Alliance Health Services Academy
High School

*Name at the time of original petition: College-Ready Academy High School #8*

*Washington Prep High School Area*

Charter Renewal Petition Submitted to the Board of Education of the Los Angeles Unified School District

Request for Five-Year Renewal Term
July 1, 2013 to June 30, 2018
PREFERENCE FOR THIS PETITION

Alliance College-Ready Public Schools (hereinafter referred to as “the Alliance”) is submitting this renewal petition to the Los Angeles City Board of Education of the Los Angeles Unified School District (hereinafter referred to as “the District” or “LAUSD”) as its sponsoring district and is requesting charter renewal approval for a period of five years from July 1, 2013 to June 30, 2018. The charter may be renewed for subsequent terms by the Board of Education of the Los Angeles Unified School District. At the time the charter renewal is submitted, Alliance Health Services Academy High School and LAUSD establish a timeline to complete the renewal process designated by LAUSD.

"In reviewing petitions for the establishment of charter schools within the school district, the school district governing board shall give preference to petitions that demonstrate the capability to provide comprehensive learning experiences to pupils identified by the petitioner or petitioners as academically low achieving pursuant to the standards established by the State Department of Education under Section 54032."

As set forth in this charter petition, Alliance Health Services Academy High School (hereinafter referred to as “Alliance Health Services Academy High School”, “AHSAHS” or the “Charter School”) will continue to offer a comprehensive learning experience that is designed to serve the needs of such students.

DISTRICT PRIORITIES IN GRANTING CHARTERS

Alliance Health Services Academy High School meets the vision and mission of the Los Angeles Unified School District Charter School Policy priority in granting charters.

1. **Alliance Health Services Academy High School** is a secondary school that serves an area of need in the District where schools are heavily impacted by overcrowding, lack of seat space, and transportation out of the community.

2. **Alliance Health Services Academy High School** is a school that serves in a community where schools have historically low academic performance with an Academic Performance Index (API) state rank of 1-2 on a scale of 1 to 10.

3. **Alliance Health Services Academy High School** implements an innovative small school design focused on personalizing students’ education that supports the District’s goals for improving performance in secondary schools.

AFFIRMATIONS AND ASSURANCES:

AHSAHS shall:

- Be nonsectarian in its programs, admission policies, employment practices and all operations.
- Not charge tuition.
- Not discriminate against any student on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code.
- 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 years and making satisfactory progress toward high school diploma requirements.
- Not require any child to attend 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.
TABLE OF CONTENTS

Preference for this Petition
Affirmations and Assurances
Table of Contents
Introduction
Purpose, Overview and Mission

ELEMENT 1
Description of the Educational Program
Who Alliance Health Services Academy High School is Attempting to Educate
What it Means to Be an Educated Person in the 21st Century
How Learning Best Occurs
“A Typical Day at Alliance Health Services Academy High School
Curriculum and Instruction Methods to Insure Standards Are Met
Professional Development
Academic Program
Attendance Requirements
Calendar and Bell Schedule
Process for Selection of Curriculum, Materials, Instruction
WASC Accreditation
Students with Special Needs
- Low Achievers
- English Learners
- Special Education
- Gifted and Talented Education
- Socioeconomically Disadvantaged

ELEMENT 2
Measurable Student Outcomes
Outcome Goals: Skills, Knowledge, and Attitude
No Child Left Behind
Accountability for Results
- Mission and Enabling Metrics for Accountability
- Student Outcomes and Data Analysis
- AYP
- Program Improvement (PI)

ELEMENT 3
Means to Assess Pupil Progress
Assessment Tools to Measure Student Proficiency in State Standards
State Mandated Standardized Tests
On-going Interim Assessments in Core Content Areas
Analysis of Student Work Performance
Student Progress Reports
Factors that Influence Academic Achievement
Longitudinal Analysis of Progress

ELEMENT 4
Governance
Public Operating Principles
Board of Directors
School Advisory Council
Business and Operations Assistance
Parent Engagement
Community Engagement
Organizational Chart
ELEMENT 13
Rights of District Employees ..................................................................................................................91

ELEMENT 14
Mandatory Dispute Resolution..................................................................................................................92
Disputes Between Alliance Health Services Academy High School and LAUSD.................................92
Disputes Within Alliance Health Services Academy High School.........................................................93

ELEMENT 15
Exclusive Public School Employer...........................................................................................................95
Educational Employment Relations Act................................................................................................95

ELEMENT 16
Charter School Closure............................................................................................................................96
Charter Revocation................................................................................................................................96
Closure Procedures.................................................................................................................................96
Facilities.....................................................................................................................................................99
Health and Safety......................................................................................................................................101
Asbestos Management.............................................................................................................................101

APPENDICES
A. Research Bibliography
B. Three-Year Budget with Month-to-Month Cash Flows
C. Articles of Incorporation
D. Bylaws
E. Advance Funding for Initial Expenses Letter
F. Facilities Funding Letter
G. Discipline Plan
H. Parent, Student, School Compact
I. Child Abuse Reporting Procedures
J. Alliance Direct Services to Schools
K. Safe School Plan
L. Standards-Based Textbook List
M. Annual Assessment and Student Progress Reporting Schedule
N. Adherence to the Brown Act
O. Employee Hiring Process
P. FERPA Confidentiality Notification
Q. Pest Management Plan
R. Teacher Agreement
S. Student Application and Enrollment Forms
T. Conflict of Interest Policy
U. WASC Accreditation
V. Program Improvement School Requirement
W. El Dorado SELPA MOU
X. El Dorado LEA Plan
Y. Alliance Principal Leadership Framework
Z. Alliance Observer Certification Policy
AA. Alliance Common Core Transition Plan
BB. I3 Grant Award Letter and Budget
CC. Instructional Guide Maps
DD. SELPA Transition Notification Letter
INTRODUCTION

Purpose
This is a petition submitted by Alliance College-Ready Public Schools requesting approval of a five-year charter renewal for Alliance Health Services Academy High School (also referred to herein as “AHSAHS”, or ”Charter School”) a public charter school that currently serves 475 grade 9 – 12 students in the Washington Prep High School community on a 190-day (including 10 supplemental days), single track, non-year-round calendar. The official first day of school for the 2013-14 school year will be on Monday, August 5, 2013 and the last day instruction will be Friday, June 6, 2014. AHSAHS is located within the boundaries of Los Angeles Unified School District (“LAUSD” or the District”) at 12226 South Western Avenue, Los Angeles 90047. If District facilities are used during the term of this charter, AHSAHS shall abide by and adhere to all LAUSD standards and established policies relating to Maintenance and Operations.

Alliance Health Services Academy High School is an independent public charter school developed and operated by Alliance College-Ready Public Schools, a non-profit organization that works with the Los Angeles Unified School District to help provide solutions to overcrowding and to improving academic performance and college-readiness in high schools. Alliance Health Services Academy High School provides another educational option for parents as provided in No Child Left Behind.

The purpose of Alliance Health Services Academy High School is to maintain the highest quality educational program for high school students in a small school environment with small learning communities that are focused on assuring that students achieve proficient to advanced performance on standards and on preparing all students to enter and succeed in college.

AHSAHS will provide data on its programs and serve as a laboratory to test, demonstrate, and disseminate information on effective practices that lead to improved student outcomes, teacher quality and increased parent involvement.

Mission
The mission of Alliance Health Services Academy High School is to operate a small high performance school that prepares all students to graduate and prepares all students to enter and succeed in college. Moreover, AHSAHS students will develop resilient character and strong critical thinking/collaborative skills. These skills will create college-ready, socially responsible, and globally minded citizens that are an integral part of the community and beyond. Through its focus on health services, the school is also working to motivate students to select health care related majors and careers – areas where minority students like those in the school community are grossly underrepresented.

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

AHSAHS will consistently demonstrate student readiness for success in college with a high success rate in student proficiency on state content/common core standards, 80-100 percent success rate in passing high school exit exams, dramatically reducing the dropout rate to less than 10 percent, and achieving a 80-100 percent success rate of students enrolled for at least four years who will graduate ready to successfully enter college.
Values/Beliefs
The core values of the Alliance Health Services Academy High School reflect¹ best practices researched in high performing schools that consistently produce well-educated, urban students prepared to enter and succeed in college. Alliance Health Services Academy High School will insure the following:

- **Personalized Learning Environment** – Students learn best in small learning communities where their education is personalized so that students know their teachers and are well known as individuals by all adults in the school.

- **Student Engagement** – Student voice is essential in all aspects of the school that directly affect student learning, interests and needs through structures such as advisory groups that connect each student with a personal learning team.

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

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

- **Services for English Learners** – College Readiness requires proficiency in English for all students. Structured English language development curriculum and instructional strategies are provided for all students including students learning to speak English as a second language and for English only students who speak non-standard English.

- **How Students Learn Best** – We believe that students learn best when there is a rigorous standards-based curriculum with high thinking demand that challenges students to test their understanding of concepts through experiencing real life applications; when students know clearly the expectations and criteria they are trying to meet and can judge their own work; and when students participate actively in classroom talk about the concepts and standards they are learning.

- **Integrated Technology** – Students and teachers have adequate access to technology so that it can be used effectively in individualized student learning, classroom instruction, data management and communication. We believe that technology used as an effective tool in high performing schools must provide electronic assessment and electronic student portfolios that provide immediate access to student progress data for teachers, students and their parents.

- **Work-Based Learning** - In order to successfully transition students into health care related college majors and careers, a key component of the HSA model includes a dynamic Work-Based Learning Program that provides opportunities for students to advance knowledge and skills through practical experience, research and service. The program follows a progressive path from 9th through 12th grade and includes: laboratory and medical science classes; medical training and certification in first aid, CPR and HIPAA; job skills training; service learning projects; health related field trips; guest speakers from health service professions; mentorships provided by local college, university and medical students; job-shadowing; and on-site internships with universities and non-profit/for-profit health service organizations.

¹Betsy Hammond and Bill Graves, The Oregonian, Ten Practices that Set High-performing High Schools Apart.
Alliance Health Services Academy High School
January 2013
Alliance College-Ready Public Schools
Doc# 284553

- Principal Leadership – Alliance schools must have an exemplary principal who is a capable instructional leader and entrepreneur in managing resources. We believe that the best way to develop exemplary principals is through ongoing leadership training.

- Highly Qualified, Highly Effective Teachers – Knowing that students learn best with teachers who know their subject field, are well trained to deliver rigorous instruction, and can attend to the diverse needs of individual students, we search for and develop these skills in selecting teachers. Our teachers work in small collaborative teams with common planning time where lessons are studied as a learning community and where accountability for student success is a shared responsibility.

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

- Authentic Ongoing Assessment – There are multiple ongoing opportunities to measure student learning and to inform instruction through daily online data feedback for students and teachers, real life projects, analysis of student work portfolios, interim assessments, and mandated standardized on-demand assessments.

- Accountability for Results – The principal is responsible and accountable to Alliance College-Ready Public Schools and to the school community for implementing the core values, beliefs and best practices, insuring that each and every student gets what they need to achieve their individual and school performance goals. Teachers and principals are individually and collectively accountable for meeting multiple targets for academic achievement.

Facility
In 2008, AHSAHS (originally known as College-Ready Academy High School #8) was awarded a $33 million grant for the construction of a new facility under Proposition 1D. Shortly after, we were notified that the construction fund had been frozen in an effort to protect the state's cash reserves during the budget crises. Full funding has still not been released.

In response, AHSAHS opened on a temporary site on the campus of Henry Clay Middle School in South Los Angeles through a Prop 39 agreement. Unfortunately, this space did not allow for the school to grow to its expected capacity. In order to avoid splitting the campus, AHSAHS has lowered its enrollment to 475 students in grades 9-12, down from the planned 600.

Work is underway to identify and develop a suitable permanent site for the campus that will meet funding requirements. In the meantime, AHSAHS has submitted a Prop 39 agreement in hopes of remaining at their current site until a new campus is secured.

The temporary site has presented challenges for the school. The reduction in enrollment has impacted the budget and limited the breadth of courses that would otherwise be offered (i.e. additional AP classes). During the school day, every classroom is occupied during every single period, making it difficult to designate space for counseling and other important components. Five teachers are also required to travel to different rooms to teach their classes, rather than having one designated space in which they can develop their classroom. Despite these challenges, the staff and students of AHSAHS have worked hard to adapt and sustain the college-going culture where students can grow and thrive.

Track Record of Success
The original term of AHSAHS’s charter began on July 1, 2008 but, due to facility challenges mentioned above, the school did not open until August 2009. As a result, there are only three years of performance data available to analyze progress and success.
While a more detailed analysis and information on other performance measures can be found in Element 2, following are a few highlights of AHSAHS’s achievements to date:

**Academic Performance:**

From our inaugural year in 2009-2010 to the 2011-2012 school year, the school has shown continued growth and has a 3-year cumulative API increase of 46 points.

<table>
<thead>
<tr>
<th>Academic Performance Index</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Similar School Rank</td>
<td>9</td>
<td>9</td>
<td>9</td>
</tr>
</tbody>
</table>

Compared to neighborhood schools that students would have attended, AHSAHS ranks higher than all but one. This school, Middle College High School, opened in 2004 and has approximately 275 students.

<table>
<thead>
<tr>
<th>School</th>
<th>API (2011-12)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Middle College High School</td>
<td>798</td>
</tr>
<tr>
<td>Alliance Health Services Academy High School</td>
<td>713</td>
</tr>
<tr>
<td>Animo South Los Angeles</td>
<td>709</td>
</tr>
<tr>
<td>Animo Locke Charter High School #1</td>
<td>674</td>
</tr>
<tr>
<td>Gardena Senior High</td>
<td>633</td>
</tr>
<tr>
<td>Animo Locke Technology High School</td>
<td>611</td>
</tr>
<tr>
<td>George Washington Prep High School</td>
<td>578</td>
</tr>
</tbody>
</table>

**Attendance:**

Consistent attendance is important to maintaining the quality of the education that students receive and the quality of the school overall. Each year, AHSAHS has met and exceeded our attendance rate goal of 95%, allowing it to maintain an adequate level of funding to ensure a solid academic program. Facilities challenges mentioned before limit desired expansion in enrollment.

<table>
<thead>
<tr>
<th>Attendance</th>
<th>09-10</th>
<th>10-11</th>
<th>11-12</th>
<th>12-13 (as of month 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Daily Attendance</td>
<td>99.10%</td>
<td>96.55%</td>
<td>96.06%</td>
<td>96.31%</td>
</tr>
<tr>
<td>Annual Budgeted Enrollment</td>
<td>96%</td>
<td>100%</td>
<td>99%</td>
<td>99%</td>
</tr>
</tbody>
</table>

**Graduation and College Acceptance:**

AHSAHS is currently in its fourth year of operation and will graduate its first class of seniors in June 2013. At the time of submission, 95% of seniors are on track to meet all of the requirements necessary to graduate in June. All seniors have submitted a minimum of 5 applications to a variety of colleges and universities, and some are already beginning to receive their acceptance letters.

**Parent Engagement/Satisfaction:**

AHSAHS welcomes parents on a daily basis. Parents participate in regularly scheduled parent meetings as well as back-to-school nights, parent/teacher conferences, School Advisory Council meetings, Parent/Community Townhall Meetings, Parent University Workshops, and numerous volunteer opportunities on and off campus. Parents are encouraged to complete at least 40 hours of volunteer service per year, with at least 20 hours related to academic activities. The school’s parent liaison tracks parent volunteer hours and coordinates parent activities on campus.
During the last two years, AHSASH won the Alliance Award of Excellence for Working with Parents as Partners Award.

<table>
<thead>
<tr>
<th>Parent Involvement</th>
<th>09-10</th>
<th>10-11</th>
<th>11-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Families Completing 20+ Hours</td>
<td>83%</td>
<td>86%</td>
<td>86%</td>
</tr>
<tr>
<td>Families Completing 40+ Hours</td>
<td>31%</td>
<td>52%</td>
<td>61%</td>
</tr>
<tr>
<td>Families Attending Parent Conferences</td>
<td>59%</td>
<td>46%</td>
<td>47%</td>
</tr>
</tbody>
</table>

Each year, parents participate in a survey designed to provide feedback on culture, instruction, achievement and other important aspects of the school. The principal and staff use this feedback to evolve the school in a way that will better meet the needs of students and families. AHSASH has maintained a high level of parent input and satisfaction throughout its first three years of operation.

<table>
<thead>
<tr>
<th>Parent Satisfaction</th>
<th>09-10</th>
<th>10-11</th>
<th>11-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completion Rate</td>
<td>96%</td>
<td>100%</td>
<td>95%</td>
</tr>
<tr>
<td>Overall Satisfaction Rate</td>
<td>94%</td>
<td>97%</td>
<td>96%</td>
</tr>
</tbody>
</table>
ELEMENT 1: DESCRIPTION OF THE EDUCATIONAL PROGRAM

The address of the Charter School is 12226 South Western Avenue, Los Angeles, CA 90047.
The phone number of the Charter School is (323) 972-9010.
The contact person for the Charter School is Erik Elward, Principal.

The term of this charter renewal shall be from July 1, 2013 to June 30, 2018.
The grade configuration is 9-12.
The number of students in the first year of this petition will be 475.
The grade level(s) of the students the first year will be 9-12.
The scheduled opening date of the Charter School for the 2013-14 school year will be August 5, 2013.
The admission requirements include: Students must be residents of the state of California, have submitted an application, and been selected in a public, random lottery should the applications received exceed space available at the time of deadline.

The instructional calendar will be: See page 22.
The bell schedule for the Charter School will be: See page 22.
If space is available, traveling students will have the option to attend.

Alliance Health Services Academy High School provides a sound educational program for all students in attendance through its rigorous college preparatory curriculum, culture of high expectations for all students, highly effective and highly qualified teachers, and principal leadership in a small and personalized learning environment where students know their teachers well and are well known by adults.

Who Alliance Health Services Academy High School is Attempting to Educate
Alliance Health Services Academy High School is an independent senior high charter school that serves students in grades 9-12, providing an alternative choice of quality education in the Washington Prep High School community. The academic outcome data in the demographic chart of schools in the community to be served reflects a large, underserved, urban student population. Alliance Health Services Academy High School seeks to recruit high school and middle school students in the following school communities to improve academic performance as a priority.
## ALLIANCE HEALTH SERVICES ACADEMY HIGH SCHOOL
### DEMOGRAPHIC INFORMATION FOR SITE
(Surrounding Schools Data)

<table>
<thead>
<tr>
<th>LAUSD SCHOOLS</th>
<th># of Students</th>
<th>Multi-Track School?</th>
<th>Program Improvement?</th>
<th>Met Schoolwide Growth Target?</th>
<th>Met all Subgroup Growth Targets?</th>
<th>API Score</th>
<th>API State Ranking</th>
<th>Similar Schools Rank</th>
<th>% Students Eligible for Free/Reduced Lunch</th>
<th>% of Special Ed. Students</th>
<th>% of ELL Students</th>
<th>% Major Ethnicity #1</th>
<th>% Major Ethnicity #2</th>
<th>% Major Ethnicity #3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gardena HS</td>
<td>1895</td>
<td>No</td>
<td>Year 5</td>
<td>Yes</td>
<td>No</td>
<td>633</td>
<td>1</td>
<td>2</td>
<td>70.02</td>
<td>10</td>
<td>14.72</td>
<td>67.07 Latino</td>
<td>24.22 African Amer</td>
<td>4.22 Asian</td>
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<tr>
<td>Washington Prep HS</td>
<td>1674</td>
<td>No</td>
<td>Year 5</td>
<td>Yes</td>
<td>No</td>
<td>578</td>
<td>1</td>
<td>2</td>
<td>86.62</td>
<td>17</td>
<td>16.79</td>
<td>51.97 Latino</td>
<td>46.59 Latino</td>
<td>4.2 Pacific Islander</td>
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<tr>
<td>Robert E. Peary MS</td>
<td>1811</td>
<td>No</td>
<td>Year 5</td>
<td>Yes</td>
<td>No</td>
<td>724</td>
<td>3</td>
<td>5</td>
<td>77.28</td>
<td>11</td>
<td>13.91</td>
<td>65.71 Latino</td>
<td>25.29 African Amer</td>
<td>3.87 Asian</td>
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<tr>
<td>Frederick Douglas MS</td>
<td>311</td>
<td>No</td>
<td>Year 1</td>
<td>No</td>
<td>No</td>
<td>677</td>
<td>2</td>
<td>5</td>
<td>66.77</td>
<td>9</td>
<td>3.86</td>
<td>91.96 African Amer</td>
<td>6.43 Latino</td>
<td>.64 Amer Indian</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>CHARTER SCHOOLS</th>
<th># of Students</th>
<th>Multi-Track School?</th>
<th>Program Improvement?</th>
<th>Met Schoolwide Growth Target?</th>
<th>Met all Subgroup Growth Targets?</th>
<th>API Score</th>
<th>API State Ranking</th>
<th>Similar Schools Rank</th>
<th>% Students Eligible for Free/Reduced Lunch</th>
<th>% of Special Ed. Students</th>
<th>% of ELL Students</th>
<th>% Major Ethnicity #1</th>
<th>% Major Ethnicity #2</th>
<th>% Major Ethnicity #3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Animo South Los Angeles Charter</td>
<td>617</td>
<td>No</td>
<td>Year 1</td>
<td>No</td>
<td>No</td>
<td>709</td>
<td>5</td>
<td>10</td>
<td>92.86</td>
<td>5</td>
<td>10.21</td>
<td>56.4 Latino</td>
<td>35.98 African Amer</td>
<td>.65 Amer Indian</td>
</tr>
<tr>
<td>Animo Locke 1 College Prep Academy</td>
<td>781</td>
<td>No</td>
<td>Year 5</td>
<td>Yes</td>
<td>Yes</td>
<td>674</td>
<td>1</td>
<td>3</td>
<td>96.21</td>
<td>8</td>
<td>34.44</td>
<td>78.75 Latino</td>
<td>18.95 African Amer</td>
<td>.13 Pacific Islander</td>
</tr>
<tr>
<td>Animo Locke Technology High</td>
<td>539</td>
<td>No</td>
<td>Year 1</td>
<td>No</td>
<td>No</td>
<td>611</td>
<td>1</td>
<td>3</td>
<td>96.31</td>
<td>9</td>
<td>19.67</td>
<td>68.83 Latino</td>
<td>30.24 African Amer</td>
<td>.19 Amer Indian</td>
</tr>
<tr>
<td>Animo Charter MS 3</td>
<td>528</td>
<td>No</td>
<td>No</td>
<td>N/A</td>
<td>N/A</td>
<td>656</td>
<td>N/A</td>
<td>N/A</td>
<td>66.67</td>
<td>14</td>
<td>18.37</td>
<td>60.98 Latino</td>
<td>18.94 African Amer</td>
<td>.38 Amer Indian</td>
</tr>
<tr>
<td>Animo Charter MS 4</td>
<td>501</td>
<td>No</td>
<td>No</td>
<td>N/A</td>
<td>N/A</td>
<td>594</td>
<td>N/A</td>
<td>N/A</td>
<td>31.34</td>
<td>17</td>
<td>19.96</td>
<td>46.51 Latino</td>
<td>38.52 African Amer</td>
<td>.6 Amer Indian</td>
</tr>
</tbody>
</table>
Historically, schools in this community generally are not meeting Adequate Yearly Progress requirements. The middle and high schools are in Program Improvement. The ethnicity of the students in the community is predominately Latino and African American.

