the computation of hours worked.

3.3.2. Pay Periods

Pay periods for hourly (non-exempt) employees are from the first day of the month through the fifteenth day of the month, and from the sixteenth day of the month through the last day of the month. Employees will receive their paychecks ten days after the pay period on the tenth and the twenty-fifth of each month; if that day is a weekend or holiday, employees will receive their paychecks on the last business day immediately preceding the payday. (For this purpose, “business day” shall mean a weekday that is not a federal or state holiday; it does not mean a day in which school is in session.)

Pay periods for salaried (exempt) employees are from the first day of the month through the last day of the month. Employees will receive their paychecks on the fifth and the twentieth day of each month; if that day is a weekend or holiday, employees will receive their paychecks on the last business day immediately preceding the payday. (For this
purpose, “business day” shall mean a weekday that is not a federal or state holiday; it
does not mean a day in which school is in session.)

3.3.3. Direct Deposit of Paycheck

Provided that the payroll system used by Value Schools allows for Direct Deposit, an
employee may elect the direct deposit of his/her paychecks to the financial institution of
his/her choosing, provided that financial institution accepts direct deposit of payroll
checks.

3.3.4. Jury Duty

All employees, except temporary employees, will receive full pay, less the jury duty
stipend, for up to ten working days every three years. Employees working at a school
site should request a deferral of jury service to a time when school is not in session for
the students.

3.3.5. Eligibility for Leave

All employees, full and part time, are eligible for the leaves as defined below, except
that temporary employees are eligible for holiday and sick leave only.

3.3.6. Vacation

Full-time exempt employees shall be given a contract or letter of appointment that states
whether they have paid vacation when school is not in session or for a specific number
of weeks during the school year.

Full-time non-exempt employees are eligible for ten days of annual vacation during the
first five years of employment; fifteen days during the next three years of employment
and twenty days after eight full years of employment. A non-exempt employee may
begin taking vacation after being employed for six full pay periods.

Part-time employees, exempt and non-exempt, are not eligible for paid vacation. They
are expected to be at school working on days when school is in session according to their
approved work schedule.

The times used for vacation must be approved by the employee’s immediate supervisor.
A supervisor may specify that vacation must be requested a certain number of days in
advance of the times desired for vacation. Employees are advised to always notify their
immediate supervisors as soon as they know of a desired vacation time.

All exempt and non-exempt employees who have a specified number of weeks of annual
vacation may accumulate unused vacation days up to a maximum equal to that
employee’s annual vacation. At the time of separation from employment, a non-exempt
employee shall be compensated for unused vacation at the hourly rate in effect on the
last day of employment.

3.3.7. Holidays

All full time employees will be given the following days as paid holidays: January 1,
Martin Luther King Day in January, President’s Day in February, Memorial Day in May,
July 4, Labor Day in September, Veterans’ Day and Thanksgiving Day and the Friday
thereafter in November, December 24 & 25, and December 31. (Any holiday with an
exact calendar date that falls on a Saturday shall be observed on the Friday immediately
preceding, and any holiday that falls on a Sunday shall be observed on the Monday
immediately following.) Additionally, employees will be given three additional holidays
for the religious, civic or family observances of their choice. In the event that the three additional days have not been taken before December 24, the employee may use the three weekdays that fall between December 25 and December 31. Employees must inform their immediate supervisor of the three additional days selected at the time of hire or least six months in advance.

All part-time employees, exempt and non-exempt, are not eligible for paid holidays.

3.3.8. Sick / Personal Leave

Each exempt employee is entitled to ten (10) sick/personal days each year. Sick/Personal leave is only paid for days on which the exempt employee would have been expected to report to work. For these purposes, a “year” is defined as the period of time from July 1 through June 30; persons beginning employment after July 1 shall have their sick leave prorated for their first year of employment; except that exempt employees who begin work at a school site before August 15 shall receive the entire ten (10) days. Exempt employees who exceed their allotted sick time will be docked accordingly.

All full-time non-exempt employees who work a full calendar year (i.e. do not observe a school calendar) shall be entitled to the same number of sick/personal days as exempt employees.

For employees for whom a substitute is normally hired (e.g. classroom teachers) unused sick/personal time will be compensated at a per diem amount at a rate specified in the annual budget. Unused sick days may not be accumulated past the last day of the school year (June 30.) Compensation for unused sick/personal days will not be issued before the end of the school year.

For employees for whom a substitute is not normally hired (e.g. administrators and clerical staff) unused sick/personal leave may be carried into the following year, except that no employee will be eligible for more than thirty (30) days of sick/personal leave in any one year.

The employee’s immediate supervisor may request documentation of illness or injury from a credentialed medical professional.

3.3.9. Bereavement Leave

All employees may take up to three days leave with pay at the time of the death of a member of the immediate family (spouse, child, parent, spouse’s parent, sibling, grandparent, spouse’s grandparent). “At the time of death” is defined as within three calendar weeks of the death of the immediate family member and the leave must occur at that time. Bereavement leave after this three week period may only be taken if it was approved by the employee’s supervisor during the three week period.

3.3.10. Family and Medical Leave

Family and medical leave is a leave of absence, taken without salary or wages. The leave may be taken for the birth of a child, care of a mentally or physically impaired child over 18, for the placement of a child with the employee for adoption or foster care. Leave may also be taken to care for a parent, child, or spouse who has a serious health condition which makes the employee unable to perform his or her job. A serious health
condition is an illness, injury, impairment, or physical or mental condition which involves inpatient care in a hospital or continuing treatment by a health care provider. Full-time and part-time employees who have been employed by Value Schools at least 12 months are eligible for family and medical leave. Employees are eligible for maternity leave at any time after the date of hiring. Eligibility for family leave for the birth of a child, adoption, or placement of a foster child expires 12 months from the birth, adoption, or placement date. The maximum length of family and medical leave is 12 work weeks within any 12 month period. Family care leave may extend for no more than three months when taken in conjunction with four months pregnancy disability leave. Pregnancy leave must be certified by a physician's note. When both spouses are employed by Value Schools, family leave time is limited to a total of four months for the birth, adoption, or foster care of a child, or for the care of a seriously ill parent.

If medically necessary, intermittent or reduced leave is permitted for a serious health condition of parent, child, spouse, or self. The illness must be certified by a physician. Only the amount of time the employee takes off can be counted as family leave. The length of the leave is not to exceed four months, and the medical necessity must be certified in writing by a physician. The employee must inform his/her supervisor of the status of the leave and any changes in the expected date of return. Unless other arrangements have been made, employees not returning to work on the date in the physician's release may be considered to have voluntarily resigned.

Under the following conditions, employees working at a school site may be required to continue a leave until the end of a school term:

- leave is at least three weeks long, begins more than five weeks before the end of the term, and return would occur during the three-week period before the end of the term;
- leave is more than two weeks long, begins less than five weeks before the end of the term, and return would occur during the two weeks before end of term;
- leave is more than five working days, begins less than three weeks before the end of the term.

An employee requiring a family or medical leave must submit a written request to his/her supervisor for approval at least 30 days in advance of a foreseeable leave (i.e., birth of child, adoption, etc.), or with as much advance notice as is possible. For leave to care for an ill parent, spouse, child, or self, employees should provide a written statement from a physician certifying the following information:

- date of the onset of the serious health condition, duration of the condition, pertinent medical facts;
- verification of the need for the employee to care for the seriously ill individual or of the employee's inability to perform his or her job functions;
- estimate of the amount of time required to care for the ill family member or for the employee's return to good health.

Employees on family or medical leave of four months are assured of reinstatement in their former positions or in jobs of equivalent status and pay upon their return to work.
Employees absent more than four months cannot be assured of return to their former positions; they may be terminated from employment.

Although the maximum time normally granted for a medical leave is four months, under exceptional circumstances, a supervisor may approve written requests for medical leave extension. Continuing employment is based on the needs of Value Schools and budget constraints. If an extension of leave is granted, the supervisor shall send a written notice of approval to the employee.

While on family or medical leave, the employee's group insurance coverage will continue at the regular premium cost for a period of four months. Employees are responsible for making their payments to Value Schools; who continues to pay the employer's share of the cost.

According to the Consolidated Omnibus Reconciliation Act (COBRA) if employees are still disabled after four months, they may continue their insurance coverage for 18 months. Premium payments should be mailed directly to Value Schools. After 18 months payments are mailed directly to the health care insurer. Value Schools may seek reimbursement of insurance premiums if an employee fails to return from leave unless their failure is the result of continuing serious health conditions or other circumstances beyond their control.

3.3.11. Unpaid Leave:
An unpaid leave of absence for up to one year may be granted by the chief executive officer or by an authorized delegate for any reason under the following conditions:
  a. There is a finding by the chief executive officer or an authorized delegate that Value Schools and those it serves would potentially benefit by granting the leave.
  b. The timing of the leave is such that it does not cause an interruption to school activities (e.g. is concurrent with a school year or semester).
  c. The employee continues in any benefit plan entirely at his/her own expense.
  d. The leave time is not counted for the determination of any benefits.

3.3.12. Per Diem Salary Calculation
Unless otherwise specified in an employment contract all permanent employees shall be considered employed for 261 days per year. (Each calendar weekday is either a day of work or a paid holiday/vacation/leave day.) In the event that a salary reduction needs to be made for an unpaid leave, the per diem rate of exempt employees shall be 1/261 of their annual salary and the number of leave days will be all calendar weekdays during the period of unpaid leave. For non-exempt employees unpaid leave is calculated by not compensating them for the hours of employment which they do not work.

3.4 Insurance
3.4.1 Health: Medical, Dental, Vision, Prescription Medicine, Mental & Behavioral Health

Value Schools shall maintain a group health insurance plan that provides benefits for medical, dental, vision, prescription medicine, and mental and behavioral health services. Full time employees shall be eligible for the plan upon employment, provided that they meet any eligibility requirements as may be specified by the insurance carrier. All employees are subject to a three-month probationary period. Coverage will begin on the first day of the month following the end of the probationary period and the supervisor informs the business office that the employee has passed probation. Value Schools shall pay a portion of premiums for the health insurance plan so long as the employee continues in employment. Exempt employees who work at school sites under an annual contract shall be considered in continuous employment so long as they sign a contract for the succeeding academic year prior to June 30. The Chief Executive Officer or authorized delegate shall select the health insurance plan and shall specify the portion of premiums to be paid by Value Schools. Information about the insurance plans shall be given to employees upon starting employment, when there are changes to the plan, and at the employee’s request.

3.4.2 Group Term Life Insurance

Value Schools shall maintain a group life insurance plan. Full time employees shall be eligible for the plan upon employment, provided that they meet any eligibility requirements as may be specified by the insurance carrier. The premiums for the insurance shall be fully paid by Value Schools.

3.4.4 Workers’ Compensation

All employees of Value Schools are covered under a Workers’ Compensation Insurance plan maintained by Value Schools. Any employee who is injured on the job shall report the injury to his/her supervisor as soon as is possible, and the injured employee shall follow the procedures specified by the plan for seeking medical treatment and for filing claims. Information on this procedure is available at all Value Schools sites.

3.4.5 California State Disability Insurance

As required by California law, each employee is covered under the California disability insurance program and shall have a specified portion of his/her pay deducted to pay for plan premiums. Information on filing claims is available at edd.ca.gov.

3.4.6 Medicare Insurance

As required by federal law, each employee is covered under the federal Medicare insurance program and shall have a specified portion of his/her pay deducted to pay for plan premiums.
3.4.7 Retirement Plan/Deferred Compensation

All eligible credentialed employees shall be covered by the California State Teachers Retirement System (STRS) subject to the terms of that system. Those employees covered by STRS participate in the Medicare portion of the federal social security system, but are not eligible for the OASDI portion.

All eligible Non-credentialed employees shall be covered by the California Public Employees Retirement System (PERS). Credentialed teachers may, at their option, be eligible to be covered by PERS. Employees covered by PERS participate in both the Medicare and OASDI portions of the federal social security system.

All employees are eligible to make voluntary contributions to a tax sheltered plan.

Employees of the Value Schools Foundation who are not on the payroll of a charter school are eligible to receive deferred compensation. This program shall be an Internal Revenue Service’s 403(b)(7) custodial account program for a variety of investment vehicles. Employees are automatically enrolled in the program upon employment and contributions made on their behalf by Value Schools become the property of the employees upon their deposit into the program. Details of the retirement program shall be made available to participating employees at least annually.

4. Hiring

4.1 Persons may only be hired for positions that are approved in the annual budget as adopted or amended.

4.2 By virtue of their position as Principal, all Principals are considered to be “authorized delegates.” The term “authorized delegates” as used in this section applies to all Principals.

4.3 Approved Positions for Hire

Before any position (except a temporary position) may be filled there shall be an approved job description for that position and the position shall be approved for hiring in writing, either by the chief executive officer or by an authorized delegate.

4.4 Hiring Procedures

Announcement of a Position Opening

The announcement of a position opening may be done in whatever manner is determined best by the chief executive officer or an authorized delegate, provided that an announcement of position openings is first circulated among current employees. The announcement shall specify, at a minimum, the title for the position, the minimum
qualifications for the position, the materials that candidates must submit to be considered for the position and the deadline, if any, for submitting application materials.

4.5 Application Process

All candidates for a position shall be expected to submit a letter applying for the position, a current resume and a reference. The chief executive officer or an authorized delegate may request more.

4.6 Selection of Finalist(s)

Before any candidate shall be considered a finalist for a position all submissions requested in the announcement of the position opening must have been received and reviewed by the chief executive officer or an authorized delegate.