Demographics for AHSASH during its first four years of operation:

<table>
<thead>
<tr>
<th>Year</th>
<th>Ethnicity</th>
<th>ELL</th>
<th>Special Education</th>
<th>Free and Reduced Lunch</th>
</tr>
</thead>
<tbody>
<tr>
<td>09-10</td>
<td>55.2%</td>
<td>44.8%</td>
<td>21%</td>
<td>5.6%</td>
</tr>
<tr>
<td>10-11</td>
<td>58.4%</td>
<td>41.6%</td>
<td>18.6%</td>
<td>10%</td>
</tr>
<tr>
<td>11-12</td>
<td>70.8%</td>
<td>27.9%</td>
<td>1.3%</td>
<td>20.3%</td>
</tr>
<tr>
<td>12-13</td>
<td>75.5%</td>
<td>23.2%</td>
<td>1.3%</td>
<td>17.3%</td>
</tr>
</tbody>
</table>

Enrollment

Alliance Health Services Academy High School enrolls 475 students in grades 9-12 due to space limitations in the current temporary facility. Once the school is moved to a permanent location, enrollment will be able to grow to up to 600 students in grades 9-12 annually. Each grade level will serve approximately 150 students with an academic course pupil/teacher ratio averaging approximately 30:1.

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

A well-educated person in the 21st Century must be highly proficient in a rigorous set of competencies in language, reasoning/problem solving, reading, writing, computation, interpersonal relationships, social/economic studies, the use of technology, and personal work habits in order to succeed in a global economy. A well-educated person recognizes that the world is constantly changing, knows how to learn and is a self-directed lifelong learner prepared to continually adapt to changes that require new skills and competencies to be successful in their lifetime. An educated person understands that creative thinking leads to opportunity, that talents can be turned into true skill, and that all human beings are equal and important.2

The Alliance Health Services Academy High School curriculum, instructional methodology, and environment are designed to prepare students to be self-directed lifelong learners who are highly skilled critical thinkers and effective communicators.

How Learning Best Occurs

We believe that learning occurs best:

- When there are consistent high expectations for 100% success for all students with clear expectations for what students should know and be able to do and how well; where students are actively engaged in their learning and where academic expectations are rigorous.
  - 100% college readiness as a goal for all students.
  - Focus on developing proficiency in interpersonal skills, communication skills, critical thinking and high level proficiency in core content standards.

- When each classroom in the school creates a thirst for learning through inquiry-based learning designed to help students learn how to learn, and is designed to adapt to students’ diverse learning styles.

- When learning is personalized to students’ needs in a small school structure where students and teachers work together in small learning communities. When there are personal learning plans for students with additional learning time for students to accelerate or to enrich their learning, and when assessment of what is taught and learned is ongoing to inform students, teachers, and parents about student progress.

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2 Douglas Kellner, New Media and New Literacies: Reconstructing Education for the New Millennium, UCLA
3 Lauren Resnick, Institute for Learning, Principles of Learning
• In a school that functions as an educational laboratory that seeks to create a dynamic learning community by embodying the best practices of teaching and learning in a small, supportive environment where staff and students know and respect each other and each other’s similarities and differences.

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

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

Core Values
Alliance Health Services Academy High School students, staff and community embrace five Alliance core values in maintaining the culture of the school:

1. High Expectations For All Students
2. Small Personalized Schools And Classrooms
3. Increased Instructional Time
4. Highly Qualified Principals And Teachers
5. Working With Parents As Partners

The culture of our school, in support of our core values, reflects:
• Appreciation of knowledge as power that is worth pursuing for its own sake and recognition that it takes personal effort to acquire meaningful knowledge.
• Recognition that all students can acquire the necessary skills to be lifelong learners and to be ready for college.
• Good will and a supportive attitude towards others, toward school spirit and community pride as a statement of belonging to something larger than oneself.
• Participation in school sponsored or approved service opportunities as a means of developing a caring and compassionate spirit and making a positive difference in the school, family and community.
• Respect for the dignity of others to the highest ethical standards, recognizing that all persons are equal and avoiding any behavior that would discriminate, belittle, tease, or harass others.
A visitor to our school will observe our core beliefs and values in practice on a typical day by “shadowing” any randomly selected student.

Students arrive by 7:30 a.m., all wearing the Alliance College-Ready Public Schools logo uniform. Most students walk to school from close by neighborhoods and some are dropped off by parents. Parent volunteers, a vigilant principal and teachers greet students as they arrive. Students gather on campus in a safe, calm, welcoming atmosphere that reflects the diversity of the community and the school’s focus on getting ready for college with college pennants displayed throughout the school and in classrooms. On regular schedule days, students are seated in their classrooms ready to begin their advisory period by 7:45 a.m. Their advisory teacher and the same small group of 15 to 20 students, who will be their school family advisory group for four years, welcome them. In the advisory period, no student is allowed to “fall through the cracks” of anonymity. The advisory focuses on personal, academic, school and family connections. The advisory teacher serves as the students’ counselor for four years so that students are connected to a consistent adult for guidance with studies, student relationships, and planning for college.

Students begin the first of three two-hour periods per day following the advisory period. Students learn in academic classes with an average class size of 30, small enough to insure that each student receives individual attention. Students begin work immediately upon entering each classroom. Teachers begin each period by recording attendance on their laptop computer using PowerSchool, the school’s data management system. Daily attendance information is sent to the office and parents of students who are absent or tardy are called.

The emphasis in core classes is on rigorous grade appropriate standards-based instruction with high expectations for all students. Content standards are clearly evident as the focus of instruction in the agenda for the day, which is displayed in each classroom on a white board or chart. Teachers engage students in understanding clear expectations for what students must know and be able to do to achieve proficient work on grade level standards. Students are actively engaged in their learning through “accountable talk” about what they are learning in pairs, small group, or whole class interaction.

Teachers involve students in defining and understanding criteria for proficient work so that students are able to judge their own work. Teachers define clear expectations so that students know how good is “good enough” and so that students know what it takes to improve their performance. Teachers provide directed instruction and facilitate student learning using a variety of instructional materials and resources including digital content and traditional textbooks. Integrated technology is used in science projects in CollegeYes i3 Innovation Technology Grant Implementation using iPads in 9th grade science classes and advisory classes, and by connecting learning to real life applications. Students are in A-G and Advanced Placement courses as well as academic electives that provide intervention to accelerate learning for students performing below proficient levels or enrichment for students performing at proficient and advanced levels.

All students have the opportunity to participate in the nutrition meal program following the first two-hour period. Nutrition is part of the federal meal program and service is provided by the school’s selected vendor for students eligible for full, reduced or free meals. Student eligibility is kept confidential and all students are encouraged to eat healthy meals as part of the school’s health program. Following nutrition, all students begin the second two-hour instructional period of the day. Because of the small size of the campus, passing from period to period through out the campus and hallways takes place within 3-5 minutes. Students are self-directed and show respect for each other and their school. Students see examples of quality student work aligned with California content standards displayed inside and outside their classrooms. English learners are supported in developing English proficiency through English as a Second Language and in content classes through English immersion with “sheltered English” instructional strategies based on individual needs.

All students participate in a 30-minute lunch period before the last instructional period of the day. After school tutoring and Saturday classes are available for students performing below or far below basic levels based on quarterly interim assessments and teacher assessment. Students receive individual tutoring based on their individual learning plan. The campus is buzzing with extra curricular activities after school and on Saturdays that include student interest clubs, cheerleading, and competitive sports as well as with parent and community members to whom the campus is open.

On any given day, students will also be participating classroom, campus or off-campus activities focused on the health services theme of the school. The activities are developed to provide students with
hands-on opportunities to advance their knowledge and skills through exposure, practical experience, research and service related to health services. They include health services themed field trips, speakers, mentors, service-learning projects, job shadows and medical training, to name just a few.

Any student interviewed will proudly tell visitors, “I’m getting ready for college.” They are likely to be the first in their family to have the expectation and the opportunity to go to college.

**Curriculum and Instructional Methods to Ensure that Standards Are Met**

The educational model for curriculum and instruction at Alliance Health Services Academy High School is guided by our core values, our beliefs about how learning best occurs and by best practices researched in high performing high schools that consistently produce well-educated students prepared to successfully enter and succeed in college. The philosophical base and the organizational structure for Alliance Health Services Academy High School’s curriculum are student centered and are in accordance with accountability for achieving proficient to advanced performance on core state standards. AHSAHS and all Alliance schools are committed to early implementation of Common Core-aligned curricular units and assessments. The phased transition and implementation plan, which began in the 2012-13 school year is included for more detailed information (APPENDIX AA).

**College-Readiness for All Students** - All students, including students with a history of under-achievement, can learn successfully at high levels and have a fundamental right to high expectations and quality instruction that will prepare them to enter and succeed in college.

Our students will demonstrate the following competencies as evidence of readiness for success in college.

- All students will demonstrate proficient to advanced performance as measured by California content/common core standards tests and in analysis of student work portfolios in core academic subjects.
- All students will pass the California High School Exit Exam as a graduation requirement.
- Students will demonstrate proficiency in A-G California State University (CSU)/University of California (UC) required coursework including three years of laboratory science; three years of math including algebra and geometry; two years of history/social science; 4 years of college preparatory English; two years of foreign language; one year of visual/performing arts; and will participate in a college orientation preparatory summer institute during their junior or senior year.

All A-G courses of Alliance Health Services Academy High School are transferable to other public schools, and meet the rigorous requirements for admission to both the UC and state university systems. Parents receive notification of course transferability in all student recruitment and student enrollment materials.

Students in their junior year take the CSU Early Assessment section of the STAR test in English and math. Students who demonstrate proficiency on CSU standards are exempt from taking the CSU Placement Test and are eligible to enroll in CSU courses as regular students before graduation if they chose to attend a CSU campus. A personal learning plan is provided to assist students during their senior year in areas of need diagnosed by the early assessment to prepare them for the CSU Placement Test.

Student performance data from the results of college-readiness exams (i.e. PSAT, SAT, ACT) is collected and analyzed to monitor student preparation for college level coursework.

Alliance Health Services Academy High School maintains a “college going culture” for all students and their families by providing college information materials, including individual college-planning student portfolios, brochures, the Alliance college-readiness web page and other resource materials.

Programs regarding career and college information (through organizations including Acción, College-Match, University of California College Prep Initiative which includes variety of online AP and A-G courses taught by qualified teachers and meeting California subject and UC admissions requirements; online

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4Best practices researched in successful high schools. See Bibliography (Appendix 1)
tutoring provided by upper-class UC undergraduates and subject experts; AP exam prep sessions; access to free SAT/ACT test prep, and UC Gateways which offers career assessment and general college information) are presented to students, parents, and community members in workshops, and through Alliance College-Bound Counselors in individual and group student counseling. Alliance parent and student workshop topics include: college and university options, required college-entrance courses, financial aid opportunities, college majors linked to careers, majors in college, visits from college representatives and student field trips to colleges, college entrance tests, PSAT program and ongoing access to information regarding college outreach programs.

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

**Personalized Learning Environment** - Students learn best in small learning communities where their education is personalized, where they know their teachers, where their teachers and all adults in the school know them, where advisory structures connect each student with a personal learning team, and where there is student voice in all aspects of the school that directly affect them. Through our small school environment, Alliance Health Services Academy High School creates small learning communities, where relationships between adults and students are sustained over time ensuring that no child falls through the cracks.

Student learning is personalized so that each student’s individual needs are recognized and met. Personalized connections between teachers and students are increased through looping where students remain with the same team of teachers for two to three years creating a strong sense of community. Teacher teams sharing responsibility for a group of students, limits daily teacher-student contacts to not more than 90 in core content classes, increasing teacher time to focus on students as individuals.

**Student Engagement** - Student voice is included in all aspects of the school that directly affect student learning, interests and needs through advisory groups that connect each student with a personal learning team and through student participation in the development of their individual student learning plans.

All students are well known and supported through advisory groups of 15-20 students. A credentialed teacher serves as advisor and works with the same students from grade 9 through graduation. The advisory structure provides a small focused support group to motivate and support each student’s progress. Each student also has a personal learning team consisting of their teacher advisor, a parent, and a mentor that meets throughout the year to provide guidance and assess progress. The student mentor may be a teacher, a qualified community leader, a parent volunteer or other member of the staff. The teacher advisor monitors each student’s personal learning plan to address individual interests and needs.

**Increased Time for Learning** – All students have sufficient time in school to learn successfully. Instructional time is increased at AHSASHS, with 190 days of instruction (including 10 supplemental days). Daily instructional learning time includes 7.5 hours of instruction. Schedules are structured to provide longer, uninterrupted blocks of time of up to 120 minutes or double period blocks of time for accelerated math and English language arts.

As part of the core program, increased instructional time for all students also includes time for intervention and/or enrichment to meet individual student learning needs.

**English Learners** – College Readiness requires proficiency in English for all students. Structured English language development curriculum and instructional strategies is provided for all Alliance Health Services Academy High School students learning to speak English as a second language and English only

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4 Bill & Melinda Gates Foundation, Making the Case for Small Schools: Size Makes a Difference: 1) Average achievement is higher in small schools 2) More students from small high schools pass core classes and go on to college 3) Effects of school size are greatest for low income and minority students.
students who speak non-standard English. Second-language learners and non-standard English speakers are expected to demonstrate proficiency in English language development after three years of instruction.

Teachers participate in training to continually develop expertise in focused English language development (ELD) instructional strategies as well as sheltered ELD strategies in core subjects for non-standard English only speakers and students learning to speak English.

**Instructional Methods** - Students learn best when there is a rigorous standards based curriculum with high thinking demand that challenges students to test their understanding of concepts through real life applications; when students know clearly the expectations and criteria they are trying to meet and can judge their own work; and when students participate actively in classroom talk about the concepts and standards they are learning.

Alliance Health Services Academy High School students who speak non-standard English.

**Instructional Methods** - Students learn best when there is a rigorous standards based curriculum with high thinking demand that challenges students to test their understanding of concepts through real life applications; when students know clearly the expectations and criteria they are trying to meet and can judge their own work; and when students participate actively in classroom talk about the concepts and standards they are learning.

Alliance Health Services Academy High School students learn at higher levels in classrooms where teaching strategies reflect high expectations for all students. Proficiency in core subject areas is based on grade-level expectations for rigorous CA Content/Common Core standards.

Students apply skills and concepts learned to real world projects, service learning, and community internships that require problem solving, critical thinking and active engagement in classroom talk around the concepts and standards they are learning.

Through 6 project based instruction, Alliance Health Services Academy High School is transforming the learning environment from a system of teacher output and student input to a self directed learning environment in which teachers are facilitators and students are learners and doers.

Alliance Health Services Academy High School classrooms engage students in developing clear understandings of criteria for high performance and how to judge and improve their own work, so that students know how good is good enough for proficient and advanced performance.

**Integrated Technology** - Students and teachers have adequate access to technology to use it effectively in student learning, classroom instruction, data management and communication. We believe that technology used as an effective tool in high-performing schools must provide electronic assessment and electronic student portfolios that provide immediate access to student progress data for teachers, students and their parents.

The Alliance has been awarded $5 million dollars in an i3 Federal Innovation Technology Grant called the CollegeYes i3 Grant (APPENDIX BB). These monies, which are directed to the Alliance, are being used to ensure that technology is embedded in the curriculum at AHSAHS. A target ratio of 1 computer for every 3 students is available to have adequate access to use technology as a tool integrated with student learning. Students use technology to access research information on the Internet, to develop standards-based multimedia projects and presentations and to maintain individual portfolios of their work. Students submit quarterly writing samples to the CSU writing assessment system for scoring.

Classroom teachers are provided a computer and use consistent data system for managing grades, student performance data, and internal school and network communication with other schools. AHSAHS uses a data management system to access individual student and classroom data. Classrooms are networked with each other, with the school office and with the Alliance for ongoing efficiency in communication and support to schools using PowerSchool© and, if available, the LAUSD Secondary SIS.

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6 Linda Darling-Hammond, Stanford University: 10 Features of Good Small Schools: Redesigning Schools, What Matters and What Works: Project-based Learning – “One strategy for linking the curriculum to real-world issues is through project –based learning where students are engaged in challenging tasks that involve knowledge and skills from more than one academic discipline. These tasks require students to work independently to solve complex problems, and they culminate in real-world products.”
Principal Leadership – The Alliance recruits the principal from among the best talented leaders who demonstrate commitment to the belief that all students can learn successfully through professional organizations, local and national school districts, and university graduate school programs.

The Alliance selects exemplary principals who are capable instructional leaders and entrepreneurs in managing resources, and whose skills and capacity are developed through in-depth leadership training and through apprenticeships with principals who have demonstrated success in their schools. The principal participates in leadership training before the beginning of and throughout the school year.

Professional Development and Highly Qualified Teachers – Students learn best with teachers who are knowledgeable of their subject field and are well trained to deliver rigorous instruction and attend to the diverse needs of each student as an individual. Alliance Health Services Academy High School teachers work in small collaborative teams with common planning time where lessons are studied as a learning community and where accountability for student success is a shared responsibility.

Alliance Health Services Academy High School, led by the principal, recruits highly qualified new and experienced credentialed teachers who fully meet the No Child Left Behind criteria as highly qualified teachers and who are committed to our core values and beliefs.

Teachers participate in professional development before the opening of school. Ongoing professional and personal growth opportunities are provided based on ongoing analysis of student achievement data and student work portfolios as well as teacher identified growth needs and interests.

During school level and Alliance-wide professional development, teachers are supported by principals and Alliance content directors in analyzing their data on a school, classroom and individual level, and planning their re-teaching week (the first week of any new quarter) to address the current needs of their students. Professional development agendas include content-based sessions, site-based sessions, and a variety of instructional workshops designed to address needs evidenced by data. Examples of workshops include use of leveled tasks in differentiating mathematics classrooms; instructional planning for the station model; rubrics to support collaborative stations work; checking for understanding in direct instruction; and planning and facilitating academic discourse, to name just a few.

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

Teachers working together in teams within small learning communities with the same students over two to three years share accountability and responsibility for each student’s academic and personal growth.

Authentic Ongoing Assessment – Alliance Health Services Academy High School provides multiple ongoing opportunities to measure student learning and to inform instruction through real life technology projects, and analysis of online student work portfolios.

An individual personal learning plan is developed and maintained for each Alliance Health Services Academy High School student, and used to identify student needs, interests, and progress towards proficiency on core content standards, proficiency in English language development and college-readiness.

Student learning plans include electronic portfolios of selected student work that demonstrates proficiency in applying skills and concepts in real life project-based learning.