4.7 Background Investigations

The chief executive officer or an authorized delegate shall use due discretion in reviewing the background of any candidate who has been determined to be a finalist and shall undertake any investigations as may be required by law. All employees of a school require fingerprinting and a background investigation by the California Department of Justice.

4.8 Employment Eligibility Verification

To comply with the Immigration Reform and Control Act of 1986, all employees must complete Form I-9, “The Employment Eligibility Verification Form,” and submit required documentation prior to employment.

4.9 Approval of New Hire

The approval to hire a person for a position shall be done in writing by the chief executive officer or an authorized delegate.

5. Personnel Files

There shall be a personnel file for each employee kept in the executive office of Value Schools or at the site where the person is employed. This file shall contain the following items: the letter of application, resume, letter(s) of reference, written authorization for employment, contracts or letters of appointment (if any), annual performance evaluations, I-9 employment verification form, and any other items that may be required by law (for school employees these include tuberculosis examination report, child abuse reporting awareness form, and verification that criminal background investigation has been complete.)

6. Evaluations

6.1 Probationary Periods

For all employees there shall be a probationary period of three months. At the end of the probationary period, the supervisor for the employee shall prepare a written evaluation. That evaluation shall state whether the employee is to be changed to regular status, to continue in an extended probationary period, or to be discharged. The evaluation may also specify areas for improvement in performance. The probationary period may be
extended for an additional three months by the supervisor with the approval of the chief executive officer or an authorized delegate.

6.2 Annual Evaluations

For all employees there shall be an annual written performance evaluation. The evaluation shall be done in terms of the approved job description for the position and on the forms (or in the format) as may be prescribed by the chief executive officer or an authorized delegate.

7. Disciplinary Procedures

7.1 Oral Warnings

When an employee is performing his/her duties in an inappropriate, irresponsible or unsatisfactory manner, that employee shall be given an oral warning by his/her supervisor. The warning shall specify the problem and what is expected to correct the problem.

7.2 Written Warnings

After one or more oral warnings an employee may be given a written warning of inappropriate, irresponsible or unsatisfactory job performance. The warning shall specify the problem and what is expected to correct the problem.

7.3 Suspension

After one or more written warnings an employee may be suspended with or without pay for inappropriate, irresponsible or unsatisfactory behavior. An employee may also be suspended with or without pay for gross misconduct, insubordination or failure to report for work; behavior that threatens the health or safety of other employees or clients; allegations of harassment, child abuse or criminal activity; or false or frivolous charges of harassment; and for all these reasons neither oral nor written warnings shall be required.

7.4 Discharge for Cause

After one or more written warnings an employee may be discharged for cause by reason of inappropriate, irresponsible or unsatisfactory behavior. An employee may also be discharged for cause by reason of gross misconduct, insubordination or failure to report for work; behavior that threatens the health or safety of other employees or clients; harassment, child abuse or criminal activity; or false or frivolous charges of harassment; and for all these reasons neither oral nor written warnings shall be required.

Grievance Procedure

Employees shall have the right to file a grievance regarding the conditions of his/her employment or regarding disciplinary action taken by his/her supervisor according to the procedure approved by the chief executive officer or an authorized delegate.

Separation

9.1 Probationary employees
Probationary employees may be discharged at any time without notice and without cause during their probationary period or at the end of it.

9.2 At-will employees

Except as might be specified by state labor law, at-will employees may be discharged at any time without cause. For persons employed less than six months, no notice is required. For persons employed from six to twelve months, thirty calendar days of notice are required. For persons employed more than one year, sixty calendar days of notice are required.

9.3 Term contract employees

9.3.1 At end of term of contract
A person hired under a contract may be discharged at the end of the term of that contract without cause (i.e. the contract is not renewed.) A person hired under a contract for more than one year shall be notified at least sixty calendar days prior to the end of the term of his/her contract if that contract is not going to be renewed.

9.3.2 During term of contract
A person hired under a contract may be discharged at any time for cause.

9.4 Layoffs/Reduction in Force

Both at-will and contract employees may be laid-off if there is insufficient work for them to perform. The determination of insufficiency shall be made in the sole discretion of the chief executive officer or an authorized delegate. The determination is not eligible for review under the grievance procedure. Persons who have been employed for more than one year shall be given at least a sixty calendar days notice.

9.5 Resignation

Employees may resign by submitting a written letter of resignation. Unless otherwise specified by contract, employees shall give at least two weeks notice of resignation or they may forfeit their last two weeks of pay.

9.6 Retirement

Persons who have attained the age for eligibility for full benefits under the federal social security program may retire with all the benefits that may be specified for retirees.

10. Harassment Policy

Value Schools is committed to providing a work environment that is free from harassment in any form. Harassment of any person working for Value Schools by any other employee is strictly prohibited. Value Schools will treat allegations of harassment seriously and will investigate such allegations in a prompt, confidential and thorough manner according to the procedure approved by the chief executive officer or an authorized delegate.

11. School Personnel Matters

11.1 Criminal Record Summary
No person having contact with minor students may be finally hired (BEGIN WORK) at
a school until clearance notification has been received from the Department of Justice.
This law specifically applies to all teachers and coaches who do not hold a valid
California credential, to all classified personnel and volunteers and to all temporary and
substitute personnel. Prospective employees who are currently licensed by some other
California state agency that requires a criminal record summary need not obtain an
additional summary for the school. However, the employee must present the license to
prove clearance.
In obtaining a clearance notification, the principal shall comply with all rules and
regulations of the Justice Department.
To monitor for subsequent arrests after employment, principals shall
1. for credentialed teachers, regularly review the ALL POINTS BULLETIN sent
   monthly from the California Commission on Teaching Credentialing; and
2. for other employees, request and use the CONTRACT FOR SUBSEQUENT
   ARREST NOTIFICATION SERVICE from the Department of Justice.

11.2 Child Abuse Policy
Each principal shall train its employees in child abuse identification and in compliance
with child abuse reporting requirements. All school employees are mandated reporters
and shall sign the Child Abuse Reporting Acknowledgment form at the time of their
hiring. All employees shall again sign the Child Abuse Reporting Acknowledgment at
the beginning of each school year. The signed copies shall be kept in the employee’s
personnel file. The form shall be prepared by the chief executive officer.

California law requires that known or reasonably suspected incidents of child abuse be
reported immediately, or as soon as practically possible, by telephone to a child
protective agency by a childcare custodian or health practitioner.

- “Child abuse” includes physical injury inflicted on a child by other than
  accidental means, sexual exploitation or assault, and neglect.
- A "child" is any person under the age of eighteen.
- A "child care custodian" includes a teacher, a principal, a teacher's aide, and the
  staff of an extended day care program.
- A "health practitioner" includes a social worker, a psychologist, a licensed nurse,
  and a marriage/family/child counselor.
- "Reasonable suspicion" means suspicion based upon facts that would cause a
  reasonable person in a like position, drawing on his or her training and
  experience, to suspect child abuse.
- A “child protective agency” is defined as a police or sheriff's department,
  probation, or county welfare department. In Los Angeles County, for example,
  the appropriate child protective agency is either the Los Angeles County
  Department of Children's Services or the law enforcement agency having
  jurisdiction over the area in which the abuse occurred. In most cases this would
  be in the area where the child resides.
A written report concerning the incident must be sent to the child protective agency within thirty-six hours after the initial telephone report.

In cases where the alleged child abuser is a school employee, a report shall also be made to the chief executive officer or authorized delegate.

11.3 Tuberculosis Examination
A tuberculosis examination is required for faculty, staff, and volunteers. The initial examination shall consist of a Mantoux skin test (not a chest X-ray) unless the employee can document, in writing, history of previous positive skin tests. All persons with a negative skin test history must have repeated skin tests at least every four years. The skin test must be an Intradermal Mantoux 5 TU (.0001 mg) PPD. All persons with a negative skin test history who convert to a positive skin test or those who have a history of a positive skin test must provide a certificate from a health provider stating that they are free from communicable disease. The health provider may or may not choose to use a diagnostic chest X-ray.

11.4 School Personnel Policy Handbooks
The Principal shall provide to each school employee a copy of the school’s personnel handbook upon hiring, revision of the handbook or the request of the employee. The handbook shall contain the following items

- personnel policies adopted by the Board of Directors;
- personnel policies adopted by the school;
- personnel rules and procedures adopted by the Principal.
Grievance Procedure

1. Within fourteen calendar days of the date on which the matter that gives occasion to the grievance occurred, the employee shall request a meeting with his/her supervisor to discuss the complaint. The supervisor shall arrange to meet and discuss the complaint with the employee within seven calendar days of receiving the request.

2. If the employee does not find the matter resolved through this meeting, he/she may request in writing that his/her supervisor review the matter. The written request shall indicate both the nature of the complaint and the desired solution. The written request for a review shall be made within seven calendar days of the meeting described in #1. The supervisor shall have seven calendar days to review the matter and respond in writing with his/her decision to the employee.

3. If the employee does not find the matter resolved through this written proceeding, he/she may appeal the matter to the chief executive officer or an authorized delegate. The appeal shall be in writing within seven calendar days of receiving the written decision of the supervisor. It shall indicate both the nature of the complaint and the desired solution. The chief executive officer or an authorized delegate shall use whatever procedures he/she deems most appropriate to review the grievance; these procedures may or may not include a meeting with the employee or supervisor, the gathering of information from witnesses and the review of documents. The chief executive officer or an authorized delegate shall have fourteen calendar days to review the matter and respond in writing.

4. The decision of the chief executive officer or an authorized delegate is final and binding.

5. The timelines at any stage may be extended by mutual agreement of the parties specified.

6. In the event the supervisor is the chief executive officer, there is no appeal after the second stage. If the complaint is against the chief executive officer, it would be filed with the board.
**Harassment Complaint Process**

A charge of harassment shall not, in and of itself, create the presumption of wrongdoing. However, substantiated acts of harassment will result in disciplinary action, up to and including discharge. Persons found to have filed false or frivolous charges will also be subject to disciplinary action, up to and including discharge.

Harassment can occur in the work place when an individual is subjected to hostile or intimidating treatment because of their race, creed, religion, color, national origin, disability, gender, or sexual orientation. It may occur at any time during work or work-related business. It may include, but it is not limited to, any or all of the following forms:

- Verbal harassment: derogatory comments and jokes; threatening words spoken to another person;
- Physical harassment: unwanted physical touching, contact, assault; deliberate impeding or blocking of another’s movements; any intimidating interference with normal work or movements;
- Visual harassment: derogatory or demeaning or inflammatory posters, cartoons, written words, drawings and gestures;
- Sexual harassment: unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature when any or all of the following apply:
  - Submission to such conduct is made either implicitly or explicitly a term or condition of an individual’s employment;
  - Submission to or rejection of such conduct by an individual is used as a basis of employment decisions;
  - Such conduct has the purpose or effect of unreasonably interfering with an individual’s work performance or of creating an intimidating, hostile or offensive work environment.

*Value Schools* is committed to informing employees of this policy, strictly enforcing the policy, remaining watchful of conditions that create a hostile work environment and establishing practices to create a workplace free of discrimination, intimidation or harassment.

If an employee has a complaint of harassment, he/she is to use the following steps:

1. An employee may choose to tell the offending individual that the conduct is reprehensible and must stop. If the objectionable behavior does not cease immediately, the employee should report the situation to his/her immediate supervisor.

2. If the employee chooses not to tell the offending individual to stop or, if after telling the individual to stop, the behavior continues, the employee should report the matter to his/her supervisor.

3. In the case of sexual harassment, the employee may report the matter to another supervisor of the same gender.
4. If the complaint is against the supervisor, the employee may choose any supervisor to report the situation.

When a complaint of harassment is made, the supervisor receiving the complaint will do the following things:
1. Thoroughly investigate the complaint.
2. Involve only necessary parties and maintain confidentiality to the extent possible.
3. Meet with the alleged offender and inform that person of the nature of the charges and the name of the person bringing the complaint.
4. If circumstances warrant, may place the alleged offender on paid administrative leave during the investigation.
5. Determine the disciplinary action appropriate to the nature, context and seriousness of the harassment; this action could include termination of employment.

In the event an employee brings a complaint of harassment against a person who is not an employee of Value Schools, the supervisor shall take all steps that may be appropriate to investigate the allegation and eliminate the problem.

Credential Documents
All teachers are Downtown Value shall have the appropriate credential required by the Commission on Teacher Credentialing. The principal of Downtown Value School shall insure that all teacher are appropriately credentialed and maintain a file of the current teaching credentials and make them available for inspection to parties who have authority to review them.

Teacher Recruitment
Downtown Value School will employ only teachers and paraprofessionals who meet the NCLB standard of “highly qualified.” Downtown Value School shall also notify parents of those teachers who may not meet the standard of “highly qualified” as required by NCLB.

Value Schools Hiring Protocol
Approved by CEO, 14 March 2011

Preamble

In addition to the policies specified in the Personnel Policies of Value Schools, administrators charged with the responsibility for hiring shall follow these procedures.

Procedures
A. Review of required qualifications
The qualifications of the candidate must be examined to insure that minimum qualifications for academic preparation and experience have been met. The interview of the candidate and the questioning of references shall be used to verify the candidate’s acceptance of the five core values of Value Schools.
Before final approval for hiring is given, there must be verification of employment eligibility, criminal record survey and tuberculosis screening (where required) and any other requirement of local, state or federal law.

1. **Interview**
   The interview will be used to ascertain in a candidate’s qualifications and eligibility for the position.

C. **Check of references**
   The hiring administrator should personally interview at least one, and preferably two or more, references by telephone.
   The interview of the references should attempt to gather information on the same criteria presented above in the interview of the candidate.
   The references interviewed should be persons likely to be able to assess the candidate on the criteria presented above; these may or may not be persons listed by the candidate.
   Whether listed or not by the candidate, the candidate’s current employer (or, if that is not possible for some legitimate reason, the immediately preceding employer) must be one of the references interviewed.

D. **Signed statement of completion of the protocol**
   After a determination has been made to employ a person, the hiring agent shall prepare the following statement:
   “I have substantially followed the protocol. I have reviewed the results of the criminal background check and the TB requirement. I have deemed [Applicant’s Name] eligible for employment.”
   
   The summary and statement shall be signed and dated by the hiring administrator.
   The signed summary and statement shall be kept with the personnel records of the candidate, placed in the school’s criminal background file, and filed with CEO (or authorized delegate) of Value Schools.

**Value Schools Job Descriptions**

*Table of Positions*

Principal
Vice-Principal
Teacher—Essential Subjects
Teacher—Special Area
Substitute Teacher
Teacher Aide
School Secretary
School Custodian
School Facilities Maintenance Worker
Job Description for Position of Principal

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

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

Specific Duties
1. Hires, supervises and evaluates the teachers and other school personnel; subject to the policies of Value Schools governing the qualification for employees and the personnel practices—including teacher evaluation based on student achievement.
2. Organizes the instructional program, chooses the programs and materials, and supervises the instruction and assessment of students; with the advice and assistance of the faculty and subject to the curriculum standards and program assessment for Value Schools.
3. Administers the admission of students to the school, including the student orientation and parent induction (described later), makes major student disciplinary decisions, supervises the grading of student performance and makes student placement decisions; with the advice and assistance of the faculty.
4. Supervises the maintenance and repair of the materials, equipment and school facilities and property; makes recommendations for facilities improvements. The faculty is invited to offer suggestions for facilities improvements.
5. Prepares the school budget according the budget preparation guidelines for Value Schools and makes or approves all financial decisions necessary to implement the approved budget plan. The faculty is invited to make suggestions in the preparation of the budget.
6. Participates in the professional development activities that have been established by the principal or by the chief executive officer (or authorized delegate).
7. Acts as a role model of the five core values of Value Schools.
8. Supports the philosophy and goals of the school and the mission and goals of Value Schools.
9. Ensures the health, safety and welfare of students and other faculty and staff.
10. Holds confidential matters with appropriate confidentiality.
11. Adheres to all the policies and practice of the school and of Value Schools.
12. Carries out other such duties and responsibilities as may be assigned by the chief executive officer (or authorized delegate) to achieve the goals of Value Schools.

Required Qualifications
1. Evidence of agreement with the five core values of Value Schools.
2. Master’s degree in school administration (or equivalent).
3. Successful experience as a principal in a private or parochial school or as a principal in a “site-based-managed” public school; or preparation through
a.) on-the-job training by having been a vice-principal (or equivalent position with a different title) in a private, parochial or site-based-managed public school or

b.) graduate level education in a program designed to prepare for leadership in private or parochial school.

4. Compliance with the policies on tuberculosis, criminal record review and employment eligibility verification.

5. Fluency in the English language.

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

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

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

3. Fluency in the native language of the students other than English.

Job Description for Position of Vice-Principal

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

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

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

Required Qualifications
1. Evidence of agreement with the five core values of Value Schools.
2. A master’s degree or California teaching credential.
3. Five years successful teaching experience.
4. Compliance with the policies on tuberculosis, criminal record review and employment eligibility verification.
5. Fluency in the English language.
6. Ability to observe visually student activities and read printed materials; to hear oral questions and instructions; orally present information, give directions and answer questions; to arrange furniture, equipment and materials in classrooms and other school settings; to move about in such a manner as to supervise adequately student behavior in the classroom and in other school settings.

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

Job Description for Position of Teacher—Essential Subjects

General Responsibility
A core teacher is responsible for facilitating student learning at a specified grade level(s) or in a basic subject area(s) in accord with the policies and practices of Value Schools.

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

Specific Duties
1. Prepares and delivers instruction (presentations, activities, investigations, projects, discussions and so forth) that is designed to help students acquire one or more of the curriculum content items specified in the California curriculum standards (or, in the absence of California curriculum standards, the curriculum content standards approved by the chief executive officer of Value Schools).
2. Monitors student acquisition of the content items by formal and informal means; these include orally questioning students, preparing tests or other assessment tools, utilizing publisher produced tests and assessment tools, reviewing and correcting student assignments, and so forth.
3. Supervises students, encouraging responsible student behavior, providing direction for responsible behavior where needed and otherwise caring for the well-being of each student and for good order of the learning environment; this is done both in regular classroom settings, at times of student meals and recreational breaks, during approved school field trips, and for any other period that may be assigned by the principal.

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

5. Maintains an environment that is conducive to learning; this is to be done by caring for a learning area that is assigned to the teacher by the principal and decorating it with instructional aids and student work, by caring for a learning space that may be temporarily used by the teacher but assigned to another person, and by helping to maintain the general appearance of all school facilities.

6. Participates in school planning, budgeting and decision making with the principal through meetings, reviews of curricula and instructional materials, the preparation of reports or any other means that may be assigned by the principal.

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

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

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

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

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

12. Supports the philosophy and goals of the school and the mission and goals of Value Schools.

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

14. Holds confidential matters with appropriate confidentiality.

15. Adheres to all the policies and practice of the school and of Value Schools.

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

**Required Qualifications**

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

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

3. Has the credential required by the Commission on Teacher Credentialing for the position and is “highly qualified: as defined by No Child Left Behind.
4. Compliance with the policies on tuberculosis, criminal record review and employment eligibility verification.

5. Fluency in the English language.

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

**Desired Qualifications**

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

2. Fluency in the native language of the students other than English.

**Job Description for Position of Teacher—Special Education**

**General Responsibility**
A special area teacher is responsible for facilitating student learning by providing a special educational service that supplements the work of the core teachers in accord with the policies and practices of *Value Schools*. Special education teachers, remedial specialists, speech therapist, librarians, school counselors and so forth are all special area teachers.

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

**Specific Duties**

1. Determines specialized needs of the students through consultation with one or more of the core teachers and the principal and through appropriate assessment procedures.

2. Prepares and delivers instruction (presentations, activities, investigations, projects, discussions and so forth) that is designed to help students acquire the curriculum content determined through consultation or assessment.

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

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

5. Reports student progress in acquiring curriculum content items and responsible behavior on such forms or in such a manner as specified by the principal; this reporting is done to one or more of the core teachers and also to the principal and to parents.

6. Maintains an environment that is conducive to learning; this is to be done by caring for a learning area that is assigned to the teacher by the principal and decorating it with instructional aids and student work, by caring for a learning space that may be temporarily used by the teacher but assigned to another person, and by helping to maintain the general appearance of all school facilities.

7. Participates in school planning, budgeting and decision making with the principal through meetings, reviews of curricula and instructional materials, the preparation of reports or any other means that may be assigned by the principal.

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

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

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

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

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

13. Supports the philosophy and goals of the school and the mission and goals of Value Schools.

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

15. Holds confidential matters with appropriate confidentiality.

16. Adheres to all the policies and practice of the school and of Value Schools.

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

**Required Qualifications**

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

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

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

4. 

5. Compliance with the policies on tuberculosis, criminal record review and employment eligibility verification.

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

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

Job Description for Position of Substitute Teacher

General Responsibility
A substitute teacher is responsible for facilitating student learning by performing the work of a core teacher and special area teacher in the absence of that teacher in accord with the policies and practices of Value Schools.

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

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

Required Qualifications
1. Evidence of agreement with the five core values of Value Schools.
2. Bachelor’s degree in the subject area(s) to be taught or in a closely related area.

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

4. 

5. Compliance with the policies on tuberculosis, criminal record review and employment eligibility verification.


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

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

2. Fluency in the native language of the students other than English.

Job Description for Position of Teacher Aide

General Responsibility
A teacher aide assists a core teacher or special area teacher in the performance of that person’s responsibilities in accord with the policies and practices of Value Schools.

Supervision
A teacher aide is supervised by the teacher or teachers to whom the teacher aide is assigned and is responsible to that teacher(s). The principal of the school (or another administrator) also exercises general supervision of the teacher aide.

Specific Duties
1. Guides students in learning activities under the direction of the teacher.

2. Provides supervision of students along with the teacher and, at times, independently of the teacher.

3. Assists the teacher in maintaining an environment that is conducive to learning, and helps to maintain the general appearance of all school facilities.

4. Reviews student work under the supervision of the teacher.

5. Arranges furnishings, materials and equipment.

6. Does printing, copying and mailing as needed to support the teacher.

7. Reports on student learning and behavior to the teacher as is necessary.

8. Meets with parents, along with the teacher, if needed to support student performance.
9. Attends such parent, community and professional meetings that in the opinion of the principal are necessary for teacher attendance.

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

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

12. Supports the philosophy and goals of the school and the mission and goals of Value Schools.

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

14. Holds confidential matters with appropriate confidentiality.

15. Adheres to all the policies and practice of the school and of Value Schools.

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

**Required Qualifications**

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

2. Sixty semester units or ninety quarter units of college level course.

3. Is “highly qualified” as defined by *No Child Left Behind*.

4. Compliance with the policies on tuberculosis, criminal record review and employment eligibility verification.

5. Fluency in the English language.

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

**Desired Qualifications**

1. A bachelor’s degree or some college experience.

2. Experience in working with children.

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

General Responsibility
A secretary provides clerical and staff support to principals and to others on the school faculty and staff.

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

Specific Duties
1. Performs clerical functions of word processing, data entry, filing, mailing, telephone calling and answering, scheduling of events, arrangements for meetings and appointments and so forth.
2. Performs receptionist duties of greeting visitors, answering general inquiries about the school, observing the comings and goings of persons on school premises.
3. Assists in the preparation of reports and school records (attendance, fire drills, inspections, employee work hours, and so forth).
4. Calls parents of absent students or parents in cases of special needs.
5. Manages projects as assigned by the principal.
6. Helps with certain bookkeeping and financial management functions.
7. Makes purchases of office and certain school supplies.
8. Admits tardy students and records their entry into the school.
10. Supports teachers as may be necessary in arranging field trips, duplication of materials and ordering of instructional supplies.
11. Attends staff meetings as scheduled by the principal.
12. Participates in the professional development activities that have been established by the principal or by the chief executive officer (or authorized delegate).
13. Acts as a role model of the five core values of Value Schools.
14. Supports the philosophy and goals of the school and the mission and goals of Value Schools.
15. Ensures the health, safety and welfare of students and other faculty and staff.
16. Holds confidential matters with appropriate confidentiality.
17. Adheres to all the policies and practice of the school and of Value Schools.
18. Performs other duties that may be assigned by the principal that further the goals of the school.
Required Qualifications
1. Evidence of agreement with the five core values of Value Schools.
2. High school diploma.
3. Experience or formal training in the word processing, data entry and management, the use of computers and other office equipment.
4. Compliance with the policies on tuberculosis, criminal record review and employment eligibility verification.
5. Fluency in the English language.
6. Ability to observe visually student activities and read printed materials; to hear oral questions and instructions; orally present information, give directions and answer questions; to arrange furniture, equipment and materials in classrooms and other school settings; to move about in such a manner as to supervise adequately student behavior in the classroom and in other school settings.

Desired Qualifications
1. Experience of three or more years in a secretarial position.
2. Experience as an employee or volunteer in a school or agency serving school-aged children and youth.
3. Some college.
4. Knowledge of basic spreadsheet functions.
5. Fluency in a native language of the students other than English.

Job Description for Position of School Custodian

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

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

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

Required Qualifications
1. Evidence of agreement with the five core values of Value Schools.
2. High school diploma.
3. Compliance with the policies on tuberculosis, criminal record review and employment eligibility verification.
5. Ability to observe visually student activities and read printed materials; to hear oral questions and instructions; orally present information, give directions and answer questions; to arrange furniture, equipment and materials in classrooms and other school settings; to move about in such a manner as to supervise adequately student behavior in the classroom and in other school settings.

Desired Qualifications
1. Experience of three or more years in a custodial position.
2. Experience as an employee or volunteer in a school or agency serving school-aged children and youth.
3. Fluency in a native language of the students other than English.

Job Description for Position of School Facilities Maintenance Worker

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

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

Required Qualifications
1. Evidence of agreement with the five core values of Value Schools.
2. High school diploma.
3. Experience as a tradesperson or apprentice in at least one area of building systems or has three years experience in facilities maintenance.
4. Compliance with the policies on tuberculosis, criminal record review and employment eligibility verification.
5. Fluency in the English language.
6. Ability to observe visually student activities and read printed materials; to hear oral questions and instructions; orally present information, give directions and answer questions; to arrange furniture, equipment and materials in classrooms and other school settings; to move about in such a manner as to supervise adequately student behavior in the classroom and in other school settings.
**Desired Qualifications**

1. Holds a license in one or more of the areas of building systems.
2. Has three or more years experience in facilities maintenance.
3. Experience as an employee or volunteer in a school or agency serving school-aged children and youth.
4. Fluency in a native language of the students other than English.

**District Required Language**

Downtown Value School believes that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against qualified applicants or employees on the basis of race, color, religion, sex, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, 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, hiring, up-grading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.
Element 6: Health and Safety

“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 § 44237.”

Ed. Code § 47605 (b)(5)(F)

Health & Safety

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

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

Value Schools Policy on Health and Safety

Approved by Board of Directors 16 May 2001

1. Compliance with Federal, State and Local Laws

Each school or other facility that is owned or leased by Value Schools shall comply with all laws regarding health and safety including, but not limited to, building codes, fire codes, and OSHA and Cal-OSHA requirements.