Quarterly benchmark assessments are given every 6-8 weeks. Data Director is used to score and analyze data on interim assessments in core content standards in reading, math, science, and history/social science. Interim assessments inform instruction and provide immediate individual student information on
progress towards proficiency on State standards. Teachers are supported in analyzing the data and planning their re-teaching week (the first week of any new quarter) and future instruction to best meet the current needs of students through professional development.

Secondary students take CSU 11th grade early entrance assessment and CSU placement tests as a key indicator of college-readiness. Alliance Health Services Academy High School students also participate in all mandated standardized assessments.

**Accountability for Results** – The AHSAHS principal is responsible and accountable to the school community for the same Title I accountability requirements as other non-charter public schools in California including Adequate Yearly Progress; implementing the core values, beliefs and best practices of the Alliance education model; and insuring that each and every student gets what they need to achieve their individual and school performance goals. Alliance is responsible and accountable for guarantees made to Alliance Health Services Academy High School in monitoring progress, and documenting and publishing results to the school community and the community of Los Angeles.

AHSAHS’s principal is hired with an annual renewable contract based on annual performance evaluation conducted by the designated Alliance Vice President of Schools. AHSAHS principal is responsible for and has the authority to select, hire, evaluate and recommend the termination of teachers based on teacher accountability for clear performance expectations and evaluation criteria.

Alliance monitors, documents, evaluates and publishes implementation results and student outcome results. Alliance contracts with a third party evaluator to document and evaluate the implementation of the Alliance school model and results. Ongoing evaluation serves to document best practices achieved, provide longitudinal data for continuous improvement, and most importantly, inform parents and the community on the degree to which Alliance Health Services Academy High School is achieving its stated goals for individual students.

**Academic Program**

The courses offered at Alliance Health Services Academy High School are structured to prepare students to enter and succeed in college/university. Core courses are A-G College-Prep courses and are required for all students to meet Alliance graduation requirements. Non-core classes are electives that are in addition to A-G courses. Teachers are actively involved in shaping and further evolving the courses to provide the most rewarding educational experiences in conjunction with assuring that each student meets the A-G requirements of the University of California/California State University (CSU) as well as develops proficiency in the California Content Standards. AHSAHS assures that its instructional program will address the CA State Standards and the Common Core standards when implemented by the State. Per AB1994, all A-G courses are transferable to colleges/universities or other public schools and parent notification regarding transferability for all courses offered is included in enrollment materials, student recruitment materials, and on published course offerings.

<table>
<thead>
<tr>
<th>COURSES</th>
<th>HSAHS COURSE REQUIREMENTS (Years)</th>
<th>UNIVERSITY COURSE REQUIREMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advisory – Counseling, Guidance, Life Skills</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>3</td>
<td>2 (3 Recommended)</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4</td>
<td>3 (4 Recommended)</td>
</tr>
<tr>
<td>Biological &amp; Physical Science</td>
<td>3</td>
<td>2 (3 recommended)</td>
</tr>
<tr>
<td>History &amp; Social Science</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Visual &amp; Performing Arts</td>
<td>1</td>
<td>1 (2 semesters art classes)</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1</td>
<td>4 semesters</td>
</tr>
<tr>
<td>College Preparatory Electives</td>
<td>1</td>
<td>1 (2 semesters of one College Prep Elective Course)</td>
</tr>
<tr>
<td>Electives</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>
Advanced Placement Courses are available at all levels with a priority focus on 11th and 12th grades.

**Transition to Common Core**
AHSAHS is participating in the Alliance strategic plan to transition to the Common Core Standards and Assessments (APPENDIX AA). Alliance schools began the transition in 2011-12. By 2013, the first year of AHSAHS’s renewed petition, summer training will provide all teachers with instructional guides based on Common Core standards. Spring 2014 will the last year that AHSAHS will implement current CST testing. In fall 2014, our instruction will be based on common core and testing will based on CA Smarter Balance Common Core Assessments. AHSAHS will be fully enrolled with grades 9-12 and will be prepared to have all students take common core assessments.
Calendar and Bell Schedule – Attendance Requirements

Alliance Health Services Academy High School operates on a 190-day single-track non year-round schedule, including 10 supplemental days of instruction.

### Calendar 2013-2014

<table>
<thead>
<tr>
<th>Beginning Date</th>
<th>Ending Date</th>
<th>Holidays and Breaks</th>
<th>Professional Dev. Days</th>
</tr>
</thead>
</table>

The school instructional day begins at 7:45 a.m. and ends at 3:30 p.m., for a total of 400 instructional minutes per day. Total minutes of instruction per year are approximately 75,916 (190 days at 400 minutes per day, minus 2 hours of PD time on shortened Wednesdays). Extended learning time is scheduled after school, on Saturdays or during the summer for special needs and intervention support. Alliance Health Services Academy High School will submit a Bell Schedule to LAUSD annually by November.

### Guiding Principles

- Minimize teacher: student contacts
  - 150 students per team
  - 90 students per teacher, per regular day in core content classes
  - 120 minutes per core instructional period

- Personalized learning through:
  - Regular structured advisory groups (4x per wk)
  - Personalized groupings (16)

- Provide consistent time for teacher planning and professional development.
  - Daily conference period per teacher
  - Weekly professional development 2 hours each Wednesday
  - Academic Electives provide time for accelerated learning or enrichment

**NOTE:**
- 25 class size using PE teacher - 50 students per PE period, (25 from each teacher on conf at same time).
- Conference periods need to be scheduled to coincide with PE
- Conference periods scheduled away from beginning of day allow for orderly opening.
- Weekly Professional Development provides time for team, curricular, or total school learning community development.
- Students in English Immersion will receive instruction using sheltered English strategies within English courses.

### Daily Schedule, 2013-2014

<table>
<thead>
<tr>
<th>Mondays and Thursdays (Odd # Periods)</th>
<th>Instructional Periods</th>
<th>Minutes Daily</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Advisory</strong></td>
<td>120 minutes per class</td>
<td>40 +5</td>
</tr>
<tr>
<td>40 minute advisory</td>
<td></td>
<td>400</td>
</tr>
<tr>
<td><strong>Period 1</strong></td>
<td>7:45 a.m. – 8:25 a.m.</td>
<td></td>
</tr>
<tr>
<td><strong>Period 2</strong></td>
<td>8:30 a.m. – 10:30 a.m.</td>
<td></td>
</tr>
<tr>
<td><strong>Period 3</strong></td>
<td>10:30 a.m. – 10:50 a.m.</td>
<td></td>
</tr>
<tr>
<td><strong>Period 4</strong></td>
<td>10:55 a.m. – 12:55 p.m.</td>
<td></td>
</tr>
<tr>
<td><strong>Lunch</strong></td>
<td>12:55 p.m. – 1:25 p.m.</td>
<td></td>
</tr>
<tr>
<td><strong>Period 5</strong></td>
<td>1:30 p.m. – 3:30 p.m.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Wednesdays Shortened Day Professional Development</th>
<th>Instructional Periods</th>
<th>Minutes Daily</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>No Advisory</strong></td>
<td>50 minutes per class</td>
<td>300</td>
</tr>
<tr>
<td><strong>Period 1</strong></td>
<td>7:45 a.m. – 8:35 a.m.</td>
<td></td>
</tr>
<tr>
<td><strong>Period 2</strong></td>
<td>8:38 a.m. – 9:28 a.m.</td>
<td></td>
</tr>
<tr>
<td><strong>Period 3</strong></td>
<td>9:31 a.m. – 10:21 a.m.</td>
<td></td>
</tr>
<tr>
<td><strong>Period 4</strong></td>
<td>10:24 a.m. – 11:14 a.m.</td>
<td></td>
</tr>
<tr>
<td><strong>Lunch</strong></td>
<td>11:14 a.m. – 11:44 p.m.</td>
<td></td>
</tr>
<tr>
<td><strong>Period 5</strong></td>
<td>11:47 p.m. – 12:37 p.m.</td>
<td></td>
</tr>
<tr>
<td><strong>Period 6</strong></td>
<td>12:40 p.m. – 1:30 p.m.</td>
<td></td>
</tr>
<tr>
<td><strong>Prof. Dev.</strong></td>
<td>1:30 p.m. – 3:30 p.m.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tuesdays and Fridays (Even # Periods)</th>
<th>Instructional Periods</th>
<th>Minutes Daily</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Advisory</strong></td>
<td>120 minutes per class</td>
<td>40 +5</td>
</tr>
<tr>
<td><strong>Period 1</strong></td>
<td>7:45 a.m. – 8:25 a.m.</td>
<td></td>
</tr>
<tr>
<td><strong>Period 2</strong></td>
<td>8:30 a.m. – 10:30 a.m.</td>
<td></td>
</tr>
<tr>
<td><strong>Period 3</strong></td>
<td>10:30 a.m. – 10:50 a.m.</td>
<td></td>
</tr>
<tr>
<td><strong>Period 4</strong></td>
<td>10:55 a.m. – 12:55 p.m.</td>
<td></td>
</tr>
<tr>
<td><strong>Lunch</strong></td>
<td>12:55 p.m. – 1:25 p.m.</td>
<td></td>
</tr>
<tr>
<td><strong>Period 6</strong></td>
<td>1:30 p.m. – 3:30 p.m.</td>
<td></td>
</tr>
</tbody>
</table>
Sample Student Schedule – College Preparatory

<table>
<thead>
<tr>
<th>9th Grade</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Advisory</strong></td>
<td>Life Skills, Academic Consultancy</td>
</tr>
<tr>
<td><strong>Period 1</strong></td>
<td>English Language Arts</td>
</tr>
<tr>
<td><strong>Period 2</strong></td>
<td>Algebra I</td>
</tr>
<tr>
<td><strong>Nutrition</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Period 3</strong></td>
<td>Academic Elective – Medical Science 9</td>
</tr>
<tr>
<td><strong>Period 4</strong></td>
<td>Spanish</td>
</tr>
<tr>
<td><strong>Lunch</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Period 5</strong></td>
<td>Biology</td>
</tr>
<tr>
<td><strong>Period 6</strong></td>
<td>P.E.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>10th Grade</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Advisory</strong></td>
<td>Academic Consultancy</td>
</tr>
<tr>
<td><strong>Period 1</strong></td>
<td>Algebra II</td>
</tr>
<tr>
<td><strong>Period 2</strong></td>
<td>English Language Arts</td>
</tr>
<tr>
<td><strong>Nutrition</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Period 3</strong></td>
<td>Spanish II</td>
</tr>
<tr>
<td><strong>Period 4</strong></td>
<td>Anatomy and Physiology</td>
</tr>
<tr>
<td><strong>Lunch</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Period 5</strong></td>
<td>CAHSEE Prep English/Math</td>
</tr>
<tr>
<td><strong>Period 6</strong></td>
<td>World History</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>11th Grade</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Advisory</strong></td>
<td>College-Ready Study Skills, Academic Consultancy</td>
</tr>
<tr>
<td><strong>Period 1</strong></td>
<td>Spanish 3 or Elective (Visual/Performing Arts or Applied Technology)</td>
</tr>
<tr>
<td><strong>Period 2</strong></td>
<td>Academic Elective – Medical Science 11</td>
</tr>
<tr>
<td><strong>Nutrition</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Period 3</strong></td>
<td>Chemistry</td>
</tr>
<tr>
<td><strong>Period 4</strong></td>
<td>Math (Geometry or Pre Calculus)</td>
</tr>
<tr>
<td><strong>Lunch</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Period 5</strong></td>
<td>English Language Arts</td>
</tr>
<tr>
<td><strong>Period 6</strong></td>
<td>U.S. History</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>12th Grade</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Advisory</strong></td>
<td>College Orientation, Academic Consultancy</td>
</tr>
<tr>
<td><strong>Period 1</strong></td>
<td>Academic Elective – Medical Science 11</td>
</tr>
<tr>
<td><strong>Period 2</strong></td>
<td>Environmental Science</td>
</tr>
<tr>
<td><strong>Nutrition</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Period 3</strong></td>
<td>English Language Arts</td>
</tr>
<tr>
<td><strong>Period 4</strong></td>
<td>U.S. Government/Economics</td>
</tr>
<tr>
<td><strong>Lunch</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Period 5</strong></td>
<td>Math (Pre Calculus or Calculus)</td>
</tr>
<tr>
<td><strong>Period 6</strong></td>
<td>Academic Elective – Music Appreciation</td>
</tr>
</tbody>
</table>

**Advisory Groups**
Student voice is included in all aspects of the school that directly affect student learning, interests and needs through a structure of advisory groups that connect each student with a personal learning team and insure that no student falls through the cracks.

All students 9 -12 are well known and students are supported through advisory groups of 15-20 students. A credentialed teacher serves as advisor and works with the same students from grade 9 through graduation. The advisory structure provides a small focused support group to motivate and support each
Each student has a personal learning team consisting of their teacher advisor, a parent, and a mentor that meets throughout the year to provide guidance and assess progress. The teacher advisor monitors each student’s personal learning plan to address individual interests and needs.

**Work-Based Learning Program**

The Work-Based Learning (WBL) Program is a key part of the educational experience at AHS. With support from the California Wellness Foundation and UniHealth Foundation, the program has been designed to act as an education pipeline, providing underserved minority high school students in South Los Angeles with academic and experiential education opportunities focused on motivating and preparing them to move from secondary education into college majors and careers in health care. Through this program and its curriculum, AHS works to promote diversity in the health professions and help reduce health care disparities evident in their community.

The various components of the WBL program have been developed to provide students with hands-on opportunities to advance their knowledge and skills through exposure, practical experience, research and service related to health services. The program follows a progressive path from Grade 9 through Grade 12, and includes:

1. **Student Mentors** - Graduate and undergraduate students from local universities serve as mentors to AHS students, assisting with planning, implementation and evaluation of health-related student projects, as well as daily lessons and student activities.

2. **Medical Science Class** - In addition to laboratory science classes, AHS students also take three years of Medical Science. In 9th grade, the course explores the ten human body systems in addition to covering medical terminology, health care careers, and mental and public health. Medical Science 11 focuses on public health with an emphasis on research and community advocacy. Medical Science 12 provides students with the opportunity to work with outside partners to plan and implement a service-learning project designed to benefit their community.

3. **Medical Training** - Students receive a two-year certification in CPR and First Aid during their 9th and 11th grade years. Prior to their in-person job shadows and internships, students also complete HIPAA privacy and information security training.

4. **Career Readiness Training** - Throughout their classes, and in partnership with outside individuals and organizations, students are taught skills that are critical to obtaining and maintaining successful employment. Areas of focus include communication, organization, time management, public speaking, presentations, writing, computer literacy, interviewing, resume building, dependability, and problem solving, to name just a few. This training culminates in mock interviews conducted by community and partner volunteers.

5. **Guest Speakers** - AHS welcomes a variety of medical and health care professionals who share information about their educational path, career, challenges in their field, case studies or stories, and other aspects of their work with our students. Speakers are requested from a diverse range of medical and allied health professions so as to give students a comprehensive view of the varied fields of study and practice. Speaker panels are held at least once a month.

6. **Job Shadowing** - In the 11th grade, students participate in job shadowing experiences to help them learn about different organizations and careers first-hand, and to help them understand how their classroom learning can be applied in the real world. Health care professionals act as hosts and provide students the opportunity to shadow them for a half of a day. A wide variety of health service professionals act as hosts. 10th grade students also participate in virtual job shadows through an interactive online program.

7. **Internships** - In 12th grade, AHS students take part in service-learning internships focused on improving health outcomes in the local community. Mentors within the corporate, nonprofit and university systems work with the WBL Coordinator, course instructor and students to design and implement projects that will address both identified health-related needs within the community and the learning objectives of the students. Each project focuses on one or more of the following aspects of health services: nutrition, advocacy, public health, biomedicine, and in-patient care. All classes will incorporate research, presentation and critical-thinking skills through project-based learning.
8. Field Trips - Being on a campus or in a professional environment helps make student learning more relevant and the opportunities available to them more tangible. In response, students participate in at least two health service related field trips each year. Trips have included participation in UCLA Public Health Week, an interactive tour through UCLA's Simulation Lab, participation in UCLA's Brain Awareness Week, and a tour of the Forensic Lab at Cal State LA and LA Orthopaedic Medical Center, to name just a few.

9. Community Service – AHSAHS students are committed to community service and have raised funds and awareness for causes including the earthquake in Haiti, autism and pediatric cancer. In order to help meet the health needs of their own community, AHSAHS also plans to host an a Community Health and Wellness Fair once they move to a permanent campus. Students will play a key role in every aspect of the event, which will offer community members access to free health screenings and exams, resources, health related activities and free information on nutrition, fitness, and disease management and prevention.

10. Clubs and Extra-Curricular Activities - AHSAHS has formed a chapter of Health Occupations Students of America (HOSA), a national student organization that helps to prepare future healthcare professionals by providing unique leadership development and scholarship opportunities. HOSA members have the chance to participate and/or compete in area, state and national leadership conferences, and to meet and learn from outstanding leaders in health professions and education.

Creating a College-Going Culture
Development of a college-going culture begins with all incoming ninth grade students through advisory groups, parent engagement and throughout school-wide activities. The question at Alliance Health Services Academy High School is not “Are you going to college?” but “Which college are you going to attend?”

College-Preparatory Coursework and Readiness Portfolio – A poster of college-coursework and entrance requirements is posted in every classroom. Each individual student maintains an electronic portfolio to document progress and next steps of meeting college-entrance requirements. Parents receive a copy of their child's portfolio with a guide to plan for success at the initial parent orientation to the school program. Parents participate in learning about and supporting their child’s preparation for meeting college-entrance requirements. Each student is required to have a college-entrance plan including applications submitted at the conclusion of their senior year.

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

College Orientation – Pennants from local and national colleges and universities are displayed throughout the campus and in each classroom. Students have the opportunity to research college programs beginning in tenth grade.

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

College Scholarship Application Support – Beginning in the eleventh grade, students and their parents participate in identifying scholarship programs and receive assistance in preparing and submitting applications for scholarships.

PSAT and SAT Tutoring and Preparation – The school coordinates awareness, tutoring and support preparation for PSAT and SAT exams, and includes CSU Early Assessment into our college-readiness program.
Selection of Instructional Materials / Adequacy of Textbooks (APPENDIX L)
Alliance Health Services Academy High School attests that each pupil in the school will have sufficient current textbooks, instructional materials, and digital content in each subject area consistent with the content and cycles of the curriculum frameworks adopted by the California Department of Education.

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

WASC Accreditation
Alliance has a proven track record of supporting its middle and high schools with the WASC accreditation process. Alliance schools have historically earned successful WASC review results of the maximum of an initial three years when not yet fully offering grades 9-12 and six years full accreditation once they are fully enrolled (APPENDIX U).

After their initial review, AHSAS was granted initial accreditation status for a three-year term ending June 20, 2014. Their full self-study report and visit will be during the 2013-14 school year.

Alliance Director of College Counseling oversees the WASC process and UC course approval process, with support from the Alliance Director of Special Projects. Alliance Vice Presidents of Schools support schools in preparing their self-study for the WASC process.

Students with Special Needs
Alliance Health Services Academy High School implements a comprehensive diagnostic testing program for every student upon entrance to the school. The assessment is used to identify learning strengths, weaknesses and/or disabilities, psychological (social and emotional) development, and speech and language attainment. If a student is identified as potentially having special needs, the plan for Students at Risk of Retention, English Learner Students, and/or Special Education will be implemented in accordance with the MOU with the District. Alliance Health Services Academy High School recognizes that students who are gifted and talented also have special needs and provides appropriate identification and instructional strategies to meet their needs.

I. Students at Risk of Retention

A. Low-achieving Students
In an effort to improve the performance for all students including those who have been identified as low achieving or at risk of retention, Alliance Health Services Academy High School implements a strategy based on a Personal Learning Plan (PLP). The Alliance PLP is a template used in all schools that is automatically populated with interim and state assessment data as well as course credits completed each quarter. Advisory teachers go over the PLP and review it with each of their advisory students. Parents review and sign the PLP each quarter with report cards.

The following takes place for those specifically identified as low achieving:
1. Low-achieving students are identified through pre-assessments in math and English given within the first two weeks of school, CST test results and grades.
2. Parents are informed of the student’s academic standing within one week of identification.
3. Within three weeks of identification, a conference is scheduled between the student, parent, teachers, and the administrative staff to develop an action plan. The action plan has specific responsibilities for the student, parent, and teachers.
4. The student receives supplemental support services. In the areas where the student is struggling most, the classroom teacher, as well as online digital content providers when available, address and offer one-to-one instruction specific to individual needs.
5. The student is enrolled in a remediation program to accelerate learning. This is provided during the summer, after school and/or on Saturdays.
B. Promotion and Retention of Students

Alliance Health Services Academy High School does not endorse social promotion. Alliance Health Services Academy High School is committed to helping students achieve the necessary skills to progress from grade to grade yearly. Because of the linguistic and socioeconomic barriers this student population may have faced, readiness to move to the next grade level is examined on an individual basis. Each student is assessed individually according to his/her total needs.