2. Supervision of Students

2.1 Each principal shall insure that students are adequately supervised at all times while in a facility that is owned or leased by Value Schools or participating in a school sponsored activity.

2.2 “Adequate supervision” means

2.2.1 There is a sufficient number of persons who can simultaneously observe students at all times, direct students to avoid hazards and assist a student(s) who may become ill or injured.

2.2.2 The persons providing supervision have the abilities (e.g. physical, psychological, etc.) to observe students at all times, to direct students to avoid hazards and to assist a student(s) who may become ill or injured.

2.2.3 The persons providing supervision have received training or instructions to observe students at all times, to direct students to avoid hazards and to assist a student(s) who may become ill or injured.

2.2.4 The persons providing supervision take reasonable action to prevent injury to students.

2.3 Each principal shall periodically observe and evaluate persons who supervise students regarding the manner and quality of their supervision of
students.

3. Prevention of Illness and Injury
   3.1 Each school operated by *Value Schools* shall have a program to prevent illness and injury.
   3.2 This prevention program shall be consistent with directives for the prevention of illness and injury that are prepared by the chief executive officer or authorized delegate and have been reviewed by the company(ies) providing insurance to *Value Schools*.
   3.3 This prevention program shall include these areas
      - Communicable diseases
      - Fire prevention and maintenance of fire safety equipment
      - Elimination of physical obstacles and hazards
      - Playground safety
      - Attractive nuisances
      - Equipment operating safety
      - Hazardous materials

4. Prevention of Property Loss
   4.1 Each school operated by *Value Schools* shall have program to prevent loss of property.
   4.2 This prevention program shall be consistent with directives for the prevention of property loss that are prepared by the chief executive officer or authorized delegate and have been reviewed by the company (ies) providing insurance to *Value Schools*.
   4.3 This prevention program shall include these areas
      - Fire
      - Water damage
      - Theft
      - Vandalism

5. Emergency Preparedness
   5.1 Each school operated by *Value Schools* shall have a written emergency preparedness plan in each of the following areas:
      - Fire
      - Medical Emergency
      - Earthquake
      - Flooding from internal and external water sources
      - Bomb Threat
• Violence, criminal activity, and police actions occurring in the neighborhood of the school.

5.2 The written emergency preparedness plans shall include, where appropriate, the following items:
• Assignment of specific duties to specific individuals, including back-up assignments.
• Manner in which emergencies will be reported to proper authorities to ensure prompt responses.
• Arrangements for telephone service in the event of power failure.
• Warning announcements to students, faculty and others.
• Evacuation routes and plans for their prompt, safe and efficient use.
• Plan for first aid and medical assistance, including CPR.
• Procedures for shutting off utilities
• Plan to protect property from loss or theft to the extent possible.

5.3 In order to prepare for an emergency each school shall take the following actions:
• Instructing students, faculty and staff in emergency procedure.
• Performing periodic drills, especially fire drills.
• Keeping close contact with local fire department, including familiarizing the fire department with any unusual hazards or situations (e.g. students with physical disabilities).
• Posting in prominent places instructions for “What To Do in an Emergency,” including emergency telephone numbers.
• Regular inspection and testing of emergency equipment, especially alarm systems.
• Learning how, where and when to report claims for injury and property loss.

Faculty and staff are annually trained in those parts of the safety plan that are applicable to their functions in the school. The safety plan will be periodically updated and copy kept on file at the school for public inspection.

Requirements for teachers
Downtown Value School will require each employee of the school to furnish the school with a criminal record summary as described in EC Section 44327. In addition the Charter School will require its employees to be examined for tuberculosis in the manner described in EC Section 49406

Requirements for students
The Charter School will require the immunization of students as a condition of school attendance to the same extent as would apply if the pupils attended a noncharter public school.
Facilities
Downtown Value School is housed at 950 W. Washington Boulevard in Los Angeles. The building has been renovated for school use, ensuring that it meets the building codes of the City of Los Angeles, federal Americans with Disabilities Act access requirements, and other applicable fire, health and structural safety requirements. The building has been issued a Certificate of Occupancy for use as a school by the City of Los Angeles. The school will make available upon request such documents as may have been provided by government agencies verifying that these requirements have been met.

Administration of Medication to Students
Downtown Value School prohibits the administration of any medication (prescription and over-the-counter) to students except in the following circumstance and in the following manner:

1. the parent/guardian requesting the administration of medication provides the school with a written certification from the student’s doctor that clearly identifies the name of the medication, the dosage and timing of the administration;
2. the medication is delivered by the parent/guardian to the school’s administrative office and is kept only in that office;
3. the medication is administered only by the school secretary or in that person’s absence by another staff member specifically designated by the principal to administer the medication;
4. in the situation that the physician has prescribed an asthma inhaler the student may keep the inhaler and self-administer;
5. in the situation that the physician has prescribed an “epipen”, the “epipac” is kept by the classroom teacher and administered by the teacher if needed;
6. the teacher must be trained in the administration of the medication and the instrument;
7. when a student who is taking medication goes on field trip, his/her medication is brought along and administered by the accompanying classroom teacher (who has been trained in the administration of the medication).

District Required Language

*Insurance Requirements*
No coverage shall be provided to Downtown Value School by the District under any of the District’s self-insured programs or commercial insurance policies. Downtown Value 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 Downtown Value School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Downtown Value School’s responsibility, not the District’s, to monitor its vendors, contractors, partners 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 insured 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 Downtown Value School's insurance shall be primary despite any conflicting provisions in Downtown Value School's policy. Coverage shall be maintained with no Self-Insured Retention above $15,000 without the prior written approval of the Office of Risk Management for the LAUSD.

2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Downtown Value 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 Downtown Value School does not operate a student bus service. If Downtown Value School provides student bus services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.

4. Fidelity Bond coverage shall be maintained by Downtown Value 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 the Board of Education of the City of Los Angeles 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
Downtown Value School’s insurance shall be primary despite any conflicting provisions in Downtown Value School’s policy.

*Evidence of Insurance*

Downtown Value School shall furnish to the District’s Office 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: “The insurance afforded by this policy shall not be suspended, cancelled, reduced in coverage or limits or non-renewed except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to the District.”

Facsimile or reproduced signatures may be acceptable upon review by the Office of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Downtown Value 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 Downtown Value School.

*Hold Harmless/Indemnification Provision*

To the fullest extent permitted by law, Downtown Value 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. Downtown Value 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 Downtown Value School, and their officers, directors, employees or volunteers. Moreover, Downtown Value School agrees to indemnify and hold harmless the District for any contractual liability resulting from third party contracts with its vendors, contractors, partners or sponsors.

Downtown Value School will have a Health, Safety and Emergency Plan in place prior to beginning the operation of Downtown Value School. Downtown Value School will ensure that staff has been trained in health, safety, and emergency procedures and will maintain a calendar and conduct emergency response drills for students and staff.

Downtown Value School, its employees and officers will comply with the Family Educational Rights and Privacy Act (FERPA) at all times.
Charter School shall require all employees of Downtown Value School, and all volunteers who will be performing services that are not under the direct supervision of a Charter School employee, and any onsite vendors having unsupervised contact with students to submit to criminal background checks and fingerprinting. Downtown Value School will maintain on file and available for inspection evidence that Downtown Value School has performed criminal background checks for all employees and documentation that vendors have conducted required criminal background checks for their employees prior to any unsupervised contact with students. Downtown Value School shall also ensure that it receives subsequent arrest notifications from the Department of Justice to ensure the ongoing safety of its students.
Element 7: 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)

General Policy Statement

Notwithstanding other statements, assurances and certifications that may appear in this charter petition, Downtown Value School in admitting students to the school will follow California law and the requirements and procedures presented in Element 8.

Achieving racial-ethnic balance

Because most of the students attend Downtown Value School live in nearby neighborhoods and these neighborhoods are mostly Hispanic, the school has a disproportionately high number of Hispanic students compared to district-wide percentages, but is almost identical to traditional public schools in the neighborhood. However, the school will continue to prepare recruitment literature in English, as well as Spanish, to demonstrate an outreach to African-American, Asian, Caucasian, and other students. Downtown Value will conduct outreach to community organizations and preschools during the late Fall and winter to attract additional ethnic groups.

When non-Latino families inquire about the school, the administration will make every effort to encourage them to enroll their children. In addition Downtown Value School will look to nearby neighborhoods that may have racial/ethnic populations other than Hispanic and actively recruit in those neighborhoods.

The school will research community organizations and enlist their support in recruiting a diverse student population. The immediate organizations to be contacted will be located in Koreatown. The organizations will be provided with brochures to disseminate to their clients. The organizations will be asked to invite their clients to an open-house at Downtown Value School to be held in late Fall each year. The school will also research pre-schools in Koreatown and disseminate flyers to those pre-schools. The school will contact noncharter public elementary schools serving in Koreatown and ask the school to disseminate flyers to their 4th and 5th grade students to encourage enrollment for Downtown Value’s middle school. The noncharter elementary school will be asked at their discretion to allow representatives from Downtown Value School to address a parent meeting at least once a year to recruit students for Downtown Value’s middle school.

District Required Language

*Court-ordered Integration*

Downtown Value 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 Office of Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD. The School will provide a
written plan in the charter petition and upon further request by the District outlining how it would achieve and maintain the LAUSD’s ethnic goal of 70:30 or 30:70 ratio.

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 Instruction Improvement Grant (TIIG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIG funding, where available, and cannot guarantee the availability of this Funding.

*No Child Left Behind-Public School Choice (NCLB-PSC) Traveling Students*

The District and Downtown Value School are committed to providing all students with quality educational alternatives in compliance with all federal and state laws, including students who are enrolled in schools of the District identified by the California Department of Education as in need of Program Improvement. Public School Choice (“NCLB-PSC”) placement with charter schools is an alternative strongly encouraged by the No Child Left Behind Act of 2001 (“NCLB”). Downtown Value school agrees to discuss with the District the possibility of accepting for enrollment District students participating in the District’s NCLB-PSC program. The parties agree to memorialize separately any agreed-to number of NCLB-PSC placements of District students at the school.

As required under NCLB, all NCLB-PSC students attending Downtown Value School shall have the right to continue attending Downtown Value School until the highest grade level of the charter. However, the obligation of the District to provide transportation for a NCLB-PSC student to Downtown Value School shall end in the event the NCLB-PSC student’s resident District school exits Program Improvement status.

Downtown Value School will ensure that all of its NCLB-PSC students are treated in the same manner as other students attending Downtown Value School. NCLB-PSC students are and will be eligible for all applicable instructional and extra-curricular activities at Downtown Value School. Downtown Value School will make reasonable efforts to invite and encourage the participation of the parents of NCLB-PSC students in the activities and meetings at Downtown Value School.

Determination of student eligibility for this NCLB-PSC option, including the grade level of eligibility, will be made solely by the District, based on the District’s NCLB-PSC process, guidelines, policies and the requirements of NCLB. In the event demand for places at Downtown Value School under the NCLB-PSC program increases in subsequent years, Downtown Value School agrees to discuss with the District the possibility of increasing the number of NCLB-PSC places available at Downtown Value School.

*Federal Compliance*

As a recipient of federal funds, including federal Title I, Part A funds, Downtown Value School has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the No Child Left Behind Act of 2001 (NCLB) and other applicable federal grant programs. Downtown Value School understands that it is a local educational agency [LEA] for purposes
of federal compliance and reporting purposes. Downtown Value School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of NCLB and other applicable federal programs, including, but not limited to, documentation related to funding, required parental notifications, appropriate credentialing of teaching and paraprofessional staff, the implementation of Public School Choice and Supplemental Educational Services, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB, Title I, Part A include, but are not limited to, the following:

- Notify parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher including a timely notice to each individual parent that the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact
- Hold an annual Title I meeting for parents of participating Title I students
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy
- Submit biannual Consolidated Application to California Department of Education (CDE) requesting federal funds
- Complete and submit Local Education Agency (LEA) Plan to CDE
- Complete reform planning process with stakeholders and submit to CDE all appropriate documents for Title I school-wide 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; and
- Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable

Downtown Value School also understands that as part of its oversight of Downtown Value School, the District may conduct program review of federal and state compliance issues.
Element 8: Admission Requirements

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

Admission Policy
Downtown Value School shall not discriminate against any student on the basis of disability, gender, nationality, race, ethnicity, religion, sexual orientation, association with a person or group with one or more of the above actual or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code.

Admissions requirements
The requirements for admission to Downtown Value School are as follows:
1. The student must be a resident of the state of California.
2. The student must be of a legal age to start school in California.
3. The student must not have completed the eighth grade

Admission preferences and selection
In the event that there are more children seeking enrollment in Downtown Value School, the school will give preference in the public random lottery to the following applicants:
1. Students living within LAUSD boundaries,
2. The siblings of children currently enrolled in the school are exempt from the lottery
3. The siblings of students enrolled at another Value School
4. The children of employees of a Value School up to 10% of enrollment

Admissions process
1. Parents who are seeking to enroll a student in the school submit a lottery application. These lottery applications are available from all year on for the following school year.
2. The lottery application will ask for the student name, parent contact information, the grade level for which admission is sought, the birth date of the student and information that would give priority application (e.g. sibling of a student currently enrolled in the school).
3. On or about January 15th parents of students who are currently enrolled are asked if they plan to have their children return in the following year. If they say “yes,” or fail to return the form, those students are counted as returning.
4. The school calculates the available seats at each grade level, reserving two seats or more for students who may be retained.
5. A lottery date is set for the first Wednesday in February each year at 3:30 PM.
6. If the number of applicants at any grade level does not exceed the available seats on the lottery date, all the applicants are accepted and the number of available seats is recalculated.
7. If the number of applicants at any grade exceeds the available seats, the school reviews the applications to first determine if any student is on the preference list presented above. If there are students on the priority list and the number of students do not exceed the available seats at a given grade level, all those students are accepted and the number available seats is recalculated.
8. If the number of applicants on the preference lists exceeds the available seats on the lottery date, a lottery is conducted by the school administration by randomly drawing
names of only the applicants on the preference list. Those names drawn first are accepted for admission and the other applicants on the preference list are placed on the waiting list in the order their names are drawn.

9. Once all seats are filled and a waiting list established, applications are still accepted, and assigned a waiting list number in the order that they are received.

10. Only after a student has been accepted in the school will the family be asked to complete a standard application form. The standard form will ask about all the information the school requires for its student information system.

Public notice of admissions process
1. All applicants to Downtown Value School are notified in writing about the admission process at the time they complete an application for admission.
2. The dates and times of all lotteries are posted in a prominent place near the entrance to the school most commonly used by the public.
3. The lotteries are conducted on the school’s playground by the principal or the principal’s delegate.

Notice to those admitted and to those on the waiting list
1. Those selected for admission are notified by telephone call from the school secretary. If the secretary is unable to talk to the parent, the secretary will leave a message asking the parent to call to establish an appointment. If the parent fails to call within two days, the next person on the waiting list is called.
2. At the time of the call an appointment is scheduled for the parent to complete the admissions process. If the parent fails to come for appointment and does not reschedule, the student’s seat is assigned to the next person on the waiting list. Appropriate accommodations will be made for working parents.
3. Within twenty-four hours after the lottery, those selected by lottery are posted in the same location as the notice of the lottery.
4. Those on the waiting list are notified by the school secretary by letter and told of their position on the waiting list.
5. However, if a parent is applying after the lottery and all seats for a given grade have been taken, the parent is orally notified at the time of obtaining the application form that the student has been given the next number on a waiting list.
6. If a seat becomes available at a later date, the school secretary calls the next person on the waiting list to establish an appointment for the parent induction. If that parent indicates that he/she is no longer interested, the next person on the waiting list is contacted.

Lottery records
Downtown Value School shall maintain in the student personnel files of students admitted to the school a record of how they were selected for admission (e.g. a sibling of a current student or lottery) for as long as the student continues in enrollment at the school. If the student leaves the school before completion, the record of how the student was selected will be removed from the student personnel file and filed with the records of those students not selected in the year the student was admitted.
Downtown Value School shall maintain for three years a file with the lottery applications for those students who were not selected for admission. Appended to the lottery application will be a record indicating the date the application was received, the date of lottery and the “wait-list” number if one was assigned. Also appended shall be a copy of any correspondence between the family and the school regarding admissions.

**Parent induction program**
Before attending a Downtown Value School for the first time, a student must be admitted to the school. The admission process includes a parent induction program and a student orientation. A parent’s decision to not attend in no way impacts the student’s admission or enrollment.

The induction program is an educational program designed to facilitate the parent’s acceptance of the expectations by Downtown Value School. The first step is a conference with the school’s principal or another administrator prepared to undertake the role. In the conference the school’s expectations for both the student and parent are outlined and the range of parent support opportunities is presented. The parent is encouraged to identify the problems or obstacles that he or she may fear. The principal guides the parent through possible solutions to these hindrances. The conference concludes with an invitation to the parent to make a commitment to support the core values and to cooperate with the school in the formation of the student in these values.

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

**Student orientation**
Critical to the success of any school is the willingness of the students to do the work of the school. Downtown Value School proposes to conduct a program to help students not only be willing participants in the school activities, but also to embrace the five core values.

The program begins with a specially designed student orientation. The orientation demonstrates the value of school in the life of the student. The orientation is constructed to help form the affective dimension of the students and to suggest motivations that are meaningful to students.

The orientation is conducted during the same time frame as the parent induction program. In this way the student should be prepared to sign a commitment to the core values before actually beginning in school.
District Required Language
McKinney-Vento Homeless Assistance Act
Downtown Value School will 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. Downtown Value School will include specific information in their outreach materials, websites, at community meetings, open forums, and regional center meetings notifying parents that the school is open to enroll and provide services for all students which shall include a District standard contact number to access additional information regarding enrollment. A student’s IEP will never be required prior to participation in any attendance lottery or as a condition for enrollment.
Element 9: Financial Operations and 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)

Annual Audit
On behalf of Downtown Value School, Value Schools shall annually arrange for an audit of the school’s finances. The auditor chosen shall follow the audit guidelines for charter schools adopted by the state of California.

Any audit exceptions or deficiencies shall be reported to the school’s board of directors. The board will supervise the CEO of Value Schools to insure that corrections are made in a timely manner. Audit exceptions and deficiencies shall be reported to the Los Angeles Unified School District by the delivery of the annual audited statements. The plans for corrections shall be separately reported to the district in a timely fashion as plans are made and completed.

The Value Schools’ policies and procedures, presented below, shall ensure that there is both a sound financial management system for the school and that records are available for the independent audit.

The following reports will be submitted to LAUSD, in the required format and within the timelines 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 the school's calendar
h. Statistical Report--monthly following the school's calendar of reports
i. P1--first week of January
j. P2--first week of April
k. Instructional Calendar--annually five weeks prior to first day of instruction
l. Other Reports--as requested by the district.
Value Schools Policies on Financial Management
Approved by Board of Directors, 28 October 2002
Revised by the Board of Directors, 19 June 2007
Revised by the Board of Directors, March 18, 2011

1. Budgets
1.1 The Board of Directors shall approve the annual operating budgets for Value Schools and for each of the schools for which it is responsible, upon the presentation of a proposed budget by the Chief Executive Officer.
1.2 The Board of Directors shall approve the capital budgets (if any) for Value Schools and for each of the schools for which it is responsible, upon the presentation of a proposed budget by the Chief Executive Officer.
1.3 Any modification in an annual operating budget that results in a change in revenue or expense of more than $25,000 or 5%, whichever is greater, shall be approved by the Board of Directors, upon presentation of the modification by the Chief Executive Officer.

2 Compensation
2.1 The Board of Directors shall approve the salaries to be paid to all full-time, permanent employees of Value Schools and of each of the schools which it operates, through the approval of the annual budgets.
2.2 The Board of Directors shall approve the salary of the Chief Executive Officer, upon the presentation of a proposal by a committee of directors.
2.3 The Board of Directors shall approve the benefits provided to all full-time, permanent employees of Value Schools and of each of the schools which it operates through the approval of the annual budgets.

3 Audits
3.1 The Board of Directors shall select the auditor(s) for an annual audit of Value Schools and each of the schools that it operates.
3.2 The auditors shall present the audit report to the Board of Directors.
3.3 The Board of Directors shall hold the Chief Executive Officer responsible for correcting all audit exceptions in a timely manner.
3.4 The Chief Executive Officer shall be responsible for submitting the audit report to government agencies as required.

4 Purchase of Services
4.1 The Chief Executive Officer is authorized to purchase services for personnel management, payroll and accounting from the Los Angeles County Office of Education for any of its eligible schools.

5 Capitalized Assets
5.1 Any single item (i.e. equipment, furnishing, building, or building improvement) that costs more than $5,000 and has a usable life of more than one year shall be deemed to be a capitalized asset.
5.2 All capitalized assets shall be depreciated as recommended by the auditors selected for Value Schools.
6 Reports
6.1 The Chief Executive Officer shall ensure that financial reports for Value Schools and each of
the schools that it operates are made at least quarterly to the board of directors.
6.2 The Chief Executive Officer shall be responsible for providing all required financial reports
to all government agencies as required.
6.3 The Chief Executive Officer shall be responsible for maintaining financial information that is
required by law to open to the public in a form that is accessible to the public.

7 Regulations
7.1 The Chief Executive Officer shall prepare regulations to guide the financial management and
operations of Value Schools and each of the schools that it operates at least in the following
areas: staffing, budgeting, internal controls, accounting, reporting, payroll, banking,
purchasing and asset management.

Value Schools Financial Management Procedures

1. Staffing for Financial Management
   1.1 Principal
   The principal has the primary responsibilities for preparing and implementing the budget for
   his/her school. This includes approving vendors; authorizing purchases, reimbursements and
   payroll; and entering into contracts, rentals and other agreements in accordance with the budget.
   The principal verifies the deposit of all funds received at the school site. The principal has
   authority to transfer funds between accounts (including electronic transfer) and to sign checks
   (including electronic payments) on all accounts for the school subject to the limitations for
   amount requiring dual signatures.

   1.2 School Secretary
   The school secretary, or another member of the faculty or staff of the school, is assigned by the
   principal to assist in financial operations and is supervised by the principal in the conduct of
   these duties. The secretary prepares purchase orders and check requests for the principal’s
   signature; has custody of and distributes petty cash upon presentation of a receipt and
   verification of delivery of the purchase; verifies the delivery of goods before preparing a request
   for payment; receives cash and checks paid at the school sites and then turns this money over to
   the Business Manager for deposit; and issues receipts for cash payments.

   1.3 CEO of Value Schools
   The chief executive officer supervises the principals in the preparation and implementation of the
   budget. After reviewing budget proposals, requests for budget alterations that result in a change
   in net income of more than $25,000 or 5% of the operating budget (whichever is less) and
   requests for contracts, leases or purchases in excess of $25,000, the chief executive officer
   presents them to the board for approval. The chief executive officer has authority to sign checks
   on all accounts for Value Schools and for all schools subject to the limitation for amounts
   requiring dual signatures. The chief executive officer also supervises the business manager in
   the conduct of his/her duties and periodically examines the accounts and bank reconciliations.
   The chief executive officer may delegate any of these responsibilities to another employee of

Downtown Value School Charter Renewal Petition
Value Schools by either issuing a written authorization or including the responsibilities in the position description for that person.

1.4 Business Manager for Value Schools
The business manager prepares all checks for signature by an authorized person, maintains files of auditable financial records, and enters records into journals and ledgers, balances the accounts and reconciles bank statements according to generally accepted accounting procedures. The business manager assists the principals with the preparation of payroll records and works with payroll services for payroll tax reporting and depositing. In the absence of a payroll service, the business manager performs tax reporting and deposits. The business manager prepares financial reports and advises the principals and chief executive officer on the implementation of budgets.

2. Budgets
2.1 Preparation
The principal prepares the budget according to such guidelines as may be issued by the chief executive officer.

2.2 Types of budgets
There shall be two annual budgets: one for current operations and one for capital outlays. Debt reduction that is being paid with current income is to be part of the budget for current operations.

2.3 Authorization
No budget is final, nor may a principal implement any budget, until it has received the written authorization of the chief executive officer or an authorized delegate after approval by the board of directors.

2.4 School Site Council (for description see Policy on School Governance)
Before submitting the budget to the chief executive officer or an authorized delegate, the principal shall review all budgets with the School Site Council. If the School Site Council does not completely accept the proposed budget, the principal shall attempt to resolve differences. In the event the School Site Council and the principal do not come to full agreement on the budget(s), the principal shall submit his/her recommended budget along with a report of the differences to the chief executive officer or an authorized delegate.

2.5 Balanced Budget
Current expenses may not exceed current revenues.

2.6 Revenue Estimation
Funding from government sources is to be verified if possible from funding sources. If a projected rate is not available, the estimate to be used is the current year amount plus the current rate of inflation in the consumer price index for the Los Angeles metropolitan area. A detailed schedule identifying all funds sources, rates and multipliers (e.g. ADA) is to be appended to the budget.
2.7 Compensation
If the board of directors has adopted salary schedules, they are to be followed. If one has not been adopted for the position(s) being budgeted, then the principal shall research comparable schools to determine what is being paid for the position(s) in question and consult with the chief executive officer before finalizing a salary for the position.

The benefit package approved in the Personnel Policies is to be used. No additional benefits are permitted.

A detailed schedule showing the salaries/wages and benefit costs for every employee is to be appended to the budget.

2.8 Leases and Contracts
New leases and contracts, or modifications of existing leases and contracts, in excess of $25,000 are to be authorized by the chief executive officer or an authorized delegate after approval by the board of directors to enter into a new lease or contract or modify an existing one. The board’s function is to approve expenditure for this purpose, but not to choose the specific vendor. The exception is a lease on real property. This shall not apply to employment contracts governed by the Personnel Policies of Value Schools.

2.9 Capital Outlays
A capital outlay in excess of $25,000 is permitted only after authorization by the chief executive officer or authorized delegate after approval by the board of directors. The board’s function is to approve that an expenditure for this purpose can be made, but not to choose the specific vendor.

2.10 Charter School Oversight
The District may charge for the actual costs of supervisorial oversight of Downtown Value School not to exceed 1% of Downtown Value School’s revenue, or the District may charge for the actual costs of supervisorial oversight of Downtown Value School not to exceed 3% if Downtown Value School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisorial oversight fee allowed under the law as it may change from time to time. The supervisorial oversight fee provided herein is separate and distinct from the charges arising under Downtown Value school/facilities use agreements.

2.11 Services from Value Schools
5% of all revenue is to be budgeted for payment for services provided by Value Schools. The chief executive officer may reduce this percentage.

2.12 Reserve Funds
Additionally, Downtown Value School will maintain a funds balance (reserve) of its expenditures as outlined by section 15450, Title 5 of the California Code of Regulations. Downtown Value School is committed to the goal of beginning and ending with a minimum of 4% of expenditures in reserve.
2.13 Account Codes
The California Department of Education Standard Account Codes are to be used by all schools receiving government funding.