Alliance Health Services Academy High School has clearly defined expectations for what students should know and be able to do at each grade level in each subject in an effort to equip all students with the academic skills that enable them to be ready for entrance to and success in college. Promotion and retention of students is based on multiple assessment measures to determine if the student is advanced, proficient, partially proficient, or not proficient. Assessment measures include the student progress report, degree of proficiency and teacher recommendations. Students whose average rubric score classification is “not proficient” on the final student progress report for the academic year are eligible for retention.

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

Student’s identified for retention must participate in a remediation program (i.e. after-school, tutoring, and summer school). The student’s academic performance is reassessed at the end of the remediation program, and the decision to retain or promote the student is reevaluated at that time.

II. English Language Learners

Alliance Health Services Academy High School meets all requirements of federal and state law relative to equal access to the curriculum for those who are English Language Learners (ELL’s). The goal is to provide high quality instructional programs and services for ELL’s that allow them to achieve the same challenging grade level and graduation standards, in the same proportions, as native-English speaking students.

The English language literacy intensive component of the program supports ELL’s through:

- A teaching staff qualified in second language pedagogy
- An after-school and summer school program with a strong language literacy focus determined by the individual assessed needs of each student
- Additional bilingual teacher’s aides in the classroom to assist ELL’s in English intensive classes

Alliance Health Services Academy High School offers the core content areas in a sheltered English environment for students who are not proficient in English. Sheltered content classes are subject matter content courses designed specially for ELL students. Students who are two or below on CELDT English proficiency below and far below on Alliance interim benchmark assessments and ongoing classroom teacher assessments are identified for additional support and assigned additional support classes titled: Math or ELA Support in addition to grade level ELA and/or assigned math course. The curriculum content for the sheltered English classes is the same as in the English only classrooms.

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

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

- **Preview/Review** – Teachers present vocabulary prior to presenting core content

Alliance Health Services Academy High School teachers are trained to use the state English Language Development (ELD) standards. The LAUSD ELD Handbook is used as a resource guide for curriculum planning. Selected teachers attend appropriate LAUSD training usually offered in the spring. This allows these teachers to become qualified to train other teachers during Alliance Health Services Academy High School in-service professional development.

Alliance Health Services Academy High School administers the California English Language Development Test (CELDT) to all new students whose home language is other than English on their Home Language Survey and to all English Learners annually to determine each student’s individual proficiency level and to assess student progress in acquiring English Proficiency according to State Board of Education ELD standards. To reclassify students, AHSAHS administers CELDT testing as stated above. Students who are CELDT level 3 or higher are reviewed for reclassification based on CST proficiency or teacher recommendation. Annually the Alliance Data team provides each school with a list of students eligible for reclassification – beginning, early intermediate, intermediate, early advanced and advanced.

**Non-standard English Speakers**

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

**LAUSD-Specific Language *English Learner Instruction***

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

On an annual basis (on or about October 1), AHSAHS shall submit a certification to the District that certifies that they will either adopt and implement LAUSD’s English Learner Master Plan or implement the Charter School’s own English Learner Instructional/Master Plan. If Charter School chooses to implement its own EL plan, the instructional plan shall encompass the following, including but not limited to:
• How ELs’ needs will be identified;
• What services will be offered;
• How, where and by whom the services will be provided and;
• How the program for ELS is evaluated each year and how the results of this assessment will be used to improve those services (annual report of the assessments)

AHSASHS shall provide to CSD a copy of its entire, current plan upon request such as during the annual oversight review process.

AHSASHS shall administer the CELDT annually. AHSASHS shall also ensure that it will provide outreach services and inform parents with limited English proficiency with important information regarding school matters to the same extent as other parents.

III. Special Education

**LAUSD-Specific 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, AHSASHS will execute a Memorandum of Understanding ("MOU") by and between LAUSD and AHSASHS 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.

**LAUSD-Specific Language *SELPA Reorganization**

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code § 56195.1(a) and intends to continue operating as a single-District SELPA as in the current structure but has created two school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the reorganized LAUSD SELPA will begin in the 2013-2014 school year requiring all District-authorized charter-operated schools to elect one of the three options available under the LAUSD SELPA. Prior to an Option election, all District-authorized charter schools shall participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that have previously executed an Option 3 Memorandum of Understanding ("MOU"), will be required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. 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 may apply for membership in the Charter-operated Program section of the SELPA. These schools will receive support from a Special Education Director for the Charter-operated Programs.

AHSASHS is currently part of the El Dorado County Charter SELPA. Per LAUSD’s requirement, the school will be returning to the LAUSD SELPA, effective July 1, 2014. Pursuant to Education Code section 36195.3(b), we have provided the requisite one-year notice to El Dorado County SELPA, notifying them of our intent to elect an alternative effective July 1, 2014 (APPENDIX DD). AHSASHS will be submitting an application for LAUSD SELPA Option 3 but if it does not qualify under this option, it will elect another option within the LAUSD SELPA.

**LAUSD-Specific Language *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 nineteen statistically measurable 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 MCD requires charter schools to implement the District’s Integrated Student Information System (ISIS). ISIS is a suite of applications which is designed to capture all District student data.

IV. Gifted and Talented Education

The special needs of identified gifted and talented students are addressed through differentiated classroom instruction.

Program Description

Alliance Health Services Academy High School’s GATE program provides challenging curriculum and instruction to gifted and talented students capable of achieving significantly beyond the level of their peers. GATE funds are used to design and deliver a supplemental differentiated program for individuals or groups of gifted and talented students with special needs. This includes providing a rich academic program that addresses both acceleration and differentiation and continually reviewing student data to increase the number of gifted and talented students.

Our criteria extend beyond the intellectually gifted to students who are gifted, talented, or both in areas such as specific academic ability, leadership, visual and performing arts, and creativity.

Objectives

Differentiated curriculum based on the core curriculum is provided during the regular school day through part-time and cluster grouping. Other differentiated learning activities include extended day classes, Saturday seminars, independent study, acceleration, Advanced Placement (AP), honors, Spanish as a world language as distance learning program, and online college-level courses offered to high-school age youth such as Stanford University’s Education Program for Gifted Youth (EPGY).

Alliance Health Services Academy High School staff development provides teachers with strategies to broaden or deepen their ability to provide differentiated curriculum and individualized programs to meet students’ needs and provides all parents with information regarding gifted and talented education.
programs and services provided to students. The Alliance website provides links to websites on the Internet related to gifted education and parenting of gifted children.

**Process for Identifying Students As Gifted and Talented**
The identification process begins with a referral by the student's teacher or parent (after consulting with the teacher). A Screening Committee gathers documentation including any standardized test scores, cumulative records and report cards from the teachers and parents. The Committee makes a preliminary recommendation for consideration on the eligibility of the student. The recommendation is forwarded to TES for Intellectual Ability testing, for High Achievement or Specific Ability designation. When a decision is made, the parent is notified, in writing, of the student's eligibility.

Categories under which a student may be identified as gifted include Intellectual Ability in which the student's general intellectual development is markedly advanced in relation to their chronological peers. This category includes those students designated Highly Gifted who score 145 or above on an individualized intelligence test, or 99.9 on a group intelligence test.

A student may also be identified under the category of High Achievement. These students consistently function for two consecutive years at highly advanced levels in Total Reading and Total Math on standardized tests such as California Achievement Test. Another criterion considered is a GPA of 3.5 or above.

A student may be identified under the category of Specific Academic Ability. These students consistently function for three consecutive years at highly advanced levels in either Total Reading or Total Math on standardized tests such as California Achievement Test. Students in grades 9-12 may also be referred in either science or social science.

**Gifted Education Plan**
Alliance Health Services Academy High School sets clear expectations for the school community and provides a quality, standards based gifted and talented program that demonstrates academic rigor. AHSAHS provides a description of gifted and talented program to parents at Open House.

The gifted and talented program includes:
- Flexible grouping of students
- Honors programs
- Strategies for the increased enrollment of all sub-groups
- Differentiated instruction in the classroom in all areas of the core curriculum
- Parent involvement
- Professional development offerings for coordinators, teachers, administrators and support staff to support academic and talent excellence in students

Our goal is to increase the identification of gifted and talented students to reflect a minimum 10% identification rate, to provide professional development for teachers in the instruction of Advanced Placement courses and gifted students, and to provide parent education on strategies to address the needs of gifted and talented students.

**Acceleration**
Acceleration is a strategy that adjusts the pace of instruction to the gifted student's capability for the purpose of providing an appropriate level of challenge. Acceleration offers a way to meet the needs of highly able students when other forms of differentiation at grade level do not provide enough challenge. Research documents the academic benefits and positive emotional outcomes of acceleration for gifted students when the needs of the student are carefully matched with the form of acceleration used.

**Grouping Practices**
Flexible grouping enables students with advanced abilities and/or performance to receive suitably challenging instruction. Flexible grouping allows more appropriate, advanced, and accelerated instruction that more closely aligns with the rapidly developing skills and capabilities of gifted students. Gifted children may not be gifted in all academic areas; therefore grouping placements are flexible for part time flexible periods of time or activities when there are few identified gifted students in school.

**Regular Classroom**

Our goal is to provide appropriate educational practices that motivate and challenge all students to achieve their potential. To optimally provide for learners in our regular classrooms, teachers:

- Create an environment that is responsive to learners
- Assess each learner’s knowledge, understanding, and interest
- Integrate the intellectual process including both cognitive and affective abilities
- Differentiate and individualize the curriculum to meet each learner’s needs
- Evaluate learning and teaching, reflecting on the information obtained to adapt the learning plan and improve the program

V. Socioeconomically Disadvantaged Students

Low-income students will be identified by eligibility for the federal free and reduced lunch program. Currently, approximately 89.5% of students at AHSAnS qualify for this program.

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

Attention is also given to ensure that each student receives nutritious meals and is assisted with accessing health care and other resources if needed. A uniform is provided at no cost for students, and assistance is provided to ensure eligible students successfully access waivers for college applications. Parents and guardians are also supported through parent workshops held throughout the year.
ELEMENT 2: MEASURABLE STUDENT OUTCOMES

Outcome Goals – Skills, Knowledge, and Attitudes

Alliance Health Services Academy High School is a high performance school that delivers a consistent educational environment and experience for students—preparing every student with the skills, experience, and knowledge to enter college. Our measure for success for students (including subgroups) enrolled for four years is that:

- 80% to 100% of students will graduate from high school meeting or exceeding LAUSD graduation requirements to receive a high school diploma. For students who have learning disabilities, if it is specified in the student’s IEP, they may graduate with the California State Minimum High School Requirements or with a certificate of completion.
- 80% to 100% of students at Alliance Health Services Academy High School from grades ten through twelve will pass the California High School Exit Examination and will be prepared for college- passing University of California and California State University A-G requirements.
- 80% to 100% of graduates will be accepted and will make the transition to some level of post secondary education, continuing on to community college or a four-year college/university.
- Our goal is that at least 80% of students will achieve proficient to advanced performance in CA English Language Arts Content / Common Core standards (reading, writing, and speaking skills) that shows understanding and effective communication.
- Alliance Health Services Academy High School will meet Adequate Yearly Progress goals as required by No Child Left Behind.
- Our goal is that 100% of students who are English Learners will achieve proficient to advanced levels of fluency in English Language Development as measured by the CELDT test.
- Our goal is that at least 80% of students will achieve proficient to advanced performance in CA Math and Science Content / Common Core standards demonstrating understanding of the use of math and science to become aware of how the universe works.
- Our goal is that at least 80% students will achieve proficient to advanced performance in CA Content / Common Core History/Social Science in understanding of how government, economics and the social sciences impact individual and global interactions.
- Our goal is that at least 80% students will demonstrate an understanding of the place of health services in society and their lives, as demonstrated by passing grades in related elective classes, as well as reflections, surveys and assignments from field trips, after-school programs and other associated activities.
- Our goal is that 100% of our students will meet college readiness requirements for a 2-year or 4-year college based on multiple measures including earning a grade of C or better in A-G College Prep Courses, A-P Course work, and College-Readiness Exams.

Alliance Health Services Academy High School will accomplish its educational mission through clear expectations and an intensive focus on students meeting grade level/subject state standards in English language arts, science, math, history/social sciences and foreign language, as well as a service-learning component.

Alliance Health Services Academy High School guarantees a rigorous learning experience for each student. Key attributes include:

- Small and personalized learning environment with a school size maximum of 600 students with small learning communities of 100 to 125 students where no teacher team works with more than 90 students per day in core content classes and 85 percent of teacher-student time is spent together within that small learning community. In addition, teachers will stay with students for at least two years.
- Each student will be known intensely by at least one adult through advisory groups of 15 students.
- A significant part of learning is accomplished through interdisciplinary projects, bringing real-world applications into the classroom.
- Each student has a Personalized Learning Plan that represents an agreed-to plan by teacher, student and parent on how the student will learn.
- Every person in the system is held accountable for student success and uses data to appraise improvement efforts.
- There is a culture of high expectations of the abilities of all students—all can and will succeed.
In order to best serve our students and community, Alliance Health Services Academy High School will continue to examine and refine its list of student outcomes over time to reflect the school’s mission and any changes to state or local standards that support such mission. The school will submit to the district any changes to the listed student outcomes. Understanding that Alliance Health Services Academy High School is responsible for following the California State Standards for students in grades 9-12, specific emphasis is placed on those standards, which prepare students for entry into and success in college. These include all or part of the following:

<table>
<thead>
<tr>
<th>Curricular Focus (grades 9-12)*</th>
<th>Measurable Outcomes</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English/Language Arts</strong></td>
<td>▪ Students will read with comprehension, write with clarity, speak with meaning, and possess familiarity with literary works.</td>
<td>English – Grades 9-10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>American Literature</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AP English</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AP Literature</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Composition</td>
</tr>
<tr>
<td><strong>Applied Technology</strong></td>
<td>▪ Students will demonstrate the ability to use new and developing technologies as they relate to 21st Century career paths and college-level courses as part of their completion of two capstone math/science projects completed using technology</td>
<td>Information Technology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Integrated Math and Science Technology</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>▪ Students will demonstrate an understanding of the symbolic language of mathematics and the use of mathematics in a variety of problem-solving situations. ▪ Students will be able to use geometric skills and concepts. They will be able to construct formal, logical arguments and proofs in geometric settings and problems. ▪ Students will gain experience with algebraic solutions of problems, including the solution of systems of quadratic equations, logarithmic and exponential functions, the binomial theorem, and the complex number system. ▪ Students will be able to use trigonometric functions and the ability to provide basic identities regarding them for the study of more advanced mathematics and science. ▪ Students will be able to apply mathematics and its intrinsic theory.</td>
<td>Algebra 1 (as needed)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Algebra 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Geometry</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pre-Calculus</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AP Calculus</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Statistics</td>
</tr>
<tr>
<td><strong>Biological/Physical Science</strong></td>
<td>▪ Students will demonstrate, through investigation and experimentation, an understanding of the principles of physical and life science as well as ecology.</td>
<td>Biology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Environmental Science</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chemistry</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AP Environmental Science</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Anatomy and Physiology</td>
</tr>
<tr>
<td><strong>History/Social Science</strong></td>
<td>▪ Students will demonstrate intellectual reasoning, reflections, and research skills related to chronological and spatial thinking, historical interpretations, and research, evidence and point of view. Students will demonstrate an understanding of American history, government, economics and a belief in the values of democracy and capitalism.</td>
<td>World History</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AP European History</td>
</tr>
<tr>
<td></td>
<td></td>
<td>U.S. History (and AP)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>American Government (and AP)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Economics</td>
</tr>
<tr>
<td>Curricular Focus (grades 9-12)*</td>
<td>Measurable Outcomes</td>
<td>Courses</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>-------------------------------------------------------------------------------------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>Foreign language and literature</td>
<td>Students will demonstrate the ability in a foreign language to read with comprehension, write with clarity and speak with meaning, as well as possess familiarity with literary works.</td>
<td>Spanish 1-3 AP Spanish</td>
</tr>
<tr>
<td>Visual and Performing Arts</td>
<td>Students will demonstrate some facility with a fine or performing art. Students will understand the place of art in society.</td>
<td>Drama Music Appreciation</td>
</tr>
<tr>
<td>Community Service</td>
<td>Students will demonstrate that they are active members of their community. Students will participate in meaningful community volunteer efforts.</td>
<td>Service Learning Internships</td>
</tr>
<tr>
<td>Health/Physical Education</td>
<td>Students will demonstrate that they value lifelong, positive health-related attitudes and behaviors towards their own well being through healthy physical, social and mental habits.</td>
<td>Advisory Groups Physical Education Health Education/Advisory Medical Science</td>
</tr>
</tbody>
</table>

*Courses are offered to students from grades 9-12, aligning with student preparedness for course curriculum and student interests. Students are required to satisfy A-G course requirements as outlined in Element 1. Assessment methods and frequency for each grade level in curricular areas listed above can be found in Element 3. Instructional guide maps for grades 9-12 are included as APPENDIX CC.

### No Child Left Behind

As required by *No Child Left Behind*, Alliance Health Services Academy High School works with its staff to insure that all students have full access to the curriculum and that each subgroup in the school is making meaningful progress towards meeting all of the standards. Alliance Health Services Academy High School is committed to reducing the education gap for all students. Alliance Health Services Academy High School implements all provisions of *No Child Left Behind* that are applicable to charter schools including use of effective methods and instructional strategies that are based on scientific research that strengthens the core academic program, meeting its Adequate Yearly Progress goals, publicly reporting the school’s academic progress, providing extended learning for students falling behind who need extra help, teacher quality, and participating in all required assessments.

(1) Application for Title I – as a fiscally independent charter school, Alliance Health Services Academy High School applies directly to the State of California for Title I funding based on the number of documented low-income students enrolled in the school. Documentation of eligibility is based on one or more of the criteria established by the federal government in Public Law 107-110:
- Information regarding the number of children eligible to receive medical assistance under the Medicaid program.
- Information regarding the number of children eligible for free- and reduced-priced lunches.
- Information regarding the number of children receiving assistance under Calworks (formerly AFDC).

Given the demographic data (high poverty, low performing, neighboring schools are Title I and are not meeting AYP) of our target communities, ninety-three percent (93%) of Alliance students are eligible and that AHSAHS is eligible for and applies for Schoolwide Program designation.

(2) Identification of Title I Students – Title I service to eligible students is based on low achievement. Students who are identified by staff as being the most at risk of failing to meet the state student performance goals. Eligible students are identified at the beginning of the school year as new students enroll. (See low achieving students)

(3) How the Needs of Identified Title I Students Will Be Met – (See low-performing at-risk student; how needs will be assessed and how their needs will be met).

(4) Adherence to all NCLB requirements – As a recipient of Title 1 Funds, Alliance Health Services Academy High School agrees to meet all programmatic, fiscal and regulatory requirements of *No Child Left Behind* that are applicable to charter schools including meeting its Adequate Yearly
Progress goal, publicly reporting the school’s academic progress, providing extended learning for students falling behind who need extra help, teacher quality, and participating in all required assessments. AHSAS maintains and makes available to the District upon request, required documentation to demonstrate compliance with NCLB requirements. AHSAS participates in district program reviews of its compliance with federal and state mandates as applicable to charter schools.

(5) Open Enrollment for All Students Including Students from Program Improvement Schools as NCLB Part of Public School Choice – Enrollment is open to all students in the state of California whose parents voluntary choose to apply for enrollment with priority to low performing, low income students in the target communities from Program Improvement Schools.

(6) Commitment to NCLB Highly Qualified Teachers and Paraprofessionals
- Teachers hired by Alliance Health Services Academy High School meet the NCLB required criteria for “highly qualified” teachers.
- Paraprofessionals meet NCLB required criteria including: completion of at least two years of study at an institution of higher education; having obtained an associate or higher degree or; meeting a rigorous standard of quality; and ability to demonstrate through a state or local academic assessment, knowledge of and the ability to assist in instruction, reading, writing, and mathematics with the exception of paraprofessionals who serve as translators or whose duties consist solely of conducting parent involvement activities.
- Parents are informed in writing at the beginning of each school year of their right to know about the qualifications of their child’s teachers including timely notification if their child is taught for 4 or more consecutive weeks by a teacher who is not highly qualified.

(7) Engagement of parents of participating Title 1 students: includes an annual meeting of Title 1 parents, annual participation in developing the AHSAS Parent/School/Student Compact, annual participation in developing the AHSAS parent involvement plan. AHSAS is eligible for Schoolwide Program Status.

(8) AHSAS adheres to Title I Accountability Including Adequate Yearly Progress.

Accountability for Results
The principal has primary responsibility and accountability to the school community for implementing the core values, beliefs, curriculum, instruction and best practices of the Alliance education model, ensuring that each and every student gets what they need to achieve their individual and school performance goals. The Alliance is responsible and accountable for guarantees made to Alliance Health Services Academy High School in providing operational and management services, monitoring academic progress, documenting and publishing results to the school community and the community of Los Angeles.

The principal has been hired with an annual renewable contract based on annual performance evaluation conducted by the Alliance VP of Schools. The principal is responsible for and has the authority to select, hire, evaluate and recommend the termination of teachers based on teacher accountability for clear performance expectations and evaluation criteria.