2.14 Budget Formats
If budget forms have been prepared and distributed by Value Schools, they are to be used. Otherwise, the principal may devise forms that are useful to planning and control.

2.15 Budget Preparation Calendar
a. The principal shall submit the initial operating budget, along with planned capital outlays, to the chief executive officer or an authorized delegate by the preceding March 1st.

b. If the chief executive officer or an authorized delegate requests revisions, the principal will receive them by April 1st.

c. Revisions must be completed and the budget resubmitted by June 1st.

d. In September, the principal will consider the enrollment and compensation of the staff employed and will make adjustments to the budget as necessary. These are to be submitted by October 1st.

2.16 Multi-year Budgets
Along with the current operating budget, which is prepared in full detail, the principal will submit pro-forma budgets for the succeeding four years. Planned changes in the operations are to be explained in accompanying notes.

2.17 Approval
The board of directors approves the budgets after their presentation by the chief executive officer.

3. Internal Controls

3.1 Authorizing purchases and check requests
The principal has the authority to authorize purchases and approved check requests in accordance with the approved budget up to $10,000 per purchase. Purchases over $10,000 are to be approved by the CEO of Value Schools. Purchases are to be made with a purchase order that shows the name of the person making the purchase, the cost of the purchase, the account to be charged, the date of the purchase and the signature of the authorizing agent. Vendor order forms that show the same information are satisfactory. Purchases made over the telephone or Internet must be documented with the same information. Check requests must include the same information.

3.2 Authorizing reimbursements
The principal has the authority to authorize reimbursements to employees in the school; however, not to him/herself. Normally, reimbursements are to be made when there is prior approval for the expenditure from the principal to the employee. Check requests for reimbursements are to include all the information specified above for other purchases and payments. All requests for reimbursements must be accompanied by receipts for individual items in excess of twenty-five dollars ($25.00). The chief executive officer or an authorized delegate must approve requests for reimbursement to the principal.
3.3. Petty cash
The principal may keep petty cash not to exceed one hundred dollars ($100.00) in the custody of the school secretary or other employee appointed for this purpose. Petty cash is to be disbursed only upon presentation of a proper receipt and verification of the purchase. The only exceptions are for petty cash reimbursements for coin-operated telephones, parking meters, public transportation or other such places where receipts are customarily not available. The person disbursing the petty cash shall prepare a report showing all the same information required for other purchases and payments for each of the disbursement; petty cash may not be replenished without the report.

3.4 Cash advances
Cash advances are to be discouraged. When it is absolutely necessary that one be made from petty cash, the principal must deposit a form with the custodian of the petty cash specifying to whom the money was given, the date, the date that a receipt for the expenditure is expected, the purpose and the signature of the principal. This function may not be delegated to the custodian of the petty cash. Cash advances made by means of a check request must contain all the information contained in other check requests and the date that a receipt for the expenditure is expected.

3.5 Preparing checks
The checks are to be prepared by the business manager upon the presentation of a properly executed check request. Checks will be prepared by the business manager at least bi-weekly. In the case of an emergency the chief executive officer may authorize someone else other than the person signing the check to prepare it. After preparation of the checks, the business manager will promptly return them to the appropriate person for signature and for delivery to the payee.

3.6 Signing checks
The principal has authority to sign the checks drawn on the school accounts; except that checks other than payroll checks in excess of $5,000 shall require dual signatures. The chief executive officer or authorized delegate will be the second signature. In the case of an emergency the chief executive officer may sign on a school’s account. In the situation where the principal is not available to sign along with the chief executive officer, the treasurer for Value Schools will be the second signature.

3.7 Receiving checks and currency
There must be a receipt issued for all currency brought to the school for deposit in a school account. Normally, the school secretary would receive the money and issue the receipt.

3.8 Depositing checks and currency
Checks and currency should be deposited on the day of their receipt. The business manager prepares the bank deposit slip. The deposit slip, along with the money to be deposited, and the book of receipts must be presented to the principal or some other person designated for this responsibility for verification. The bank’s receipts for deposit are kept on file with the bank statements by the business manager.
3.9 Bookkeeping and reporting
The business manager shall regularly enter into the books of record the financial transactions of
the schools. Financial records for different schools shall be recorded separately. Monthly
financial reports, and such as may be required by law, chartering school districts, contracts for
services, or grants are to be prepared by the business manager.

4. Accounting
4.1 Basis for accounting
Accounting shall be done on a modified accrual basis in conformity with generally acceptable
accounting principles.

4.2 Chart of accounts
The chart of accounts shall accommodate the reporting requirements of funding agents. This
includes the California Department of Education. Whenever possible the California
Standardized Account Code Structure shall be followed.

4.3 Accounting services
The chief executive officer shall determine whether to hire staff to perform the necessary
accounting functions or to contract another agency, school district or service for these functions.
The chief executive officer shall be accountable to the board of directors for timeliness and
accuracy of the accounting functions.

5. Reporting
The chief executive officer shall ensure that monthly, quarterly and annual statements of
financial activity are prepared according to generally acceptable accounting principles and
presented to the board of directors and the principals of the schools in a timely fashion. Further
the chief executive officer or the designee shall be responsible for preparing all other reports as
may be required by law, chartering public school districts, grants or contracts.

6. Payroll
6.1 Payroll Setup
The business manager will assist the principal in the setting up of the payroll for the school.

6.2 Verification
The principal shall be responsible for the verification of each payroll and for any correction of
the payroll.

6.3 Preparation
The chief executive officer shall decide whether to use a payroll service from the county board of
education, a school district or private provider or to perform payroll services; except that the
payroll shall be done in such a manner as to allow employees eligible to participate in the state
retirement systems to do so.

6.4 Reporting payroll taxes and payments
Unless it is done under contract by a payroll service, the business manager shall be responsible
for the reporting of payroll taxes and the deposit of taxes.
7. Banking
7.1. Institution
The chief executive officer shall be responsible for ensuring that funds are deposited with a federally insured financial institution that provides the services necessary for the financial needs of the schools. Funds may be kept on deposit with the county treasurer.

7.2. Separate Accounts
Funds for each individual school and for Value Schools shall be kept separate from one another.

8. Purchasing
8.1 Vendors
Before a payment can be made to a vendor, a vendor record must be established. The business manager will assist in the establishing the vendor record. However, vendor records must receive authorization from the principal or the chief executive officer of Value Schools before the first payment is made.

8.2 Payments
Payments will only be made upon presentation of a proper purchase order or check request. The purchase order and check request must show the name of the person making the purchase, the cost of the purchase, the account to be charged, the date of the purchase and the signature of the authorizing agent.

8.3 Competitive pricing
Purchases and contracts in excess of $1,000 can be made only after competitive pricing. Evidence of research into competition pricing must accompany the check request/purchase order. Purchases and contracts in excess of $25,000 can be made only through competitive bidding. The chief executive officer may waive this requirement if an identical purchase has been made by the school or another school sponsored by Value Schools within the last two years.

8.4 Conflict of interest
The schools are prohibited from making purchases from any person who has a financial interest in Value Schools or any of its school and are prohibited from entering into contracts with those same persons.

9. Asset management
9.1 Capitalization
Furnishings, equipment, and improvements to buildings that both cost in excess of $5,000 and have useful life of more than one year shall be recorded on the books as a fixed asset and depreciated over their useful life.

9.2 Asset inventories
A list of all capitalized assets, their book value, date of purchase and depreciation rate shall be kept on file with the bookkeeper/accountant. Additionally, any furnishing or equipment purchased with public funds shall, as required by law or regulation, be tagged as such and
information kept on file regarding their cost and date of purchase even if they have not been determined to be a capital asset.

10 Audit
10.1 Auditors
Audits shall be conducted as required by law, chartering school district, grants and contracts by certified public accountants according to generally accepted accounting principles. The auditor selected must have experience in education finance. The board of directors shall approve the audit firm.

10.2 Audit exceptions
Audit exceptions are to be resolved to the satisfaction of the board of directors. Insofar as an audit exception applies to a school receiving public money as a charter school, the audit exception and deficiencies shall be resolved to the satisfaction of the charter authorizing agency. In accordance with state requirements, the schools shall submit their audited financial statement to the authorizing district no later than December 15 following the close of the fiscal year. Audit exceptions and deficiencies shall be corrected within thirty days of submitting the audit; however, the timeline may be extended if approved by the authorizing district.

Attendance Accounting
Attendance accounting procedures will satisfy the requirements of the LAUSD, LACOE, and the CDE. Daily attendance will be recorded on attendance cards (or on an acceptable alternate format) by classroom teachers. When a student is absent from school, absences will be verified by office personnel. State school registers will be completed on a monthly basis documenting the month’s attendance. Required reports will be completed regarding daily attendance and submitted to the requesting agencies. This includes reporting enrollment and attendance figures to LAUSD on a monthly basis.

The principal will supervise the teachers in the keeping of the attendance registers. The principal will regularly send the reports to the state of California for the principal apportionment of funds or for other funding based on ADA and the principal of the school will certify the accuracy of the reports.

Food Service
Downtown Value School contracts for food services. No food will be prepared on site.

Downtown Value School will apply for all federal and state funds that are available for food services. Children eligible for meals at free or reduced rates will be provided them according to the terms of the government-sponsor school nutrition programs. Children not eligible for free or reduced price meals will be able to purchase them from the school.
Special Requirements of Programs and Funding
Application for funds

Value Schools will annually submit on behalf of the students at Downtown Value School a consolidated application for all the federally funded programs for which these students may be eligible. These include the federal No Child Left Behind programs and selected state programs.

Value Schools will annually submit on behalf of the students at Downtown Value School the applications for all the state funded programs for which these students may be eligible. These include K-3 Class Size Reduction, Lottery Funds, Education Technology Grants, English Language Acquisition Funds, and the Hourly/Summer School (Supplemental) Programs.

Downtown Value School will comply with all program requirements in the use of these funds.

Student counts
Downtown Value School will annually collect from the families of students enrolled information regarding family income so as to determine the number of students who are eligible for free or reduced price lunches. This will form the basis for determining the number of low income students in the application for the Title I funds and for the state economic impact aid.

At the registration of a new student Downtown Value School will ask the parent/guardian if the primary language at home is English. If it is not, the student will be counted as an “English language learner” and will be kept in that count until the student is re-designated. The count of English language learners will be used in the application for state economic impact aid.

Title I
Downtown Value School will apply for school-wide program status. Funds will be used to pay instructional salaries and purchase instructional materials that otherwise would not be available to support programs in the areas of Language Arts and Mathematics. The Downtown Value School daily schedule allows time for individually guided instruction; this creates the opportunity for the instructional staff to assist in a special way students who are not meeting, or are at risk of not meeting, the state student performance standards.

Supplemental/hourly programs
Downtown Value School will use supplemental/hourly funds to support the additional hours of instruction during the first 180 days of the school terms, as well as the additional 20 days. Records will be kept to document which students are receiving services from each program, the number of hours served and the manner of instruction provided.

District Required Language

*District Oversight Costs
The District may charge for the actual costs of supervisory oversight of Downtown Value School not to exceed 1% of Downtown Value School’s revenue, or the District may charge for the actual costs of supervisory oversight of Downtown Value School not to exceed 3% if Downtown Value School is able to obtain substantially rent free facilities from the District.
Notwithstanding the foregoing, the District may charge the maximum supervisory oversight fee allowed under the law as it may change from time to time. The supervisory oversight fee provided herein is separate and distinct from the charges arising under Downtown Value school/facilities use agreements.

*Special Education Revenue Adjustment/Payment for Services*
In the event that Downtown Value 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 Downtown Value School, Downtown Value School authorizes the District to deduct any and all of the in lieu property taxes that Downtown Value School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Downtown Value School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Downtown Value School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Downtown Value 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 their 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 it, among other things, monitors the fiscal condition of Downtown Value School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Downtown Value School to meet generally accepted accounting principles or if it engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School’s 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 Downtown Value School’s financial information,
- Downtown Value School’s debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
Downtown Value School’s enrollment process,
Compliance with safety plans and procedures, and
Compliance with applicable grant requirements.

Downtown Value 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 Downtown Value School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24- hours notice.

Downtown Value School will develop and maintain internal fiscal control policies governing all financial activities.
Element 10: Student Suspensions and Expulsions

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

Due process, suspensions and expulsions
Downtown Value School follows the policies of Value Schools on Due Process, Suspension and Expulsion. The due process policy establishes the right of students and their parents to due process in matters of suspension and expulsion. The due process procedures specify the requirements for notice, for the exchange of information that establishes the grounds for the disciplinary action, and for a hearing.

The Value Schools policies on suspension establish the grounds for a suspension; they limit the maximum number of consecutive days for a suspension to five; and they require the school to provide assignments to the suspended student to minimize the loss of school time. The Value Schools policies on expulsion establish the grounds for an expulsion; they require the school to work with appropriate parties to ensure the continued education of an expelled student in school; and they require that notice of violent or threatening behavior be given to the officials of the school in which an expelled student will be next enrolled.

The Value Schools policies establish opportunities for appeal from the decision of the principal of Downtown Value School for a suspension. The appeal is made to the chief executive officer (or authorized delegate) of Value Schools. In the event of an expulsion, the appeal is made to an Appeals Committee.

Value Schools Policies on Responsible Behavior
Approved by Board of Directors, 16 May 2001
Revised by Board of Directors, 24 October 2007
Revised by the Board of Directors, 18 March 2011
Revised by the Board of Directors, 6 December 2011

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

- politeness and courtesy towards all (e.g. teachers, students, volunteers, visitors, and so forth);
- kind words about others: statements that degrade another because of race, gender, creed, national origin, physical appearance or any other characteristic are not acceptable; language that is crude and obscene or in any way may be considered a form of sexual harassment is unacceptable; threats to a person’s well being and all forms of bullying—even if made in jest—are not acceptable;
- just actions toward others: acts of physical violence of any kind—including pushing, shoving, tripping—and any kind of fighting is not acceptable; taking or destroying or in any way reducing in value the property of another (including the community...
property of the school) is not acceptable; lewd behavior, signs and gestures are not acceptable;

- good personal appearance: good grooming is a sign of self-respect; wearing of certain articles of clothing, jewelry, and personal adornments of hair style and tattoos that are potentially threatening to others or oneself are not acceptable;
- good health, including the avoidance of tobacco, controlled substances and alcohol.

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

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

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

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

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

Parents also accept the five core values and so their behavior is also marked by certain characteristics that include:

- modeling language and behavior that is respectful in every way—including not taking sides against other children or their parents when disputes arise in school or elsewhere;
- cooperating with other parents and teachers and staff to improve programs and opportunities for students—including supporting school rules with their children;
- volunteering when possible to help the school;
- supporting and encouraging their children to strive to do their best.

3. Responsible Behavior for Teachers and Staff

Teachers and staff both accept the five core values and recognize their responsibility for modeling them. Traits that exemplify this include

- believing in the students, expecting them to do their best and holding them accountable for achievement;
- recognizing the abilities of students and not giving up on them when they do not succeed;
- showing a warm concern for all the needs of the students and their families, even though they may recognize that they cannot solve all problems and may only be able to offer a listening heart;
- developing rules and procedures that begin with listening to students and their parents;
- fostering respect through positive and encouraging words and actions towards students, parents and other teachers and through appreciating their accomplishments;
- preventing inappropriate behavior by careful observation and by planning activities carefully—making sure students have worthwhile activities to occupy their time and capture their interest;
- being culturally sensitive;
- administering discipline when needed that is devoid of corporal punishment and any form of abuse (humiliation, intimidation, ridicule, coercion, threats, or punitive actions);
- setting boundaries for students and holding them accountable so that they can perfect their skills in carrying out the five core values;
- administering discipline in a progressive way that forms subsequent behavior and does not expect perfection in the first instance.

4. School Rules for Responsible Behavior

The principal shall establish, in consultation with the faculty and staff, the rules, regulations and procedures necessary to ensure responsible behavior in the school. In establishing these rules, regulations and procedures the principal shall be guided by the principles listed above and by the requirements for due process, for suspension and for expulsion listed below.
5. Due Process
Students and parents are guaranteed their rights to due process in matters of the suspension and expulsion of students. The due process procedures shall specify:

- how and when notice will be given to the parent and the student (i.e. information that behavior has occurred which could lead to a suspension or expulsion);
- how information will be given to the parent and the student about the evidence that exists to substantiate that the behavior has occurred;
- how and when there will be a hearing to review the information gathered by the school as well as any information or consideration that the parent or student may wish to present that could affect the decision.

6. Suspension
6.1 The Principal and Assistant Principal have the authority to suspend. A student may be suspended either after the parent and student have been given notice and the opportunity for a conference meeting or prior to a conference meeting.

6.2 When the student is suspended before a conference, the student’s parent must be immediately notified that the student is being suspended and be given the opportunity to meet with an appropriate school official no later than the next school day. This conference shall be a requirement for the student to return to school. If information presented at the conference proves the suspension was in error, the suspension shall be removed from the student’s record.

6.3 The maximum consecutive number of school days for a suspension is five. The maximum number of days for suspension during the year is fifteen days.

6.4 During a period of suspension the student shall be given assignments and homework by the student’s teacher(s) to minimize the loss of schooling. Upon return to school, the student shall be given an opportunity to make up any missed tests.

6.5 These are the discretionary grounds for suspension or expulsion:

- Caused, attempted to cause, or threatened to cause physical injury to another person
- Willfully used force or violence upon the person of another, except in self-defense
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object,
- 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
- Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant
- Committed or attempted to commit robbery or extortion
- Caused or attempted to cause damage to school property or private property (includes, but is not limited to, electronic files and databases)
- Stolen or attempted to steal school property or private property (includes, but is not limited to, electronic files and databases)
- Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel (exception made for use or possession by a student of his or her own prescription products)
- Committed an obscene act or engaged in habitual profanity or vulgarity
- 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
- 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
- Knowingly received stolen school property or private property (includes, but is not limited to, electronic files and databases)
- Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm
- Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code
- Harassed, threatened, or intimidated a student who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that student from being a witness or retaliating against that student for being a witness, or both
- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma

- Engaged in, or attempted to engage in hazing. For the purposes of this subdivision “hazing” means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a
juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

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

- Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

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

- Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel.

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

6.6 Students will receive a mandatory suspension and recommendation for expulsion for committing any of the following offenses:

- Possessing, selling, or otherwise furnishing a firearm.
- Brandishing a knife at another person.
- Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
- Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.
- Possession of an explosive
- Violation of the federal Guns Free Schools Act

Notice to Parents:
Parents and students will have due process rights with regards to suspensions and expulsions. At the time of a student’s suspension, a school employee shall make a reasonable effort to contact the parents by telephone or in person. Initial contact will be followed by a written notice. This notice will state the specific offense committed by the student. In addition, the notice may also state the date and time the student may return to school. If the school administrator wishes to confer with the parents regarding matters pertinent to the suspension, the notice may note that the parents are required to respond without delay, and that violation of school rules can result in expulsion from the school.

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

Recommendations for Expulsion
If the Assistant Principal recommends expulsion, the student and the student’s parents will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing conducted by the Principal. This determination will be made by the Assistant Principal upon either of the following findings:

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

Upon this determination, the student’s suspension will be extended pending the results of an expulsion hearing.

Expulsion Hearing
Students recommended for expulsion will be entitled to a hearing before the Principal to determine whether or not the student should be expelled. Unless postponed for good cause, the hearing will be held within 30 days after the Assistant Principal determines that an act subject to expulsion has occurred.

A student may be expelled following a hearing before the Principal. The Assistant Principal will
assign a Discipline Committee to conduct the investigation of the behavior and incident, gather evidence, prepare such documents as may be necessary, to determine whether witnesses are appropriate and identify and interview witnesses. The Discipline Committee consists of the Assistant Principal and two certificated employees uninvolved with the incident and who do not teach the student.

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

Written notice of the hearing will be forwarded by the CEO/Principal or designee to the student and the student’s parents at least 10 calendar days before the date of the hearing. This notice will include:

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

Record of Hearing

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

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A decision by the Principal to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Discipline Committee, Principal, or Appeals Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.
The decision of the Principal shall be in the form of written findings of fact. The final decision by the Principal shall be made within five (5) school days following the conclusion of the hearing.

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

**Written Notice to Expel**

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

8. **Appeals**

8.1 **Appeals of a Suspension:**

An appeal from the decision of a suspension shall be made in writing to the chief executive officer of Value Schools within five (5) calendar days after the suspension decision of the Principal or Assistant Principal. The written appeal must specify the grounds for the appeal. Within five calendar days of receipt of the written appeal the chief executive officer of Value Schools shall notify the parent of the following:

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

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

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

- When and where the hearing will be held; however the hearing shall be conducted no later than fourteen calendar days after the appeal has been received
- Who will conduct the appeals hearing,
- Who may attend the appeals hearing;
- What types of evidence or testimony will be considered;
- What the possible outcomes of the hearing may be;
- When a final decision will be made; however the decision shall not be made later than three calendar days after the hearing.

All timelines may be extended by mutual agreement. The decision shall be given in writing. The expulsion decision of the principal shall not be over-turned unilaterally, arbitrarily or capriciously. The decision of the Appeals Panel is final.

9. Notification to Parents and Students

These policies, including the principles for the responsible behavior of students, parents, faculty and staff, shall be disseminated to parents and students by means of the parent and student handbook.

Parent-Student Handbook

Downtown Value School prepares written procedures for handling suspension and expulsions that are consistent with the policies of Value Schools. Such procedures are published in the Parent- Student Handbooks.

District Required Language

Downtown Value School shall provide due process for all students, including adequate notice to parents/guardians and students regarding the grounds for suspension and expulsion and their due process rights regarding suspension and expulsion, including rights to appeal.

Downtown Value School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, including, for example, any modification of the lists of offenses for which students are subject to suspension or expulsion.
Downtown Value School shall ensure the appropriate interim placement of students during and pending the completion of the Downtown Value School’s student expulsion process.

Downtown Value School will implement operational and procedural guidelines ensuring federal and state laws and regulations regarding the discipline of students with disabilities are met. Downtown Value Schools will also ensure staff is knowledgeable about and complies with the District’s Discipline Foundation Policy. If the student receives or is eligible for special education, the Downtown Value School shall identify and provide special education programs and services at the appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Support Unit, Division of Special Education.

Downtown Value School shall utilize alternatives to suspension and expulsion with students who are truant, tardy, or otherwise absent from compulsory school activities.

If a student is expelled from Downtown Value School, Downtown Value School shall forward student records upon request of the receiving school district in a timely fashion. Downtown Value 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 and instructions for providing proof of student’s compliance for reinstatement, appeal process and options for enrollment; and
- if the student is eligible for Special Education, Downtown Value School must provide documentation related to expulsion pursuant to IDEA including conducting a manifestation determination IEP prior to expulsion.

If the student is eligible for Section 504 Accommodations, the Downtown Value School must provide evidence that it convened 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 the Downtown Value School’s failure to implement 504 Plan?

**Outcome Data**
Downtown Value School shall maintain all data involving placement, tracking, and monitoring of student suspensions, expulsions, and reenrollments, and make such outcome data readily available to the District upon request.
**Rehabilitation Plans**

Pupils who are expelled from the Downtown Value School shall be given a rehabilitation plan upon expulsion as developed by the Downtown Value 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. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may reapply to the Downtown Value School for readmission.

**Readmission**

The Downtown Value 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, the Downtown Value School’s governing board shall readmit the pupil, unless the Downtown Value 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. The Downtown Value School is responsible for reinstating the student upon the conclusion of the expulsion period.

**Special Education Students**

In the case of a student who has an Individualized Education Plan (“IEP”), or a student who has a 504 Plan, the Downtown Value School will ensure that it follows the 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 the Downtown Value School an IEP team, including a District representative, will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District’s Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, the Downtown Value 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 Downtown Value School’s failure to implement 504?

**Gun Free Schools Act**

The Downtown Value School shall comply with the federal Gun Free Schools Act.
Element 11: Retirement Programs

“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)

Programs offered

a. All eligible credentialed employees shall be covered by the California State Teachers Retirement System (STRS) subject to the terms of that system. Those employees covered by STRS participate in the Medicare portion of the federal social security system, but are not eligible for the OASDI portion.

b. All eligible Non-credentialed employees shall be covered by the California Public Employees Retirement System (PERS). Credentialed teachers may, at their option, be eligible to be covered by PERS. Employees covered by PERS participate in both the Medicare and OASDI portions of the federal social security system.

c. All employees are eligible to make voluntary contributions to a tax sheltered plan.

Entry into the program

At the time of initial employment, each employee shall meet with the Business Manager for Value School and receive information about the program. The Business Manager shall work with the Los Angeles County Office of Education to ensure that each employee is properly enrolled in the appropriate program.
Element 12: 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)

Rights of students and parents

1. No student is required to attend Downtown Value School and may select another public school subject to the attendance requirements of that other school or school district.
2. Downtown Value School shall notify the parent(s)/guardian(s) that the pupil who choose to enrolled in another school or school district are subject to the rules of that school and school district. The notice is published in the Parent-Student Handbook.
3. The governing board of the Los Angeles Unified School District shall not require any student enrolled in the school district to attend Downtown Value School.

District Required Language

Pupils who choose not to attend Downtown Value School may choose to attend other public schools in their district of residence or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of the District.
Element 13: Employee Rights

“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)

General rights
An employee of Downtown Value School who was formerly an employee of another school or school district shall have only those rights, including the right to return to employment by that school or school district, as may be conferred by that school or school district.

District Required Language
Leave and return rights for union-represented employees who accept employment with the Charter School will be administered in accordance with applicable collective bargaining agreements between the employee’s union and the District and also in accordance with any applicable judicial rulings.
Element 14: 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)

Resolution of differences

Disputes related to provisions of the charter such matters shall be resolved according to the procedures specified in the District Required Language set for below. Downtown Value School acknowledges that there formal procedures for resolving difference between the Charter School and LAUSD and agrees to follow those procedures.

Value Schools Policy on Conflict Resolution

Policies on Conflict Resolution for internal disputes within the schools and organization

Approved by Board of Directors, 16 May 2001

1. Fundamental Principles for Conflict Resolution and Informal Process

The five core values of Value Schools, especially those concerning human dignity and community, imply that the inevitable conflicts that do arise in schools be resolved to the best extent possible using these three principles:

1.1 Resolution is always first attempted between and among the immediate parties.
   (For example, a parent who is dissatisfied with a teacher’s assignment of homework should first talk to the teacher about it.) If a satisfactory resolution is not achieved, recourse should be to the next level of authority.

1.2 Resolution is always first attempted in an informal manner. Informal means persons talking and meeting with one another; it does not mean the filing of written complaints and documentary evidence.

1.3 Resolution is always first attempted as quickly as a concern is raised.

2. Concerns of Employees

If a conflict involving an employee and another employee, including the employee’s supervisor, is not resolved through the informal process, then the employee has the right to use the Grievance Procedure found in the personnel policies.