The Alliance monitors, documents, evaluates and publishes implementation results and student outcome results. The Alliance will contract with a third party evaluator to document and evaluate the implementation of the Alliance school model and results. Ongoing evaluation serves to document best practices achieved, provide longitudinal data for continuous improvement, and most importantly, informs parents and the community on the degree to which Alliance Health Services Academy High School is achieving its stated goals for individual students.

The principal of Alliance Health Services Academy High School is accountable for demonstrating progress towards and meeting Adequate Yearly Progress goals as required by No Child Left Behind.

Mission and Enabling Metrics for Accountability
Weighted metrics for AHSAS, all Alliance schools, and the Alliance home office are linked to performance compensation incentives and consequences to measure progress are outlined in Element 5.
Student Outcomes Data and Analysis

California Standards Test (CST)

The CST is one indicator that determines how well students are achieving in California’s content standards in English, math, science and history. The state target is for all students to perform at the proficient or advanced level. The percentage of AHSANHS students performing at these levels is as follows:

<table>
<thead>
<tr>
<th></th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English/Language Arts</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 9</td>
<td>28%</td>
<td>28%</td>
<td>35%</td>
</tr>
<tr>
<td>Grade 10</td>
<td>N/A</td>
<td>28%</td>
<td>23%</td>
</tr>
<tr>
<td>Grade 11</td>
<td>N/A</td>
<td>N/A</td>
<td>33%</td>
</tr>
<tr>
<td>Grade 12</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Algebra I</td>
<td>18%</td>
<td>36%</td>
<td>43%</td>
</tr>
<tr>
<td>Algebra II</td>
<td>N/A</td>
<td>7%</td>
<td>14%</td>
</tr>
<tr>
<td>Geometry</td>
<td>100%</td>
<td>N/A</td>
<td>18%</td>
</tr>
<tr>
<td>Summative Math</td>
<td>N/A</td>
<td>N/A</td>
<td>50%</td>
</tr>
<tr>
<td><strong>History/Social Science</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>US History</td>
<td>N/A</td>
<td>N/A</td>
<td>40%</td>
</tr>
<tr>
<td>World History</td>
<td>N/A</td>
<td>23%</td>
<td>21%</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biology</td>
<td>N/A</td>
<td>42%</td>
<td>44%</td>
</tr>
<tr>
<td>Chemistry</td>
<td>24%</td>
<td>N/A</td>
<td>34%</td>
</tr>
<tr>
<td>Physics</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Notable achievements shown in our CST data from the 2011 CST to the 2012 CST:
- Algebra 1 proficiency increased 19%; from 36% to 43%.
- English 9 proficiency increased 25%; from 28% to 35%.
- Life Science proficiency increased 37%; from 43% to 59%.
- Algebra 2 proficiency increased 100%; from 7% to 14%.

The decrease in ELA proficiency was seen in English 10, which adversely affected the school wide ELA proficiency. The plan for improving English 10 proficiency is included in improvement actions outlined in sections that follow.

Academic Performance Index (API)

The purpose of the API is to measure the academic performance and growth of schools. A school’s score or placement on the API is an indicator of the school’s performance level and growth as measured by how well the school is moving towards target goals. Alliance Health Services Academy High School is committed to meeting or exceeding the schoolwide and subgroup API growth score of 5% improvement towards a score of 800 as established by the CA Department of Education based on our 2011-12 API base score.

From our inaugural year in 2009-2010 to the 2011-2012 school year, the school has shown continued growth and has a 3-year cumulative API increase of 46 points.
Compared to neighborhood schools that students would have attended, AHSASH ranks higher than all but one. This school, Middle College High School, opened in 2004 and has approximately 275 students.

<table>
<thead>
<tr>
<th>School</th>
<th>API (2011-12)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Middle College High School</td>
<td>798</td>
</tr>
<tr>
<td><strong>Alliance Health Services Academy High School</strong></td>
<td>713</td>
</tr>
<tr>
<td>Animo South Los Angeles</td>
<td>709</td>
</tr>
<tr>
<td>Animo Locke Charter High School #1</td>
<td>674</td>
</tr>
<tr>
<td>Gardena Senior High</td>
<td>633</td>
</tr>
<tr>
<td>Animo Locke Technology High School</td>
<td>611</td>
</tr>
<tr>
<td>George Washington Prep High School</td>
<td>578</td>
</tr>
</tbody>
</table>

The value of AHSASH can also be seen in where the students enter academically as Grade 9 students and how they progress throughout the year and into future years at AHSASHS. The demonstrated increase in student academic proficiency from the incoming collective API scores for Grade 9 students and the end of the school year is in the below data table.

<table>
<thead>
<tr>
<th>Year</th>
<th>Collective Incoming API for Grade 9 students (Grade 8 CST Scores)</th>
<th>Grade 9 Collective API Score</th>
<th>API Point Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>511</td>
<td>665</td>
<td>+154</td>
</tr>
<tr>
<td>2011</td>
<td>548</td>
<td>699</td>
<td>+151</td>
</tr>
<tr>
<td>2012</td>
<td>570</td>
<td>703</td>
<td>+133</td>
</tr>
</tbody>
</table>

Further data is seen in the below student growth table for incoming Grade 9 students in 2012, from their Grade 8 CST in 2011 to their Grade 9 CST in 2012 at AHSASHS.

<table>
<thead>
<tr>
<th>CST Year</th>
<th>Grade</th>
<th>CST Exam</th>
<th>Advanced</th>
<th>Proficient (%)</th>
<th>Basic (%)</th>
<th>Below Basic (%)</th>
<th>Far Below Basic (%)</th>
<th>API Point Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011 CST</td>
<td>8</td>
<td>ELA</td>
<td>5%</td>
<td>19%</td>
<td>32%</td>
<td>19%</td>
<td>25%</td>
<td></td>
</tr>
<tr>
<td>2012 CST</td>
<td>9</td>
<td>ELA</td>
<td>+100%</td>
<td>+32%</td>
<td>+9%</td>
<td>+11%</td>
<td>-64%</td>
<td></td>
</tr>
<tr>
<td>2011 CST</td>
<td>8</td>
<td>Math</td>
<td>3%</td>
<td>9%</td>
<td>22%</td>
<td>38%</td>
<td>28%</td>
<td></td>
</tr>
<tr>
<td>2012 CST</td>
<td>9</td>
<td>Math</td>
<td>+400%</td>
<td>211%</td>
<td>-5%</td>
<td>-24%</td>
<td>-75%</td>
<td></td>
</tr>
</tbody>
</table>

Middle schools feeding into AHSASHS are among the lowest performing middle schools in the LAUSD as determined by annual STAR results and API scores - Clay MS, Harte MS, Gompers MS, and Peary MS.

California High School Exit Examination (CAHSEE)

Students must pass the CAHSEE in English and Math to receive a high school diploma. Students are first administered the CAHSEE in grade 10. A passing scaled score is 350 and students are proficient with a scaled score of 380. Percentages reflect information from the grade 10 administration.

<table>
<thead>
<tr>
<th>California High School Exit Exam (CAHSEE)</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CAHSEE Passing</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Section</td>
<td>N/A</td>
<td>72%</td>
<td>75%</td>
</tr>
<tr>
<td>Math Section</td>
<td>N/A</td>
<td>69%</td>
<td>79%</td>
</tr>
<tr>
<td>CAHSEE Requirement</td>
<td>N/A</td>
<td>63%</td>
<td>70%</td>
</tr>
<tr>
<td><strong>CAHSEE Proficiency</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Proficiency</td>
<td>N/A</td>
<td>43%</td>
<td>31%</td>
</tr>
<tr>
<td>Math Proficiency</td>
<td>N/A</td>
<td>37%</td>
<td>43%</td>
</tr>
</tbody>
</table>
AHSAAHS saw an increase in overall pass rate from 2011 to 2012 in both English and math. AHSAAHS also saw an increase in CAHSEE 2012 pass rate for our lower performing student population subgroups – Special Education and English Learner.

Notable Special Education CAHSEE Data:

**CAHSEE March 2011- Grade 10 (first-time takers)**

<table>
<thead>
<tr>
<th>Tested or Passing</th>
<th>Subject</th>
<th>Special Education</th>
</tr>
</thead>
<tbody>
<tr>
<td># Tested</td>
<td>Math</td>
<td>12</td>
</tr>
<tr>
<td>Passing</td>
<td>Math</td>
<td>0 (0%)</td>
</tr>
<tr>
<td># Tested</td>
<td>ELA</td>
<td>11</td>
</tr>
<tr>
<td>Passing</td>
<td>ELA</td>
<td>3 (27%)</td>
</tr>
</tbody>
</table>

**CASHEE March 2012- Grade 10 (first-time takers)**

<table>
<thead>
<tr>
<th>Tested or Passing</th>
<th>Subject</th>
<th>Special Education</th>
</tr>
</thead>
<tbody>
<tr>
<td># Tested</td>
<td>Math</td>
<td>15</td>
</tr>
<tr>
<td>Passing</td>
<td>Math</td>
<td>4 (27%)</td>
</tr>
<tr>
<td># Tested</td>
<td>ELA</td>
<td>15</td>
</tr>
<tr>
<td>Passing</td>
<td>ELA</td>
<td>4 (27%)</td>
</tr>
</tbody>
</table>

Notable English Learner CAHSEE Data:

**CAHSEE March 2011- Grade 10 (first-time takers)**

<table>
<thead>
<tr>
<th>Tested or Passing</th>
<th>Subject</th>
<th>Special Education</th>
</tr>
</thead>
<tbody>
<tr>
<td># Tested</td>
<td>Math</td>
<td>18</td>
</tr>
<tr>
<td>Passing</td>
<td>Math</td>
<td>7 (39%)</td>
</tr>
<tr>
<td># Tested</td>
<td>ELA</td>
<td>17</td>
</tr>
<tr>
<td>Passing</td>
<td>ELA</td>
<td>5 (29%)</td>
</tr>
</tbody>
</table>

**CASHEE March 2012- Grade 10 (first-time takers)**

<table>
<thead>
<tr>
<th>Tested or Passing</th>
<th>Subject</th>
<th>Special Education</th>
</tr>
</thead>
<tbody>
<tr>
<td># Tested</td>
<td>Math</td>
<td>26</td>
</tr>
<tr>
<td>Passing</td>
<td>Math</td>
<td>15 (58%)</td>
</tr>
<tr>
<td># Tested</td>
<td>ELA</td>
<td>26</td>
</tr>
<tr>
<td>Passing</td>
<td>ELA</td>
<td>12 (46%)</td>
</tr>
</tbody>
</table>

**Annual Yearly Progress (AYP)**
AYP is a statewide accountability system mandated by the No Child Left Behind Act of 2001, which requires each state to ensure that all schools and districts make Adequate Yearly Progress. Alliance Health Services Academy High School is committed to meeting all AYP criteria for both schoolwide and subgroups. AHSAAHS will analyze AYP performance annually.

AHSAAHS met 10 of 19 AYP criteria in 2010-11 and 9 of 17 AYP criteria in 2011-12.
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Participation</th>
<th>Proficiency</th>
<th>Participation</th>
<th>Proficiency</th>
<th>Participation</th>
<th>Proficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ELA</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Schoolwide</td>
<td>Yes</td>
<td>No 28.2%</td>
<td>Yes</td>
<td>No 42.6%</td>
<td>Yes</td>
<td>No 31%</td>
</tr>
<tr>
<td>Afri Amer</td>
<td>Yes</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Latino</td>
<td>Yes</td>
<td>No 29.4%</td>
<td>Yes</td>
<td>No 44.8%</td>
<td>Yes</td>
<td>No 23.0%</td>
</tr>
<tr>
<td>Econ Disadvan</td>
<td>Yes</td>
<td>No 27.6%</td>
<td>Yes</td>
<td>No 42.5%</td>
<td>Yes</td>
<td>No 29.4%</td>
</tr>
<tr>
<td>Eng Lrnr</td>
<td>Yes</td>
<td>No 29.3%</td>
<td>Yes</td>
<td>No 40.7%</td>
<td>Yes</td>
<td>No 23.8%</td>
</tr>
<tr>
<td><strong>Math</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Schoolwide</td>
<td>Yes</td>
<td>No 18.8%</td>
<td>Yes</td>
<td>No 35.3%</td>
<td>Yes</td>
<td>Yes SH 43%</td>
</tr>
<tr>
<td>Afri Amer</td>
<td>Yes</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Latino</td>
<td>Yes</td>
<td>No 27.9%</td>
<td>Yes</td>
<td>No 47.1%</td>
<td>Yes</td>
<td>No 42.7%</td>
</tr>
<tr>
<td>Econ Disadvan</td>
<td>Yes</td>
<td>No 20.0%</td>
<td>Yes</td>
<td>No 36.4%</td>
<td>Yes</td>
<td>Yes SH42.7%</td>
</tr>
<tr>
<td>ELL</td>
<td>Yes</td>
<td>No 25.9%</td>
<td>Yes</td>
<td>No 43.3%</td>
<td>Yes</td>
<td>No 42.9%</td>
</tr>
<tr>
<td><strong>API</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes SH 43%</td>
<td>Yes</td>
<td>Yes SH42.7%</td>
</tr>
<tr>
<td><strong>Grad Rate</strong></td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

AHSASHS met all AYP Participation Rate criteria for student population subgroups in 2010 and 2011. In addition, AHSASHS saw a proficiency rate increase in each student population subgroup from 2010 to 2011, as seen in AYP, except for students with disabilities which saw an increase in Math 2011 but a percentage decrease in ELA 2011.

### ELA- 2010

<table>
<thead>
<tr>
<th>Groups</th>
<th>Valid Scores</th>
<th># At or Above Proficient</th>
<th>% At or Above Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schoolwide</td>
<td>117</td>
<td>33</td>
<td>28.2%</td>
</tr>
<tr>
<td>African-American</td>
<td>49</td>
<td>13</td>
<td>26.5%</td>
</tr>
<tr>
<td>Latino</td>
<td>68</td>
<td>20</td>
<td>29.4%</td>
</tr>
<tr>
<td>Socioeconomically</td>
<td>105</td>
<td>29</td>
<td>27.6%</td>
</tr>
<tr>
<td>English Learners</td>
<td>58</td>
<td>17</td>
<td>29.3%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>14</td>
<td>1</td>
<td>7.1%</td>
</tr>
</tbody>
</table>

### ELA- 2011

<table>
<thead>
<tr>
<th>Groups</th>
<th>Valid Scores</th>
<th># At or Above Proficient</th>
<th>% At or Above Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schoolwide</td>
<td>115</td>
<td>49</td>
<td>42.6%</td>
</tr>
<tr>
<td>African-American</td>
<td>46</td>
<td>18</td>
<td>39.1%</td>
</tr>
<tr>
<td>Latino</td>
<td>67</td>
<td>30</td>
<td>44.8%</td>
</tr>
<tr>
<td>Socioeconomically</td>
<td>106</td>
<td>45</td>
<td>42.5%</td>
</tr>
<tr>
<td>English Learners</td>
<td>59</td>
<td>24</td>
<td>40.7%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>35</td>
<td>1</td>
<td>3%</td>
</tr>
</tbody>
</table>

### Math- 2010

<table>
<thead>
<tr>
<th>Groups</th>
<th>Valid Scores</th>
<th># At or Above Proficient</th>
<th>% At or Above Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schoolwide</td>
<td>117</td>
<td>22</td>
<td>18.8%</td>
</tr>
<tr>
<td>African-American</td>
<td>49</td>
<td>3</td>
<td>6.1%</td>
</tr>
<tr>
<td>Latino</td>
<td>68</td>
<td>19</td>
<td>27.9%</td>
</tr>
<tr>
<td>Socioeconomically</td>
<td>105</td>
<td>21</td>
<td>20.0%</td>
</tr>
<tr>
<td>English Learners</td>
<td>58</td>
<td>15</td>
<td>25.9%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>14</td>
<td>0</td>
<td>0.0%</td>
</tr>
</tbody>
</table>
### Math - 2011

<table>
<thead>
<tr>
<th>Groups</th>
<th>Valid Scores</th>
<th># At or Above Proficient</th>
<th>% At or Above Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schoolwide</td>
<td>116</td>
<td>41</td>
<td>35.3%</td>
</tr>
<tr>
<td>African-American</td>
<td>46</td>
<td>8</td>
<td>17.4%</td>
</tr>
<tr>
<td>Latino</td>
<td>68</td>
<td>32</td>
<td>47.1%</td>
</tr>
<tr>
<td>Socioeconomically</td>
<td>107</td>
<td>39</td>
<td>36.4%</td>
</tr>
<tr>
<td>English Learners</td>
<td>60</td>
<td>26</td>
<td>43.3%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>35</td>
<td>1</td>
<td>3%</td>
</tr>
</tbody>
</table>

The improvement actions AHSAHS is implementing to address the AYP improvement needs are:

- Weekly English and mathematics department meetings with monthly data analysis to chart student subgroup growth.
- Data review with individual students.
- Targeted tutoring sessions on English stands that need improvement by subgroup.
- Targeted weekly teacher professional developing to the Alliance FET.
- Benchmark analysis and re-teaching stations.
- Teacher identification and creation of procedures for each standard and specified and specified major learning targets.

**Special Education Students:**

The Special Education (SPED) student population at HSAHS is 12% of our overall student enrollment. Of our SPED students, approximately 49% were enrolled in Special Day Classes prior to enrolling at HSA. This percentage makes our moving SPED students to proficiency in course content a challenge as the SPED students are moving from a non-inclusive environment to a full-inclusive environment while taking 100% A-G classes. To mitigate this challenge on a school capacity level, AHSAHS employs two full-time RSP teachers, a part-time psychologist, and a part-time consultant. The consultant is a Special Education teacher with seven years of experience who works within the Alliance. The consultant assists with constructing IEP goals, supporting instruction within our resource lab, and general compliance. HSA also works closely with the Alliance Director of Special Education. The AHSAHS RSP teachers hold professional development with teachers to support SPED proficiency. The teachers work individually, in small groups, or in a whole school professional development with RSP. The data presented below is evidence of the strong program and support provided as it shows gains in the proficiency level for this important subgroup of students.

The below data table shows increased SPED proficiency in the CST from 2011 to 2012:

<table>
<thead>
<tr>
<th>CST Exam</th>
<th>2011 % Proficient</th>
<th>2012 % Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra 1</td>
<td>N/A</td>
<td>25%</td>
</tr>
<tr>
<td>Grade 9 English</td>
<td>N/A</td>
<td>6%</td>
</tr>
<tr>
<td>Life Science</td>
<td>0%</td>
<td>47%</td>
</tr>
<tr>
<td>Grade 10 English</td>
<td>0%</td>
<td>13%</td>
</tr>
</tbody>
</table>

**English Learner Students:**

The overall student population percentage of English Learner (EL) students has been consistently at 20%. As seen in the reclassification data tables later in this section, HSA had a 23% reclassification rate in 2012. Within the CST, our ELs have not shown an across the academic disciplines increase in proficiency. We have seen consistent proficiency in Grade 9 courses with Algebra 1 and Grade 9 English, historical indicators for high school success and matriculation to university. In Grade 10, we show a large increase in Life Science proficiency coupled with a decrease in Grade 10 English proficiency.
Notable EL CST Data:

<table>
<thead>
<tr>
<th>CST Exam</th>
<th>2011 % Proficient</th>
<th>2012 % Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra 1</td>
<td>26%</td>
<td>24%</td>
</tr>
<tr>
<td>Grade 9 English</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td>Life Science</td>
<td>16%</td>
<td>52%</td>
</tr>
<tr>
<td>Grade 10 English</td>
<td>5%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Program Improvement (PI)

According to the Federal Guidelines for NCLB Program Improvement School Requirements, any school that has not made AYP for 2 consecutive years will be in Program Improvement Year 1. Alliance Health Services Academy High School entered its first year in Program Improvement in 2012-13 as a result of not meeting AYP criteria for 2010-11, and 2011-12 (see prior section).

The improvement actions we are implementing to address the AYP improvement needs are:

- Weekly English and Mathematics Department meetings: weekly data analysis to chart student subgroup data. Student data is tracked via discipline benchmarks and through course summative assessments. Trends in student proficiency are seen and deficiencies in individual student performance are remediated through targeted tutoring.
- Targeted weekly teacher Professional Development to the Alliance FET: Individual teachers examine their own student data to guide instructional planning for teaching and assessment. Within the Alliance Framework for Effective Teaching (FET) standard 1.3A, teachers are evaluated and expected to use student data to “inform planning of content organization and instructional strategies.” AHSASHS teachers much provide evidence of employing student data to guide instruction during each observation debrief.
- We are working to improve each teacher’s instructional practices by using a school-wide research book, Teach Like a Champion by Lemov, and marrying the instructional strategies discussed in the book with the Alliance FET.
- Data review with individual students: AHSASHS employs Standards-Based Grading, a tenet of Mastery Learning theory, to make sure our students are correctly scored on content and skill proficiency. By using a standards-based Gradebook system in Pinnacle, teachers track student proficiency progress and learning. Teachers assess student learning and progress in the classroom through formative and summative assessments. Students also are instructed by teachers to assess their own learning through self-monitoring strategies in classes. In our targeted weekly teacher professional development, AHSASHS administrators work with teachers to ensure their understanding of Mastery Learning theory.
- Targeted tutoring sessions on English standards that need improvement by subgroup: Students scoring below basic and far below basic are given targeted instruction in after-school tutoring and Saturday academies. AHSASHS has seen success in holding such targeted tutoring sessions in Mathematics CAHSEE scores. To improve CAHSEE scores, AHSASHS provides a double-block of CAHSEE ELA and mathematics.
- Benchmark analysis and re-teaching stations: Alliance teachers collect and analyze student data quarterly by content area after each Alliance-wide benchmark assessment on three levels: individual student, class, and demographic student population. Based on the data, Alliance teachers are able to collaborate and focus on areas to re-teach.
- Teacher identification and creation of procedures for each standard and specified major learning targets: During weekly professional development and department meeting times, teachers identify and develop procedures for remediating lack of student performance in specific standards. Using learning stations, students are able to learn and be re-assessed in standards areas where deficiencies exist.
- Improved Parent communication: Student academic performance is consistently communicated to all parents. AHSASHS begins this process in the Summer Bridge program for entering Grade 9 students when our two counselors communicate proficiency levels to parents and students.
Since teachers maintain their Gradebook online via the Pinnacle website, parents have personalized passwords to stay abreast of the child’s academic progress. Progress reports are issued every five weeks to parents and parent conferences are held every five weeks. Administrators also make home visits to communicate student academic performance to disabled parents that can't attend school-site parent conferences. Student performance data on various assessments is the most important means of communicating student progress to parents, especially in comparison to students in neighboring schools. AHSAS views and analyzes student performance data on two levels: Academic (CST, CAHSEE, Alliance-wide interim assessments, CELDT); and by College-Readiness indicators (CAHSEE, ACT Explore and ACT Plan, ACT, PSAT/SAT and AP Exams). AHSAS also uses the DataDirector program to disaggregate, analyze, and report the student performance data. Reports on student performance at AHSAS are provided to parents via meetings, presentations, written reports, professional development meetings, and parent workshops.

AHSAS plans to meet AYP targets to exit Program Improvement status within two years

Alliance follows the guidelines set forth by NCLB Program improvement. “Although a direct-funded charter school is considered to be its own LEA (CA ED Code Section 47636(a)(1)), the school will be subject to the PI provisions that apply to schools and not LEAs.” AHSAS assumes the responsibilities that a charter school authorizer must assume when a charter school is identified as PI including the following:

- Promptly inform parents of each child enrolled in the school’s PI status, the reason for the PI identification, what the school is doing to improve student achievement, and how parents can be involved in addressing the academic issues that led to the identification. The notification will include the school choice option of returning to the home public school. A sample parent notification letter for Year 1 PI charter schools is available on the CDE Web site.
- Ensure that the school is receiving technical assistance to revise its school plan. The plan must be revised within three months of PI identification and cover a two-year period.
- Review the revised school plan through a peer review process and approve the school plan.
- Take corrective actions in Year 3 and appropriate restructuring modifications in Year 4.
- Ensure that the school complies with the professional development requirements. PI schools must set-aside 10% of their Title I allocation for professional development for teachers and other school staff.

As the charter management organization, Alliance College-Ready Public Schools is responsible in general for holding charter schools accountable to the Title I, Part A, parent involvement provisions, and the highly qualified requirements for teachers and paraprofessionals.

**CELDT**

Students speaking a home language other than English are annually administered the CELDT. Scores of Advanced or Early Advanced indicate English Learner students are fluent in English and ready for reclassification.

AHSAS 2011 reclassification rate was 28% in 2011 and 23% in 2012.

<table>
<thead>
<tr>
<th>Overall CELDT Performance Level</th>
<th>2010-2011</th>
<th>2011-2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced</td>
<td>2%</td>
<td>0%</td>
</tr>
<tr>
<td>Early Advanced</td>
<td>17%</td>
<td>17%</td>
</tr>
<tr>
<td>Intermediate</td>
<td>21%</td>
<td>40%</td>
</tr>
<tr>
<td>Early Intermediate</td>
<td>46%</td>
<td>33%</td>
</tr>
<tr>
<td>Beginner</td>
<td>14%</td>
<td>10%</td>
</tr>
<tr>
<td>Reclassification of English Learners</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percent Reclassified</td>
<td>28%</td>
<td>23%</td>
</tr>
</tbody>
</table>
The rate of reclassification dropped from 2011 to 2012 due to two factors. 
1) The percentage of Latino students has increased dramatically. The first year we were 55% now up to 70% 
2) Requirement to successfully pass English with a “C” or better

ACT
All students participate in college entrance and readiness exams to indicate college-readiness by the end of grade 12. In the 2011-2012 school year, all Grade 11 AHSASHS students took the ACT. The aggregate results are in the below table. In the same table, during the 2010-2011 school year, Washington Prep students took the ACT with only 23% testing.

<table>
<thead>
<tr>
<th>School</th>
<th>GR. 12 Enrollment</th>
<th>No. Tested</th>
<th>% Tested</th>
<th>Avg. Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Washington Prep</td>
<td>398</td>
<td>94</td>
<td>23%</td>
<td>14.8</td>
</tr>
<tr>
<td>AHSASHS</td>
<td>108 (Grade 11)</td>
<td>108</td>
<td>100%</td>
<td>14.8</td>
</tr>
<tr>
<td>District wide</td>
<td>41,097</td>
<td>10,293</td>
<td>25%</td>
<td>17.9</td>
</tr>
</tbody>
</table>

In order to improve ACT student performance, we are requiring all Grade 11 and Grade 12 students to take ACT preparation during Fall 2012 or Spring 2013. AHSASHS has contracted with Revolution Prep and the fall session is in action, as of October 8, 2012.

Graduation and College Acceptance
AHSASHS is currently in its fourth year of operation and will graduate its first class of seniors in June 2013. At the time of submission, 95% of seniors are on track to meet all of the requirements required to graduate in June. All seniors have submitted a minimum of 5 applications to a variety of colleges and universities, and some are already beginning to receive their acceptance letters.
ELEMENT 3 – MEANS TO ASSESS PUPIL PROGRESS

LAUSD-Specific Language *Testing

Alliance Health Services Academy High School agrees to comply with and adhere to the State requirements for participation and administration of all state mandated tests. If AHSAHS does not test (i.e., STAR, CELDT, CAHSEE) with the District, AHSAHS hereby grants authority to the state of California to provide a copy of all test results directly to the District as well as AHSAHS.

Assessment Tools to Measure Student Outcomes Using the State Standards, Alliance Health Services Academy High School has clearly defined what students should know in each core subject at each grade/course level. These measurable student outcomes are based on the content of the curriculum and serve as the basis to measure student outcomes. Student achievement in developing conceptual thinking, problem-solving skills, and content mastery is assessed using multiple measures, based on an assessment program that both improves learning and provides assurances of accountability. Students are able to demonstrate proficiency when measured against multiple measures. Proficiency is measured using an assessment model that is formative and summative, holistic and standardized, narrative and norm referenced. The approach is conducive to benchmarking students against statewide benchmarks and against themselves, evaluating groups of students and assessing the whole school from year to year for longitudinal study of our progress. The assessment measures include but are not limited to:

<table>
<thead>
<tr>
<th>Assessment Method</th>
<th>Frequency and Grade Level*</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Mandated Standardized Tests (Content Standards Tests, CELDT)</td>
<td>Annually, Spring Grades 9-11: ELA – annual, Other subjects – end of course</td>
</tr>
<tr>
<td>Academic Performance Index</td>
<td>Annual</td>
</tr>
<tr>
<td>Interim School Wide Benchmark Assessments (Data Director)</td>
<td>Quarterly (every 5-6 weeks)</td>
</tr>
<tr>
<td>College Preparedness Exams, PSAT, ACT Explore</td>
<td>Grades 9 and 10</td>
</tr>
<tr>
<td>College Entrance Exams, SAT, ACT, CSU Entrance/Placement Exams</td>
<td>Beginning in Grade 11</td>
</tr>
<tr>
<td>California High School Exit Exam</td>
<td>Beginning in Grade 10, As scheduled by CA State Department</td>
</tr>
<tr>
<td>AP Subject Exams</td>
<td>Annually, Spring End of course</td>
</tr>
<tr>
<td>Analysis of Student Projects</td>
<td>Quarterly (every 10 weeks)</td>
</tr>
<tr>
<td>Student Progress Reports</td>
<td>Quarterly (every 10 weeks)</td>
</tr>
<tr>
<td>Student Diagnostic Survey</td>
<td>After registration and enrollment in school</td>
</tr>
<tr>
<td>Ongoing Classroom Teacher Assessments</td>
<td>Daily, Weekly, Final Exams in 9th Wk ea Qtr</td>
</tr>
<tr>
<td>Student Conduct Records</td>
<td>Every 5 weeks</td>
</tr>
</tbody>
</table>

* All grade levels unless otherwise designated

State Mandated Tests

Alliance Health Services Academy High School meets all statewide standards and conducts pupil assessments required pursuant to Section 60602.5 and any other statewide standards authorized in statute or student assessments applicable to students in non-charter public schools. The assessment structure includes, in addition to other standards-based and performance-based assessment tools such as the SAT standardized tests, comprehensive final exams in each of the core academic subjects, quizzes and tests, homework assignments, essays and research reports, and teacher evaluation of in class performance. These measurements are weighted and combined into a comprehensive educational program assessment to determine student achievement and promotion to the next grade level. The aggregate results are issued as a report card to the community evaluating the measurable goals and terms outlined in the charter.

Alliance Health Services Academy High School tests independently of LAUSD.
Alliance Health Services Academy High School conducts assessments and standardized testing of students with disabilities using state and District guidelines for modifications and adaptations.

**Ongoing Interim Assessment** (APPENDIX M)
On-going assessment and evaluation of educational outcomes are vital in determining if the educational purposes are attained. The first step in the assessment process is the collection of data and information.

The student achievement data routinely gathered and analyzed includes:
- Results from regularly scheduled assessments given in core academic subjects (at 5 weeks and 10 weeks and at 20 weeks for final semester grades)
- In classroom departmental placement and final exams (prior to issuing 10 and 20 week reports)
- Results from CST, PSAT, SAT I & II, CAHSEE, Golden State Exams (if offered), and Advanced Placement Exams

Data gathered is used to measure progress towards stated goals and to determine the effectiveness of our instructional program. Data informs our decisions regarding the need to continue, modify, improve, to add or to discontinue instructional strategies.

**Analysis of Student Work**
Under the leadership of the principal, teachers regularly use a wide range of assessment information to modify curriculum and instruction and to improve student achievement. Teachers, in collaboration with the Alliance, developed and implement an efficient, student performance data gathering and reporting system to benchmark student performance using multiple measures of assessment and data gathering.

**Data Gathering**
As data is gathered, the faculty and the Alliance begin the task of analysis to measure progress towards the school’s selected objectives. Ongoing data gathering and analysis guides and informs decisions for determining successful progress or the need for program adjustments.

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

Analyzing the results of parent and student surveys | To measure the degree to which parents and students are satisfied that our school is meeting their needs and addressing the goals of our charter. | Annual, Spring

**Student Placement**

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

**Student Progress Reports**

AHSAHS issues student progress reports every 10 weeks based on student proficiency on grade level/subject standards and expectations designated for the quarter. The student progress report is based on multiple measures including teacher assessments, portfolio/exhibits, and specific assessments to quantify student performance. Student progress reports reflect their progress towards advanced, proficient, basic or below proficient performance. Interim assessment results, daily student work, and final exams are used to determine student performance. Student course grades to meet graduation requirements including A-G are A, B, C or NP (Not Proficient) grades. Student reports are issued and recorded through our PowerSchool data system. Parents of students performing below/far below proficient performance are required to participate in a scheduled parent conference to discuss the parents’ and the teachers’ plan to improve their child’s performance. Teachers and advisors meet together to analyze these reports and to make necessary adjustments in the program being offered to students who are showing a lack of progress.

**Measurement for College-Readiness in Partnership with CSU**

Part of the measure of determining readiness for college includes the CSU early assessment and/or placement exams. Our goal is to prepare students who are ready to perform in college level coursework. Students who are successful in their junior high school year on the CSU early assessment exam will have the opportunity to attend courses on a CSU campus in their senior high school year. Students who graduate from high school and spend their first year in remedial college classes are 50% less likely to complete their college coursework. Though our goal is to prepare students for a four-year college program, students who choose to make the transition to a community college academic program will be considered to have met our college-ready goal using the same assessment.

**Academic Performance Index (API)**

One of the major indicators of the success of the educational program at Alliance Health Services Academy High School is the API. The purpose of the API is to measure the academic performance and growth of schools. A school’s score or placement on the API is an indicator of the school’s performance level and growth as measured by how well the school is moving towards target goals. Alliance Health Services Academy High School will meet the following API growth targets:
- Our current year API score is 713 after just three years of performance, and is higher than the average score of neighboring high schools.
- Our schoolwide and subgroup API growth score will meet or exceed the growth target of 5% improvement towards a score of 800 as established by the CA Department of Education based on our 2011-12 API score.
- Our schoolwide and subgroup growth score will improve by at least 5 points annually until we reach or exceed a score of 800.
- The standardized testing participation rate will be at least 95%.

California High School Exit Exam
All students beginning with 10th grade take the California High School Exit Exam (CAHSEE). It is expected that by the time that each student completes the 12th grade, 100% will have passed the CAHSEE and received a diploma. All students at AHSAHS will pass the CAHSEE.

Factors That Influence Academic Achievement
Alliance Health Services Academy High School carefully monitors both the process and outcome of its program in three areas that influence academic achievement and growth: student conduct, parent involvement, and professional development.

<table>
<thead>
<tr>
<th>Factors that Influence Achievement</th>
<th>Measurable Expected Outcomes</th>
<th>Measurement Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Conduct</td>
<td>• Average daily attendance rate of at least 95%</td>
<td>Teacher and school records</td>
</tr>
<tr>
<td></td>
<td>• Tardies continually decrease each year</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Suspensions/expulsions decrease every year</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Mediation referrals decrease</td>
<td></td>
</tr>
<tr>
<td>Student Health</td>
<td>• Practice good personal hygiene</td>
<td>Teacher observation</td>
</tr>
<tr>
<td></td>
<td>• Participate regularly in physical education activities</td>
<td>Attendance rate</td>
</tr>
<tr>
<td></td>
<td>• Demonstrate healthy physical, mental and social habits and attitudes</td>
<td>Annual Physical Performance Assessment</td>
</tr>
<tr>
<td>Parent Involvement</td>
<td>• 90% will attend ongoing parent-teacher conferences</td>
<td>School records</td>
</tr>
<tr>
<td></td>
<td>• 75% will participate in the Parent/Community Townhall Meetings</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Parent attendance at special programs, festivals and forums will increase annually</td>
<td></td>
</tr>
<tr>
<td>Professional Development</td>
<td>• 100% participation in annual two-week program held prior to opening of school each year and at ongoing professional development programs during the year.</td>
<td>School records</td>
</tr>
<tr>
<td>Teacher Performance</td>
<td>• Knowledge of curriculum</td>
<td>Student Test Scores</td>
</tr>
<tr>
<td></td>
<td>• Competence in pedagogy</td>
<td>Annual Principal Evaluations</td>
</tr>
<tr>
<td></td>
<td>• Professional Attitude</td>
<td>Annual Staff Self-Evaluations.</td>
</tr>
<tr>
<td></td>
<td>• Effective teaching strategies.</td>
<td>Parent/Student Surveys</td>
</tr>
<tr>
<td>Financial Solvency</td>
<td>• No deficit in the operation budget.</td>
<td>Annual Audit</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Forecast/Budgets</td>
</tr>
</tbody>
</table>

Longitudinal Analysis of Progress
Results from the academic assessments, data collection records, evaluations, stakeholder surveys and interviews are collected, analyzed, reported, published, and distributed to the school community, interested members of the community at large and the Alliance as part of an annual progress and program audit. The annual audit is used to determine student progress overtime and the quality of programs of Alliance Health Services Academy High School.
ELEMENT 4: GOVERNANCE

Public Operating Principles
Alliance Health Services Academy High School ("AHSAHS") is incorporated as a nonprofit corporation and is the corporate entity operating the Charter School. AHSAHS constitutes one of several nonprofit corporations associated with Alliance College-Ready Public Schools ("Alliance"), a charter management organization. Alliance is responsible for the fundraising and the oversight of the Charter Schools associated with it, which includes but is not limited to AHSAHS. Alliance, to achieve economies of scale, also provides back-office support to AHSAHS. See discussion under "Business and Operations Assistance" below.

Alliance
Alliance, itself a non-profit corporation, is submitting this renewal petition on behalf of AHSAHS. Alliance has assembled an impressive leadership team that has a clear vision and experience in launching and managing new schools, as well as critical operational and financial expertise. Judy Burton is the President/CEO of Alliance. As a former Local District Superintendent in LAUSD, she has demonstrated successful leadership capacity in working with schools and has earned the trust and credibility of the education community. As one can see below, the Alliance Board of Directors includes some of the most knowledgeable and influential community leaders in Los Angeles, including a former Mayor of Los Angeles, successful business, education, and community leaders, and the former president of Occidental College.

Board of Directors, Alliance
Alliance’s goal is to provide a consistent comprehensive 6-8 and 9-12 charter public school educational program throughout its system. The Alliance Board has a maximum of 30 members. The Alliance Board members serve 3-year renewable terms. Alliance Board members may be nominated by any member of the Alliance Board and will be elected by a simple majority of current board members.

Current Alliance Board members are:

- **Tony Ressler (Chair)**: Partner and co-founder of Ares Mgmt. LLC. Co-founder Apollo Mgmt. Founding member of the Board of Painted Turtle, a camp serving children with life threatening illnesses. Board member of the Center for Early Education and former executive committee member of LEARN.
- **Alan Arkatov**: CEO of the Teaching Channel and former President of eEducation Group.
- **Frank E. Baxter (Co-Chairman)**: Chairman Emeritus of the global investment bank Jefferies and Company Inc. He returns to the Alliance Board, which he chaired, after serving as ambassador to Uruguay from November 2006 to January 2009.
- **Judy Burton**: President and CEO of Alliance.
- **David S. Cunningham, III**: Los Angeles Superior Court judge. Prior to assuming the position as a Superior Court judge, he was a principal in the firm of Meyers Nave Riback Silver & Wilson.
- **Joe Drake**: Co-founder and president of Good Universe, and independent full-service motion picture financing, production and global sales company. He is the former president and CEO of Lionsgate.
- **Luis de la Fuente**: Associate Director for New Business Development at the Broad Foundation and former associate at McKinsey & Company in Florham Park, N.J.
- **David I. Fisher**: Chairman of the Board of Capital Group International, Inc. and Capital Guardian Trust Company. Trustee Emeritus of the J. Paul Getty Trust and trustee of many Boards including Harvard-Westlake School and the UCLA School of Public Policy.
- **Stewart Kwoh**: President and Executive Director, Asian Pacific American Legal Center.
- **Harry Levitt**: Managing Director of MullinTBG. Partner and business developer in a national executive benefits consulting firm with offices in Los Angeles, Chicago and New York.
- **Meyer Luskin**: C.E.O. and chair of Scope Industries, formerly a public company. The Company recycles waste food into an animal feed ingredient.
• **Neal Millard**: Partner, Los Angeles Office, Musick, Peeler & Garrett LLP. Practices in the area of finance and in the area of education. Adjunct professor of law at the University of Southern California Law School.

• **Gayle Miller (Secretary)**: Co-Founder of the Go AlongSide Foundation that provides a values-based curriculum to inner-city schools. Retired President of Anne Klein II.

• **Theodore R. Mitchell**: President/CEO, NewSchools Venture Fund. Former President of Occidental College. Former Dean of UCLA Graduate School of Education. Former Senior Advisor to Mayor Riordan.

• **Dale Okuno**: Creator and CEO E-Z Data, Inc.

• **William Ouchi**: Saford and Betty Sigoloff Professor in Corporate Renewal, UCLA. Former Chief of Staff to Mayor Riordan. Former Chair of LEARN Board of Directors.

• **Richard Riordan**: Former Mayor of Los Angeles. Founder of the Riordan Foundation that provides computers and books to increase literacy in elementary schools.

• **Virgil Roberts**: Managing Partner of the law firm of Bobbitt & Roberts. Former Chair of LAAMP and the California Community Foundation Boards of Directors.

• **Darline Robles, PhD.**: Professor Rossier School of Education, University of Southern California and Former Superintendent of LACOE.

• **Araceli Ruano**: Attorney and community leader dedicated to education, arts and environmental issues. Senior vice president and director of the CA office of the Center for American Progress.

• **Fred Simmons**: Private Investment Manager for Freeman Spogli & Co., a private equity firm dedicated exclusively to investing with management in retail, direct marketing and distribution companies.

• **Eva Stern**: Clinical social worker and educator with a broad based perspective of educational reform that emphasizes the need for engaging students, teachers, and the community.