3. Concerns of Parents, Legal Guardians and Students

If a conflict involving a parent, legal guardian or student is not resolved using the informal process, then the parent, legal guardian or student shall have the right to use a formal procedure which is approved by the chief executive officer or authorized delegate.

4. Concerns of a School about a Sponsoring School District

4.1 If a principal or school site council has a concern about the school district which has approved the charter of the school or signed a contract with Value Schools for the operation of the school, the principal should bring the matter to the attention of the chief executive officer.
4.2 The chief executive officer shall attempt to resolve the conflict through the informal process.

4.3 In the event that the matter is not resolved using informal process, the chief executive office may, at his/her sole discretion, utilize the conflict resolution process that is written into the charter petition or contract for conflict resolution.

**Formal Procedure for Conflict Resolution for Concerns of Parents, Legal Guardians and Students**

1. The parent or legal guardian shall file written complaint with the principal of the school. A student may file the complaint if the student is an emancipated minor or eighteen years of age or older.

2. Within five calendar days of receiving the written complaint, the principal shall have a meeting with the person making the complaint to hear the person’s concerns and attempt to resolve the conflict.

3. If the conflict requires the principal to meet with other persons, the principal shall have ten calendar days to complete such meetings and investigations as may be needed and to make a decision regarding the conflict.

4. The decision of the principal shall be final, unless the person making the complaint believes that school has not followed this procedure or is acting contrary to one of the school’s written policies or procedures. In that event an appeal may be made to the chief executive officer or authorized delegate.

5. In an appeal to the chief executive officer, the person making the complaint shall within five calendar days of the decision of the principal send a written statement that details which part of the formal process was not followed or which written policy or procedure of the school was violated.

6. The chief executive officer or authorized delegate shall investigate the matter; a meeting may or may not be held with the person making the complaint at the sole discretion of the chief executive officer or authorized delegate.

7. The chief executive officer or authorized delegate shall have ten calendar days to make a decision and report it to the person making the complaint and the principal. The decision of the chief executive officer or authorized delegate is limited to

   a. affirming the decision of the principal, if the school followed the formal process and its own written policies or procedure, or

   b. sending the matter back to the principal for reconsideration, if the school did not follow the formal process or its own written policies or procedure.

The timelines set forth above may be extended by the mutual agreement of the concerned parties.

**District Required Language**
The staff and governing board members of Downtown Value School agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District
and Downtown Value 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 Downtown Value School shall be resolved in accordance with the procedures set forth below:

1) Any Dispute shall be made 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 PM or other-wise 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: Principal
Downtown Value School
950 W. Washington Blvd.
Los Angeles, CA 90015

To Director of Charter Schools: Director of Charter Schools
Los Angeles Unified School District
333 South Beaudry Avenue, 25th 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: Employee Status and Collective Bargaining

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

Downtown Value School is deemed the exclusive public school employer of the employees of Downtown Value School for the purposes of the Educational Employee Relations Act (EERA).
Element 16: Procedure to Be Used If the Charter School Closes

“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)

District Required Language

Revocation

The District may revoke the charter if Downtown Value 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 Downtown Value School if the District finds, through a showing of substantial evidence, that the Charter School did any of the following:

- Downtown Value School committed a material violation of any of the conditions, standards, or procedures set forth in the charter.
- Downtown Value School failed to meet or pursue any of the pupil outcomes identified in the charter.
- Downtown Value School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Downtown Value 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 Downtown Value School in writing of the specific violation, and give Downtown Value 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.

*Closure Action*

The decision to close Downtown Value School either by the Downtown Value School governing Board or by the LAUSD Board of Education, will be documented in a Closure Action. The Closure Action shall be deemed to have been automatically made when any of the following occur: the charter is revoked or non-renewed by the LAUSD Board of Education; the Downtown Value School board votes to close the Charter School; or the Charter lapses.

*Closure Procedures*

The procedures for charter school closure are guided by California Education Code sections 47604.32, 47605, 47605.6, and 47607 as well as California Code of Regulations, Title 5 (5 CCR), sections 11962 and 11962.1. A closed charter school must designate a responsible entity to conduct closure activities and identify how these activities will be funded. The procedures outlined below are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” as posted on the California Department of Education website. References
to “Charter School” applies to the charter school’s nonprofit corporation and/or governing board.

**Documentation of Closure Action**

The revocation or non-renewal of a charter school must be documented by an official action of the authorizing entity. Notice of a charter school’s closure for any reason must be provided by the authorizing entity to the California Department of Education (CDE). In addition, the charter school must send notice of its closure to:

1. Parents or guardians of students. Written notification to parents/guardians/caregivers of the enrolled students of Downtown Value School will be issued by Downtown Value School within 72 hours after the determination of a Closure Action and the effective date of closure. A copy of the written notifications to parents is also to be sent to LAUSD within the same time frames.

2. The authorizing entity

3. The county office of education. Written notification to the Los Angeles County Office of Education of the Closure Action shall be made by Downtown Value School by registered mail within 72 hours of the decision to Closure Action. Downtown Value School shall provide a copy of this correspondence to the ICSD.

4. The special education local plan area in which the school participates. Written notification to the Special Education Local Planning Area (SELPA) in which Downtown Value School participates of the Closure Action shall be made by Downtown Value School by registered mail within 72 hours of the decision to Closure Action. Downtown Value School shall provide a copy of this correspondence to the ICSD.

5. The retirement systems in which the school’s employees participate. The Charter School will within fourteen (14) calendar days of closure action contact the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), and the Los Angeles County Office of Education and follow their procedures for dissolving contracts and reporting. Downtown Value School shall provide a copy of this correspondence to the ICSD.

6. The CDE. Written notification to the California Department of Education of the Closure Action shall be made by Downtown Value School by registered mail within 72 hours of the decision to Closure Action. Downtown Value School shall provide a copy of this correspondence to the ICSD.

Notice must be received by the CDE within ten calendar days of any official action taken by the chartering authority. Notification of all the parties above must include at least the following:

1. The effective date of the closure

2. The name(s) of and contact information for the person(s) handling inquiries regarding the closure

3. The students’ school districts of residence

Downtown Value School Charter Renewal Petition 195
4. How parents or guardians may obtain copies of student records, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification to the CDE must 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 to parents, guardians, and students should also include:

1. Information on how to transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of their child’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

Downtown Value School shall announce the closure to any school districts that may be responsible for providing education services to the former students of the charter school within 72 hours of the decision to Closure Action. This notice will include a list of returning students and their home schools. Charter school closures should occur at the end of an academic year if it is feasible to maintain a legally compliant program until then. If a conversion charter school is reverting to non-charter status, notification of this change should be made to all parties listed in this section.

School and Student Records Retention and Transfer

Downtown Value School shall observe the following in the transfer and maintenance of school and student records:

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

2. The 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. Downtown Value School will prepare an electronic master list of all students to the Innovation and Charter Schools Division. This list will include the student’s identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school, enrollment date, exit code, exit date, parent/guardian...
name(s), and phone number(s). If Downtown Value School closure occurs before the end of the school year, the list should also indicate the name of the school that each student is transferring to, if known. This electronic master list will be delivered in the form of a CD.

4. The original cumulative files should be organized for delivery to the District in two categories: active students and inactive students. The ICSD will coordinate with Downtown Value School for the delivery and/or pickup of the student records.

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

6. Downtown Value School will provide to the ICSD a copy of student attendance records, teacher gradebooks, school payroll records, and Title I records (if applicable). Submission of personnel records must include any employee records the charter school has. These include, but are not limited to, records related to performance and grievance.

7. All records are to be boxed and labeled by classification of documents and the required duration of storage.

Financial Close-Out

After receiving notification of closure, the CDE will notify Downtown Value School and the authorizing entity if it is aware of any liabilities the charter school owes the state. These may include over-payment of apportionments, unpaid revolving fund loans or grants, or other 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.

Downtown Value 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 Downtown Value School.

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

The financial closeout audit of Downtown Value School will be paid for by Downtown Value 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 Downtown Value School Charter Renewal Petition 197
Downtown Value School will be the responsibility of Downtown Value School and not LAUSD. Downtown Value School understands and acknowledges that Downtown Value School will cover the outstanding debts or liabilities of Downtown Value School. Any unused monies at the time of the audit will be returned to the appropriate funding source.

Downtown Value 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 Downtown Value School participates, and other categorical funds will be returned to the source of funds.

Downtown Value School shall ensure the completion and filing of any annual reports required. This includes:

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 the 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 determine the disposition of all liabilities of the charter school. Charter school closure procedures must also ensure disposal 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 Downtown Value School may be transferred to the authorizing entity. If Downtown Value School is operated by a nonprofit corporation, and if the corporation does not
have any other functions than operation of Downtown Value School, the corporation will be dissolved according to its bylaws.

a. The corporation’s bylaws will address how assets are to be distributed at the closure of the corporation.
b. A copy of the corporation’s bylaws containing the information on how assets are to be distributed at the closure of the corporation, are to be provided to LAUSD prior to approval of this Charter.

For six (6) calendar months from the Closure Action or until budget allows, whichever comes first, sufficient staff as deemed appropriate by the Downtown Value School Board, will maintain employment to take care of all necessary tasks and procedures required for a smooth closing of the school and student transfers.

The Downtown Value School 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.

Downtown Value School shall provide LAUSD within fourteen (14) calendar days of closure action prior written notice of any outstanding payments to staff and the method by which the school will make the payments.

Prior to final closure, Downtown Value School shall do all of the following on behalf of the school's employees, and anything else required by applicable law:

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 the Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).
c. Make final federal tax payments (employee taxes, etc.)
d. File the final withholding tax return (Treasury Form 165).
e. File the 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 [Downtown Value School’s] right to operate as a Charter School or cause Downtown Value School to cease operation. Downtown Value School and District agree that, due to the nature of the property and activities that are the subject of this petition, the District and public shall suffer irreparable harm should Downtown Value 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.

*Facilities*
Downtown Value School is located at 950 W. Washington Blvd. in Los Angeles. Norwood Street ES and John Adams MS are close to Downtown Value School. Downtown Value School is located within the boundaries of LAUSD.

Downtown Value School Charter Renewal Petition 199
District-Owned Facilities: If Downtown Value School is using LAUSD facilities as of the date of the submittal of this charter petition or takes occupancy of LAUSD facilities prior to the approval of this charter petition, Downtown Value School shall execute an agreement provided by LAUSD for the use of the LAUSD facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Downtown Value School will occupy and use any LAUSD facilities, Downtown Value School shall execute an agreement provided by LAUSD for the use of LAUSD facilities prior to occupancy and commencing use.

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

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

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

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

- **Furnishings and Equipment.** LAUSD shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Downtown Value School for use. Downtown Value 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 LAUSD facilities by any person or entity other than Downtown Value School shall be administered by LAUSD. The parties may agree to an alternative arrangement in the use agreement.

- **Minimum Payments or Charges to be Paid to LAUSD Arising From the Facilities.**

  (i) **Pro Rata Share.** LAUSD shall collect and Downtown Value School shall pay a Pro Rata Share for facilities costs as provided in the Charter School Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
(ii) **Taxes: Assessments.** Generally, Downtown Value School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Downtown Value School’s legal or equitable interest created by the use agreement.

- **Maintenance & Operations Services.** In the event LAUSD agrees to allow Downtown Value School to perform any of the operation and maintenance services, LAUSD shall have the right to inspect the LAUSD facilities and the costs incurred in such inspection shall be paid by Downtown Value School.
  
  (i) **Co-Location.** If Downtown Value School is co-locating or sharing the LAUSD facilities with another user, LAUSD shall provide the operations and maintenance services for the LAUSD facilities and Downtown Value School shall pay the Pro Rata Share, so long as this action does not violate Proposition 39. 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 LAUSD facilities, LAUSD shall allow Downtown Value School, at its sole cost and expense, to provide some operations and maintenance services for the LAUSD facilities in accordance with applicable laws and LAUSD’s policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, LAUSD shall provide all services for regulatory inspections, which as the owner of the real property is required to submit, and deferred maintenance and Downtown Value 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, Downtown Value School shall satisfy those requirements to participate in LAUSD’s property insurance or, if Downtown Value School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Downtown Value School shall not have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Downtown Value School is co-locating or sharing the LAUSD facility with another user.

**Facility status:** The charter petitioner must demonstrate control of a facility such as a commitment from the landlord, to ensure that the property is actually available to the charter developer, and that the facility is usable with or without conditions (such as a conditional code permit.) The charter school facility shall comply 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 the charter school is to be located, and the Americans with Disabilities Act (ADA). Applicable codes and ADA requirements shall also apply to the construction, reconstruction, alteration of or addition to the proposed charter school facility. The Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA requirements. Charter schools are required to adhere to the
program accessibility requirements of Federal law (Americans with Disabilities Act and Section 504).

**Occupancy of the Site:** The charter petitioner or developer shall provide the District with a final Certificate of Occupancy issued by the applicable permitting agency, allowing the petitioner to use and occupy the site. Downtown Value School may not open without providing a copy of the Certificate of Occupancy for the designated use of the facility. If Downtown Value School moves or expands to another facility during the term of this charter, Downtown Value School shall provide a Certificate of Occupancy to the District for each facility before the school is scheduled to open or operate in the facility or facilities. 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.

**Health & Safety:** The school will comply with the Healthy Schools Act, California Education Code Section 17608, which details pest management requirements for schools. Developers may find additional information at: www.laschools.org/employee/mo/ipm.

**Asbestos Management:** Downtown Value School will comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR 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.