• **Ronald Sugar**: Chairman Emeritus of Northrop Grumman Corporation.

• **Marie Washington**: Senior financial leader at corporations and nonprofits including JP Morgan, Pacific Telesis, KIPP Foundation and Stuart Foundation during her 30 year career. On the board of Engender Health and The California Community Foundation.

• **Harold Williams**: President Emeritus and former CEO of the J. Paul Getty Trust. Former Chair of the S.E.C. Former Dean of UCLA School of Management.

• **C. Frederick Wehba**: Chairman of BentleyForbes and standing member of the firm's Executive Committee.

**AHSAHS**

AHSAHS has been incorporated as a non-profit public benefit corporation and, as such, is a part of the Alliance group. Alliance is the sole member of AHSAHS. The Alliance Board appointed four of the members of the AHSAHS Board of Directors. The affairs of AHSAHS are managed and its powers are exercised under the jurisdiction of the AHSAHS Board of Directors. AHSAHS operates under the charter authorization of Los Angeles Unified School District. AHSAHS abides by the current published, communicated and defined LAUSD policy for charter schools. AHSAHS is and will be solely responsible for the debts and obligations of the Charter School.

**AHSAHS Board of Directors**

The seven voting directors of the AHSAHS Board of Directors include four members of the Alliance Board (Judy Burton, Alliance President/CEO; Gayle Miller; Darline Robles; and Araceli Ruano), the principal, one teacher, and one parent. LAUSD reserves the right to appoint a single representative to serve on the Board. The Board meets quarterly, operating in accordance with the Brown Act, its Articles of Incorporation and its Bylaws.

The AHSAHS Board of Directors, the school administrative staff, and their respective representatives are responsible for all aspects of the day-to-day operations of the Charter School, including, but not limited to, making necessary provisions for accounting, budgeting, payroll, purchasing, liability, insurance, and the like.
The AHSAHS Board of Directors is responsible for providing fiscal accountability by approving and monitoring the budget. The AHSAHS Board of Directors helps ensure effective organizational planning by approving long-range goals and annual objectives, monitoring the general policies such as health and safety, use and maintenance of facilities, and overseeing that Charter School resources are managed effectively. This goal is being accomplished primarily through hiring, training, supporting, reviewing the performance of, and if necessary, dismissing the administrative staff.

Alliance President /CEO is recused under Government Code 1090 and the Political Reform Act from discussion and voting on decisions related to contracts, financial dealings, and transactions between AHSAHS and related entities.

The principal and teacher who serve on the AHSAHS Board of Directors are required to annually sign a Conflict of Interest statement and are required to recuse themselves from any discussion or voting that has any impact on their compensation or benefits (APPENDIX T).

All management powers not specifically designated to the AHSAHS Board are delegated to the principal, who answers directly to the AHSAHS Board. The LAUSD representative has the opportunity to facilitate communications and mutual understanding between AHSAHS and LAUSD. As the entity with ultimate oversight responsibility, LAUSD is provided with an annual programmatic and fiscal audit. The programmatic audit includes a summary of major decisions and policies established by the AHSAHS Board of Directors during the year. The annual audit abides by current audit guidelines established by the State of California for K-12 public schools.

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

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

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

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

**Grievance Procedure for Parents and Students**

AHSAHS will implement the following:

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

AHSAHS 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.
AHSAHS 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 District, 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-Specific Language *LAUSD Charter Policy***
AHSAHS 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.

**LAUSD-Specific Language *Responding to Inquiries***
AHSAHS 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. AHSAHS 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 Charter School operations is received by the District, AHSAHS shall be expected to and will cooperate with any investigation undertaken by the District and/or the Office of the Inspector General, Investigations Unit.

**LAUSD-Specific Language *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 AHSAHS.

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

**Parent/Community Townhall Meetings**
Approximately once a month, AHSAHS holds meetings in a Townhall Meeting format that all parents, community and staff members are welcome to attend along with the AHSAHS Board. Topics for discussion or presentation include schoolwide topics of interest related to achieving the goals of the Charter School and its students. Meetings are generally attended by the principal and administrative staff of AHSAHS and members of the AHSAHS Board of Directors.

**Business and Operations Assistance**
Alliance provides for AHSAHS certain back-office services including budgeting/forecasting, accounts set up (insurance, benefits, attendance tracking), payroll, compliance, required reporting, service vendor contract negotiations and management, and purchasing. Alliance also provides oversight and monitors adherence by the AHSAHS Board of Directors to the charter process and any applicable law. The Los Angeles County Office of Education (LACOE) receives and forwards public funds for AHSAHS directly to the Alliance accounting system. Alliance assures that the accounting system for AHSAHS follows generally accepted accounting principles. Funds designated for AHSAHS are accounted for separately and are allocated to AHSAHS.
Parent Engagement
Parents have a right to choose to send their children to excellent high performing schools and have a right and the responsibility to participate actively in insuring the success of their child and the school. AHSAHS understands the importance of active parent involvement in the education of their children.

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

- Parents are actively engaged as members of the ongoing School Advisory Council.
- Parents of participating Title 1 students participate in an Annual AHSAHS Title 1 meeting. AHSAHS applied for and obtained the status Schoolwide Program.
- Parents are guaranteed access to the school, school leaders and classroom teachers to support their children’s education.
- After the enrollment of a student, each parent and each student meet with the principal.
- Parents are provided multiple opportunities to develop awareness of college readiness benchmarks and what their children must achieve to be successful. Parents are supported in their participation in monitoring their child’s individual learning plan towards college readiness.
- Parents are encouraged to participate in a minimum of 4 Parent Education Academies each year.
- Each parent, their child and the school participate in annually developing and signing a Parent/Student/School Compact acknowledging their understanding, responsibility and commitment to support student learning and the academic goals of AHSAHS.
- Each parent, the student and their teacher advisor participate in developing a Personal Student Learning Plan, based on an initial assessment, student interests and needs. Parents are encouraged to accept responsibility and accountability for committing to volunteering time to support the school and to participate as parent mentors.
- AHSAHS seeks to establish partnerships with effective parent engagement leaders such as Families-in-Schools which has a proven track record of meaningfully engaging the voice of parents and the community as partners in schools.
- Meetings are arranged with individual classroom teachers, with the student’s instructional team and with the student’s advisor. These meetings are held on a regular basis,
- Individual parent-teacher conferences are held quarterly to share and discuss the progress and needs of each individual student.
- Parents are encouraged to participate in an active parent volunteer program, so that each parent feels part of the school and understands their responsibility to the school.

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

Community Engagement
AHSAHS also understands that if the Charter School is to be effective, it must be part of the community. To that end, Alliance employs a Director of Parent/Community Engagement who reports to the Alliance Vice President of Instruction. The Director of Parent/Community Engagement provides services to the AHSAHS principal to support him or her in representing the interests of the community. AHSAHS also has a Work-Based Learning Coordinator on staff who focuses on engaging the community in providing learning opportunities for students through various components of the school’s Work-Based Learning Program.

- The Alliance Director of Parent/Community Engagement and the principal and Work-Based Learning Coordinator of AHSAHS involve the community in the school. Students are encouraged and required to perform community service as part of their graduation requirements.
- Members of the community at large are solicited to serve in the school in various functions. A mentoring program is part of the program, with these community members serving as the mentors.

- Community resources, such as parks, libraries, athletic and classroom facilities are part of the Charter School. AHSAHS believes that by using community facilities, it becomes an integral member of the community in which it is located. In addition, a job shadowing program, using community resources, in in place for 11th grade students.

**Organization Chart**

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Authorized by
Board of Education
Los Angeles Unified School District

Board of Directors
Alliance for College Ready Public Schools
Non-profit Public Benefit Corporation
Charter Management Organization

Alliance Health Services Academy High School
Board of Directors
Non-profit Public Benefit Corporation
Charter School
Optional LAUSD Representative

Principal

Alliance Health Services Academy High School
School Advisory Council
(Principal, teachers, classified staff, students, parents, community representatives)

Alliance Health Services Academy High School
Parent/Community Townhall Meetings
```
ELEMENT 5: EMPLOYEE QUALIFICATIONS

LAUSD-Specific Language *Employee Qualifications*

Alliance Health Services Academy High School believes that all persons are entitled to equal employment opportunity. Alliance Health Services Academy High 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.

Alliance Health Services Academy High School adheres to California laws, including fingerprinting, drug testing, and prohibitions regarding the employment of any person who has been convicted of a violent or serious felony.

All employees must furnish or be able to provide:

- Medical clearance including proof of tuberculosis (TB) testing
- Fingerprinting for a criminal record check
- Applicants will be required to provide a full disclosure statement regarding prior criminal record
- Prior to the first day of work for every employee, Alliance Health Services Academy High School will process all background checks through the Department of Justice
- Documents establishing legal status
- Principal and applicants for employment will be required to provide a full disclosure regarding relationships that would be considered nepotism prior to employment

Employee Recruitment

Various resources are used to recruit and hire the most qualified candidates to fill both classified and certificated positions, including partnering with teacher recruitment organizations, local universities, and utilizing various online job search tools. The principal interviews and selects their school’s faculty and staff. All candidates are screened, formally interviewed and expected to complete a background check, as described below. Every employee is formally evaluated at least once a year by the principal or assistant principal. Formal evaluations provide an opportunity for administrators to not only determine if the employee is meeting their expectations, but to also develop and provide a clear improvement plan when needed. All staff members have due process rights that include a right to just cause discipline and dismissal and mediation and a fair hearing, if necessary (APPENDIX R). Due Process is also defined, policy is described, and steps of corrective action are delineated in Element 11.

Employment Eligibility Requirements

Background Check

Any candidate selected to fill a position at an Alliance school is required to complete a background investigation by using the Live Scan Service Request form. This form allows the candidate to go to any live scan service provider and electronically submit their fingerprints to the Department of Justice (DOJ) and the Federal Bureau of Investigation (FBI). Since the Alliance has been authorized by the Department of Justice to receive background response information, the Department of Justice (DOJ) sends the applicant’s background investigation results directly to Alliance Secure Mail Server System.

Designated members of the Alliance Human Resources Department and leadership staff are the only confidential employees of Alliance College-Ready Public Schools with access to this information. After reviewing the investigation results, if the results indicate that no criminal history exists for the applicant, then he/she is considered eligible to continue the hiring process. If the results indicate that a criminal history does exist for the applicant then the results are thoroughly reviewed by the Alliance Director of Human Resources, who determines if there are any convictions that would disqualify the applicant from employment.
Teaching Credential Verification
All teacher candidates are required to present their original teaching credential document and to provide a copy of the front and back of the document. The credential document is verified with the California Commission on Teacher Credentialing. The applicant's credential subject authorization must meet state and NCLB requirements to teach the subject that he/she is being hired to teach. Since the Alliance supports the employment of university intern eligible candidates, we work very closely with the university to ensure that the candidate is eligible for an internship permit, that the subject authorization meets state and NCLB requirements, and that the applicant is able to complete the teaching credential program within two years. Teachers should also possess an English Learner Authorization which is either embedded in their credential or as added authorization.

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

Work Agreements
Employees' job duties and work basis are negotiated in individual contracts. General job descriptions have been developed for the administrative staff; teachers, other certificated staff, office personnel, and classified staff. Salaries are competitive with those of LAUSD.

Nepotism Policy
Alliance Health Services Academy High School complies with conflict of interest laws that apply to all public entities per Government Code section #1090.

Administrative Structure
The principal is the primary school site administrator. The school also has an assistant principal. The chairman of the School Board, the Alliance VP of Schools and the principal confer regularly to address planning and management issues, student progress, and progress with the implementation of the educational program.

Principal Selection
The CEO selects Alliance principals on an application and interview basis with final approval of the Alliance Board of Directors. Selection of the principal is based on proven experience in educational leadership; educational vision for, experience and success with low-income and/or minority children; demonstrated ability in program design and development; and interest in and commitment to educational reform.

Responsibilities of the principal include:

- Instructional leadership and accountability for implementation of curriculum and instruction
- Overseeing the development and implementation of all programs
- Facilitating communication between all school stakeholders
- Hiring and terminating (with cause) all other employees according to the mission, philosophy, and obligations defined in the charter petition
- Overseeing the day-to-day operations of the school
- Preparing credentialing paperwork and monitoring the processing, with the support of the Alliance
- Organizing professional development, with the support of the Alliance
- Assisting with student discipline
- Reporting progress to the school's Board of Directors (Alliance staff prepares data reports as a service to AHSAAHS and reports data to LAUSD, Founders and the Alliance Board of Directors)
- Opening and closing the campus
- Maintaining a balanced budget and drafting an annual budget proposal for School Board review (Principal reports annual budget proposal to the AHSAAHS Board of Directors)
Administrative Staff
Director of Instruction or Assistant Principal - The principal selects a director of instruction and/or assistant principal depending on funds available. The director of instruction shall meet teacher qualifications and have a record of successful teaching experience. The assistant principal will have experience in successful leadership and management. Job duties include, but are not limited to, providing assistance to new and experienced teachers in: effective teaching practices, planning and assessing student proficiency on content standards, and analyzing data to inform instruction.

Teaching Staff
AHSAHS teachers shall meet the requirements for employment as stipulated by the California Education Code section 47605(l) and the applicable provisions of No Child Left Behind. Primary teachers of core, college preparatory subjects (English language arts, language, mathematics, science, history, special education) shall hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in a non-charter public school would be required to hold. Teachers selected to insure that the needs of English learners are met will have CLAD, BCLAD certification and all teachers shall be trained in the effective use of sheltered-English. These documents will be maintained on file at the Alliance and will be subject to periodic inspection by LAUSD. The Alliance Director of Human Resources is responsible for monitoring teacher and administrator credentials.

The principal selects the teachers on an application and interview basis. Selection of teachers shall be based on their teaching experience, the degree of subject matter expertise, and their ability to demonstrate classroom instructional capabilities. Inexperienced teachers will be hired on educational experience (i.e. former paraprofessional, school volunteer, child care, etc.), work experiences found beneficial to education, and resumes with good references.
Responsibilities for the teachers include:
- Preparing and implementing lesson plans that lead to student understanding of the pre-established curriculum content
- Assessing student progress and maintaining accurate records
- Participating regularly in professional development opportunities
- Maintaining frequent communication with students, student’s families, colleagues, and other school stakeholders
- Maintaining regular, punctual attendance

Classified Staff - Office Personnel
The principal selects office personnel on an application and interview basis. Selection shall be based on the ability to perform the job duties for that position. Office personnel duties include, but are not limited to:
- Answering telephones
- Filing reports
- Enrolling students
- Managing/monitoring office operations
- Ordering and purchasing office and classroom supplies and vendor management
- Developing and implementing clerical and administrative procedures for daily school operations
- Preparing correspondence, reports, bulletins, files, forms, memorandums, and performing other clerical and administrative duties as assigned
- Bilingual translation and communication with parents and community
- Maintaining accounts of all expenses
- Enrollment
- Time reporting
- Attendance accounting
- General Bookkeeping
- Assisting in using Alliance Fiscal Management system.

The Alliance Chief Financial Officer and VP of Finance, employed by the Alliance, set up the school financial system, school accounts for receipt of funds and works directly with the principal on managing and providing data for input into the system.
**Classified Staff – Instructional Assistants**

Instructional assistants work in classrooms and provide assistance to students in A-G core academic courses. They are directly supervised by highly qualified teachers and meet *No Child Left Behind* qualification requirements including:

- High school diploma, General Equivalency Diploma (GED) or equivalent; **and**
- Two years of college (minimum 60 semester or 90 quarter units); or associate’s degree or higher;

**Classified Staff – Campus Assistants**

Campus assistant’s general duties include, but are not limited to, assisting with yard and campus supervision to support campus safety.

**Classified Staff – Plant Manager**

Plant manager duties include maintenance and cleanliness of school facility and grounds. Other services needed to maintain building and grounds will be outsourced including pest management, trash pick-up, repairs, plumbing, etc.

The principal selects classified staff on an application and interview basis. Selection is based on qualifications, experience and the ability to perform the job duties suitable for the specified job position.

The selection procedures do not and will continue not to 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.

**Performance Evaluations**

Evaluations are performed annually for all personnel. Performance measures based on meeting expectations for duties assigned and outcomes achieved are used to evaluate all school personnel.

Teachers are evaluated by the principal or assistant principal based on (APPENDIX R):

- Student progress as referenced from assessment measures
- Effectiveness of standards-based teaching strategies
- Performance of job duties
- Knowledge of curriculum

Teachers have the opportunity to participate in performance-enhanced compensation that is determined by student progress and principal performance evaluation. Teachers participate in the design of the system.

Classified and other school personnel are evaluated by the principal, or designated manager, based on completion of assigned job duties and regular, punctual attendance.

If an evaluation reveals poor job performance, a conference is scheduled between the staff member and the principal to develop a written action plan detailing recommendations for improvement. The action plan outlines an implementation plan for support services, specific responsibilities and expectations, timelines, and consequences for failure to meet the expectations. If an employee disagrees with an evaluation, a written objection may be appended to the review.

The principal is evaluated by their designated Alliance Vice President of Schools based on (APPENDIX Y):

- Overall successful implementation of school academic program and achievement of educational goals
- High parental and community involvement and satisfaction
- Maintaining a fiscally sound charter school including a balanced budget
- Completion of required job duties
Alliance Principal Performance Evaluation Metrics

**Goals:** The Alliance system for evaluating the school principal has three goals:

1. To promote the principal’s professional growth as school leader
2. To support the continuous improvement of the education program in the school
3. To make decisions on continuing employment of the principal

To achieve these goals, Alliance has designed an annual review cycle that actively involves the principal, the VP of Schools and the President and relies on data from multiple sources. The system is linked to the Alliance and school goals so that the principal shares with the Alliance accountability for the mission and enabling goals as shown in Tables 1 and 2.
Table 1: Alliance Principal Effectiveness Framework

**PRINCIPAL EFFECTIVENESS METRICS**

**Alliance Principal Effectiveness Framework, 2011-12**

- Student Achievement Growth: 60%
- Leadership: 40%

**Student Achievement Growth 60%**

- Student Growth Percentile
- Academic Performance Index (API)
- Adequate Yearly Progress (AYP)
- Culmination Graduation Rate
- Annual ELL Redesignation Rate
- College-Readiness Indicator 1
- College-Readiness Indicator 2
- College-Readiness Indicator 3
- College Acceptance

**Leadership 40%**

- Leadership Framework Rubric
- ValEd 360 Stakeholder Survey
- Parent Satisfaction Survey
## Table 2: Enabling Metrics for Alliance Schools
### 2012-13 Principal Overall Effectiveness Scorecard

**Revised 6-30-12**

<table>
<thead>
<tr>
<th>Principal Name:</th>
<th>School:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Principal Practice and Behavior (40%)</strong></td>
<td><strong>Date:</strong></td>
</tr>
<tr>
<td><strong>Principal Effectiveness Measures</strong></td>
<td><strong>Score (1-4)</strong></td>
</tr>
<tr>
<td><strong>Principal Evaluation Based on Leadership Rubric</strong></td>
<td></td>
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<tr>
<td>Calculation: Average of each domain, then average of all domains</td>
<td></td>
</tr>
<tr>
<td>①</td>
<td>②</td>
</tr>
<tr>
<td><strong>Val-Ed Stakeholder 360 Feedback (Survey)</strong></td>
<td></td>
</tr>
<tr>
<td>Overall Leadership Score:</td>
<td></td>
</tr>
<tr>
<td>① 1.00-3.28</td>
<td>② 3.29-3.59</td>
</tr>
<tr>
<td><strong>Parent Satisfaction (Survey)</strong></td>
<td></td>
</tr>
<tr>
<td>Overall Satisfaction with 80% Return Rate:</td>
<td></td>
</tr>
<tr>
<td>① &lt;79%</td>
<td>② 80-84%</td>
</tr>
</tbody>
</table>
| **School-Wide Student Achievement Growth (60%)** | **Overall Effectiveness Rating:**
| **School Student Growth Percentile (SGP) Score Based on CA Standards Tests** | **Score (sum of all weighted scores):**
| ① 0-35 SGP | ② 35-50 SGP | ③ 51-69 SGP | ④ 70-100 SGP |
| **Academic Performance Index (API) Targets** | **Percentage is the incentive compensation potential value of this goal. Annually, a specific amount will be set aside for an earned performance compensation incentive. A principal achieving 100% of the mission and enabling goals will be eligible for 100% of the designated incentive.**
| Middle School (CA Avg = 778) | High School (CA Avg = 742) |
| ① <650 | ② 651-724 | ③ 725-799 | ④ >800 |
| **Adequate Yearly Progress (AYP) % of Targets Met** | | 5% |
| ① <49% | ② 50-74% | ③ 75-99% | ④ 100% |
| **Culmination/Graduation Rate** | **Overall Effectiveness Rating:**
| Middle School: % of grade 8 students continuously enrolled and culminating (passing Alg 1 and English with a grade of C or higher) | **Percentage is the incentive compensation potential value of this goal. Annually, a specific amount will be set aside for an earned performance compensation incentive. A principal achieving 100% of the mission and enabling goals will be eligible for 100% of the designated incentive.**
| ① <69% | ② 70-79% | ③ 80-89% | ④ >90% |
| **Annual ELL Redesignation Rate** | **Overall Effectiveness Rating:**
| (CA 2010 avg = 12%; LAUSD 2010 avg = 15%; Alliance 2011 avg = 22%) | **Percentage is the incentive compensation potential value of this goal. Annually, a specific amount will be set aside for an earned performance compensation incentive. A principal achieving 100% of the mission and enabling goals will be eligible for 100% of the designated incentive.**
| ① <9% | ② 10-14% | ③ 15-21% | ④ >22% |
| **College-Readiness** | **Overall Effectiveness Rating:**
| Middle School: % of grade 8 students earn proficient/advanced score on English Language Arts and Algebra 1 California Standards Tests | **Percentage is the incentive compensation potential value of this goal. Annually, a specific amount will be set aside for an earned performance compensation incentive. A principal achieving 100% of the mission and enabling goals will be eligible for 100% of the designated incentive.**
| ① <59% | ② 60-69% | ③ 70-79% | ④ >80% |
| **College-Readiness** | **Overall Effectiveness Rating:**
| Middle School: % of grade 8 students pass Alliance mock California High School Exit Exam | **Percentage is the incentive compensation potential value of this goal. Annually, a specific amount will be set aside for an earned performance compensation incentive. A principal achieving 100% of the mission and enabling goals will be eligible for 100% of the designated incentive.**
| ① <44% | ② 45-59% | ③ 60-74% | ④ >75% |
| **College-Readiness** | **Overall Effectiveness Rating:**
| Middle School: % of grade 8 students meeting ACT EXPLORE college-readiness score in reading, English, and math | **Percentage is the incentive compensation potential value of this goal. Annually, a specific amount will be set aside for an earned performance compensation incentive. A principal achieving 100% of the mission and enabling goals will be eligible for 100% of the designated incentive.**
| ① <9% | ② 10-19% | ③ 20-29% | ④ >30% |
| **College Acceptance** | **Overall Effectiveness Rating:**
| Middle School: % of grade 8 students who pass all courses with C or better | **Percentage is the incentive compensation potential value of this goal. Annually, a specific amount will be set aside for an earned performance compensation incentive. A principal achieving 100% of the mission and enabling goals will be eligible for 100% of the designated incentive.**
| ① <69% | ② 70-79% | ③ 80-89% | ④ >90% |
**Director, Human Resources**

Director of Human Resources for Alliance performs professional-level, technical human resources work in the area of classification, compensation, human resources rules and legislation, recruitment, selection, and assists with more complex assignments. The position reports to the Alliance VP of Operations and works closely with the Alliance President/CEO, Chief Operating/Finance Officer, and VP of Finance. The Alliance HR Director reports to the Alliance COO. The HR Director works with other Alliance staff members in the Alliance home office and with principals and school employees.

**Duties and responsibilities include:**

- Develops job descriptions for Alliance corporate and school positions.
- Coordinates advertising and recruitment for teachers through RISE, Edjoin, Monster.com, Job Fairs, Universities, etc.
- Provides information regarding eligibility requirements to teacher and classified candidates.
- Conducts initial screening of applications for eligibility criteria.
- Verifies compliance with hiring criteria for principals, financial services before employees begin work.
- Responsible for collection of completed employee agreements.
- Maintains current record of all employees in Alliance schools and required employment data.
- Learns and applies policies, regulations, procedures, and techniques of human resources administration in performing some of the tasks listed below:
  - Analyzes laws, rules, reports, publications, and court cases for information relating to human resources.
  - Designs, constructs and conducts or assists in constructing and conducting surveys to gather compensation, classification, training, entrance requirements, rules, employee selection, or other human resources data.
  - Formulates or assists in formulating recruitment and training plans and assists in implementing plans by arranging for facilities, equipment, advertising, informational materials, and other details.
  - Compiles, calculates, and analyzes numerical data; extracts data from reports and records; and prepares tables, graphs, and narrative presentations.
  - Composes or assists in composing a variety of technical written materials, including rules, procedures, class descriptions, salary reports, job market trend reports, and other specialized reports.
  - Develops and designs recruitment literature including advertisements, and brochures.
  - Composes correspondence.
  - Screens applications in regard to entrance qualifications and advises applicants on employment opportunities.
  - Develop, plan, and implement employee recruitment strategies and procedures.
  - May represent the Alliance and its schools at career days, job fairs, and other recruitment functions.
  - Performs related duties as assigned.

**Qualifications:**

- Knowledge of: graphic and tabular presentation of data; computer usage and systems; basic principles of merit that relate to human resources; principles of equal employment opportunity; basic principles and terminology of employment selection, position classification, and salary administration; research techniques and sources of information regarding human resources administration; employment/recruitment sources; and employment recruitment procedures.
- Education: A master’s degree in human resources, personnel, public or business administration is desirable, or one of the behavioral sciences may be substituted for the required experience.
- Experience: Technical experience in employee recruitment, selection, position classification, labor relations, staff development, or salary administration is desirable. Experience in professional human resource functions.
- Special: A valid California Driver License and use of an automobile.
ELEMENT 6: HEALTH AND SAFETY

LAUSD-Specific Language - Insurance Requirements

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

It shall be the AHSAhS’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 the Charter School’s insurance shall be primary despite any conflicting provisions in the Charter 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 the Charter School from claims that may arise from its operations pursuant to the Workers’ Compensation Act (Statutory Coverage). The Workers’ Compensation Insurance coverage must also include Employers Liability coverage with limits of $1,000,000/$1,000,000/$1,000,000.

3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of $1,000,000 Combined Single Limit per Occurrence if the Charter School does not operate a student bus service. If the Charter 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 the Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment or other assets. Minimum amount of coverage shall be $50,000 per occurrence, with no self-insured retention.

5. Professional Educators Errors and Omissions liability coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

6. Sexual Molestation and Abuse coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.

7. Employment Practices Legal Liability coverage with limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

8. Excess/umbrella insurance with limits of not less than $10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies. The policy shall be endorsed to name the Los Angeles Unified School District and 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 the Charter School’s insurance shall be primary despite any conflicting provisions in the Charter School’s policy.

**LAUSD-Specific Language *Evidence of Insurance**
The Charter School shall furnish to the District’s Office of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 25th 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 the Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to school, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of the Charter School.

**LAUSD-Specific Language *Hold Harmless/Indemnification Provision**
To the fullest extent permitted by law, the Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys’ fees, brought by any person or entity whatsoever, arising out of, or relating to this Charter agreement. The Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys’ fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by the Charter School, and their officers, directors, employees or volunteers. Moreover, the Charter 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.

**LAUSD-Specific Language *Health, Safety and Emergency Plan**
AHSAHS will have a Health, Safety and Emergency Plan in place prior to beginning the operation of the Charter School. The AHSAHS 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.

**LAUSD-Specific Language *FERPA**
AHSAHS, its employees and officers will comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

**LAUSD-Specific Language *Criminal Background Checks and Fingerprinting**
Charter School shall require all employees of the Charter 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. The Charter School will maintain on file and available for inspection evidence that the Charter 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. The Charter School shall also ensure that it receives subsequent arrest notifications from the Department of Justice to ensure the ongoing safety of its students.
Policies
Alliance Health Services Academy High School implements a comprehensive set of health, safety, and risk management policies reviewed regularly with the staff, students, parents, and governing board. These policies are reviewed and discussed with the school's insurance carriers and, at a minimum, address the following topics:

- A requirement that all enrolling students and staff provide records documenting immunizations to the extent required for enrollment in non-charter public schools. Records of student immunizations are maintained, and staff honor County requirements for periodic Tuberculosis (TB) tests. AHSASH requires its employees to be examined for tuberculosis in the manner described in Ed. Code 49406.
- AHSASH requires immunization of students as a condition of school attendance to the same extent as would apply if the pupils attended a non-charter public school.
- AHSASH requires the examination of faculty and staff or tuberculosis as described in Education Code section 49406.
- AHSASH requires immunization of students as a condition of school attendance to the same extent as would apply if the pupils attended a non-charter public school.
- Policies and procedures for response to natural disasters and emergencies, including fires and earthquakes. (APPENDIX K)
- A policy requiring that instructional and administrative staff receive training in emergency response, including appropriate "first responder" training or its equivalent. Policies relating to the administration of prescription drugs and other medicines.
- A policy that the school is housed in facilities that have received state Fire Marshal approval and that have been evaluated by a qualified structural engineer who has determined that the facilities present no substantial seismic safety hazard. Periodic inspections are undertaken, as necessary; to ensure such safety standards are met.
- A policy establishing that the school functions as a drug, alcohol, and tobacco free workplace.
- AHSASH shall require that each employee of the school submit to a criminal background check and furnish a criminal record summary as required in section #44237. (APPENDIX K)
- A policy for reporting child abuse, acts of violence, and other improprieties as mandated by federal, state, and local agencies. (APPENDIX I)
- Child abuse is reported immediately by the individual discovering or being informed of the alleged child abuse/neglect.
- Compliance with all health and safety laws and regulations that apply to non-charter public schools, including those regarding auxiliary services (food services, transportation, custodial services, hazardous materials, pest management, etc.) and those required by CAL/OSHA, the California Health and Safety Code, EPA and the McKinney-Vento Act with regard to homeless students.
- Among the many health and safety laws that need to be followed is the Healthy Schools Act - California Education Code Section17608, which details pest management requirements for schools.
- AHSASH provides vision, hearing, and scoliosis screening to students to the same extent as would be required to do if its students attended a non-charter public school.

Procedure – Safe School Plan (APPENDIX K)

Prescription Medicine
Parents must bring medication to the office in the original containers, with the name of the prescribing physician, the name of the student, and dispensing instructions. Parents will complete the appropriate form authorizing school staff to administer medication. Designated staff put medications in a locked cabinet or refrigerate as needed for medications requiring refrigeration. Designated staff logs times for administering medications for each student and will establish a tickler system to ensure that medications are dispensed at the appropriate times. Designated staff call students to receive medications at the appropriate times. In cases where medications are long-term prescriptions, designated staff provides parents with one week’s notice to alert them that additional medications are needed.
Fire Drills
Fire drills are held at least once per semester. Office personnel maintain a record of fire drills held and total required time for complete evacuation. When the fire drill signal sounds, teachers lead the students in their room along the route indicated on the evacuation map posted for that purpose. Before leaving the room, teachers see that all windows and doors are closed and that they have their class attendance roster with them. Students who are not in a classroom at the time the fire drill signal is given attach themselves to the nearest teacher exiting the building for purposes of getting to the designated evacuation site. Once at the designated evacuation site, teachers and other staff ensure that all students find their respective teachers. Teachers then take roll to ensure that all students are accounted for. The names of any missing students are given to the office personnel and the administrative staff attempt to locate missing students. Students remain with their teachers at the designated evacuation site until the administrative staff gives the “all clear” signal.

Disaster Drills (i.e. Earthquake)
Disaster drills are conducted at least once every semester. Students are made familiar with the “duck and cover” routine. A disaster drill commencing with the “duck and cover” routine is initiated by an announcement over the intercom. Staff and students hear, “This is an emergency drill. Duck and cover.” During the “duck and cover” routine in the classroom, teachers turn off the lights and have students get under a desk or table or against the wall away from the windows. Students must remain quiet and orderly so they will be able to hear additional instructions when given. All drills are concluded with an “all clear” announcement on the intercom, or a visible signal from the administrative staff. In the event of a real earthquake, everyone must engage in the “duck and cover” routine immediately and remain in position until the teacher determines that it is safe to leave the building. If remaining in the room becomes dangerous, or when the shaking stops, teachers proceed with their students to the evacuation site or another safety zone. If students are on the playground or other outdoor area when a disaster drill is called or during an actual earthquake, students are to drop immediately to the ground, away from trees and power lines, and cover their heads with their hands. They are to remain in that position until given additional instructions.

In the event of disasters other than earthquakes, the administrative staff contacts each room, advise staff of potential dangers, and give further directions or orders. Teachers and students remain in their classrooms until instructions are received for an all clear or an evacuation. For safety purposes, no one is to leave the rooms. If there has been a chemical spill, the teacher must make sure that all doors, windows, and vents remain closed. The school site maintenance staff turns off the gas. All unassigned staff reports to the office for assignments such as searching offices, bathrooms, and all other common areas, including outdoor facilities. Teachers stay with their classes for the duration of the emergency. In the event of an earthquake or other national disaster, all school employees are immediately designated “Civil Defense Workers” and are not allowed to leave school until they are given official clearance to do so by the administrative staff.

Bomb Threats
The person receiving the call or letter note the time of day, wording of the message, background noises, and quality of the voice to try to determine if it is a young child or an adult. This person delays the caller as long as possible, while they alert another adult to the crisis. That adult immediately notifies the telephone company to trace the call and immediately thereafter, notify the police using 911. Based on the information at hand, the administrative staff makes a decision whether an immediate evacuation is warranted. If so, the evacuation code word “safe school drill” is given over the intercom and evacuation procedures are followed. The office personnel coordinate information requests to and/or from law enforcement, the telephone company, and parents. If an immediate evacuation is not warranted, the administrative staff notifies teachers to inspect their room for any suspicious materials or unknown packages, without alarming students. All unassigned staff reports to the office for assignments such as searching offices, bathrooms, and all other common areas, including outdoor facilities.

Major Disaster Drill:
This drill should be performed twice per year so personnel are oriented to the school’s Major Disaster Plan.
Evacuation Plan
A disaster of a significant nature may require the evacuation of the school. Immediately upon notification by outside authorities that the school must be evacuated, the administrative staff verifies the name and position of the person placing the alert. Once the source is confirmed, the administrative staff gives the evacuation code word “safe school drill” over the intercom. Teachers proceed with their students to the nearest school exit indicated on the evacuation map posted for this purpose. Before leaving the room, teachers make sure they have their class attendance roster with them. Students who are not in a classroom at the time the intercom signal is given attach themselves to the nearest teacher exiting the building for purposes of getting to the designated evacuation site.

Prior to evacuation, offices, bathrooms, and all other common areas, (including outdoor facilities) are searched by unassigned staff members designated by the principal. Once at the designated evacuation site, teachers and other staff ensures that all students find their respective teachers. Teachers then take roll to ensure that all students are accounted for. The names of any missing students are given to the office personnel and an individual is assigned the task of finding any missing students.

Teachers work together to take care of students with injuries, respiratory problems, or other medical conditions. Teachers stay with their classes for the duration of the emergency. In the event of an evacuation, all school employees are immediately designated “Civil Defense Workers” and are not allowed to leave school until they are given official clearance to do so by the administrative staff.

Students remain with their teachers at the designated evacuation site until the administrative staff gives the “all clear” signal. In the event students cannot return to the school site, the administrative staff notifies parents and/or the media as to where students can be picked up. The office personnel sign out students as they are being picked up by a parent or other adult listed on the emergency information card. Parents are asked to remain in a designated area, and students are escorted to the designated area for release.
ELEMENT 7: MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

LAUSD-Specific Language* Court-ordered Integration

Alliance Health Services Academy High School shall comply with all requirements of the Crawford v. Board of Education, City of Los Angeles court order and the LAUSD Integration Policy adopted and maintained pursuant to the Crawford court order, by the 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 60:40 ratio. *(Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)). The written plan should list specific dates, locations and recruitment activities to achieve the District’s Racial and Ethnic Balance goal.

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.

Written Plan to Achieve and Maintain LAUSD Ethnic Balance Goal

- Distribute notification about enrollment opportunities at AHSAHS to all communities in Los Angeles Unified School District including communities that serve diverse populations.
- Publicize AHSAHS through publicity flyers, the Alliance Website, notices to school administrators about available openings and through local media.
- Consider diverse ethnicities in the enrollment process to achieve and maintain the LAUSD ethnic balance goal.

Alliance Health Services Academy High School makes every effort to recruit students of various racial and ethnic groups to achieve a balance that is reflective of the general population residing within the territorial jurisdiction of LAUSD.

Alliance Health Services Academy High School conducts annual orientation sessions in English and in Spanish prior to the opening of school. The typical schedule for these orientation sessions is at least one weekday and one Saturday per month from January to August.

Information and orientation sessions are advertised through direct mail to the parents of eligible students in grade 8 who attend middle schools in the target communities of Washington Prep and Gardena High Schools using flyers printed in English and Spanish distributed at local businesses and community organizations, youth organizations, social service providers, faith-based organizations, grocery stores, public libraries, overcrowded elementary and middle school campuses, and at school bus stops where students are sent out of the community. Orientation sessions are conducted in English and in Spanish and are held at different venues throughout the community. Open houses and school tours are also offered on a regularly scheduled basis.

- Anticipated schedule of annual school tours: September, November, February, April
- Open House Prior to the Opening of School – Anticipated Date: First Week in August 2013

The recruitment target areas are already described – 9th grade students are recruited via information distributed to nearby middle schools within a 3-mile radius of the school. CA charter school legislation stipulates that enrollment is open to any student who is a resident in the state of CA.

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

Ethnic balance:
Students are recruited in the neighborhood where the school is located, which automatically reflects the demographics of LAUSD. There is no preference or discrimination for disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code. The majority of all students in LAUSD are Latino. The majority of students living in the community served by AHSASHS are Latino and African American.

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

The District and AHSAHS 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. No Child Left Behind-Public School Choice (“NCLB-PSC”) placement with charter schools is an alternative strongly encouraged by the No Child Left Behind Act of 2001 (“NCLB”). AHSAHS 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 AHSAHS shall have the right to continue attending AHSAHS until the highest grade level of the charter. However, the obligation of the District to provide transportation for a NCLB-PSC student to AHSAHS shall end in the event the NCLB-PSC student’s resident District school exits Program Improvement status.

AHSAHS will ensure that all of its NCLB-PSC students are treated in the same manner as other students attending the Charter School. NCLB-PSC students are and will be eligible for all applicable instructional and extra-curricular activities at the Charter School. AHSAHS will make reasonable efforts to invite and encourage the participation of the parents of NCLB-PSC students in the activities and meetings at the Charter 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 AHSAHS under the NCLB-PSC program increases in subsequent years, AHSAHS agrees to discuss with the District the possibility of increasing the number of NCLB-PSC places available at the Charter School.

LAUSD-Specific Language*Federal Compliance*

As a recipient of federal funds, including federal Title I, Part A funds, AHSAHS 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. AHSAHS understands that it is a local educational agency [LEA] for purposes of federal compliance and reporting purposes. AHSAHS 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 schoolwide 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.

AHSAHS also understands that as part of its oversight of the Charter School, the District may conduct program review of federal and state compliance issues.
ELEME\N 8: ADMISSIONS REQUIREMENTS

Admission to Alliance Health Services Academy High School

Alliance Health Services Academy High School admits all students who wish to attend as outlined in Education Code section 47605(b)(5)(H). Alliance Health Services Academy High School does not charge students tuition and does not discriminate against any student on the basis of race, ethnicity, national origin, religion, gender, gender identity, gender expression, sexual orientation, or disability, or any other characteristics that are contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code. Admission to Alliance Health Services Academy High School is not determined according to the place of residence of the student, or of the student’s parent, within California.

AHSAHS adheres to all laws establishing minimum age for public school attendance, and any student over 19 years of age who is admitted continuously enrolled in public school and making satisfactory progress towards high school diploma requirements. No student over 22 years of age is admitted or in attendance.

Student enrollment by law is open to all students in the state of California. The intent of AHSAHS charter is to serve students living in and attending schools within a three to four-mile radius of the Washington Prep High School community. Marketing is targeted to students residing in the community or attending schools in the community served, which includes primarily LAUSD residents.

EXAMPLE: Neighboring schools and communities targeted include, but are not limited to:

<table>
<thead>
<tr>
<th>Washington Prep High School</th>
<th>Robert E. Peary Middle School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gardena High School Academies</td>
<td>Frederick Douglas Middle School</td>
</tr>
<tr>
<td>Animo Locke High Schools</td>
<td>Animo Charter Middle Schools 3 and 4</td>
</tr>
<tr>
<td>Area Churches and Community Centers</td>
<td>Local District Staff as determined by LAUSD</td>
</tr>
<tr>
<td></td>
<td>Local Elected Officials</td>
</tr>
</tbody>
</table>

Enrollment is monitored to insure that, to the fullest extent possible, students enrolled reflect the diversity of the community through advertising the school throughout this targeted community.

Methods to recruit students for enrollment include:
- Announcements direct mailed to families in neighboring middle and senior high schools
- Flyers distributed throughout the local community
- Community meetings open to all interested parents and community members
- Local newspaper announcements
- Open House at the school site prior to the opening of school
- Meetings, materials, communications are provided in English and in Spanish

Students in communities served by Alliance schools including AHSAHS are in low income, economically disadvantaged communities; all are recruited from low-achieving LAUSD school communities; brochures state that all students including low-achieving, economically advantaged and students with special needs are welcome.

Enrollment Criteria:
- Students must be residents of the state of California.
- Students must submit an application.

The student application deadline varies annually but is typically the end of January. If by the posted application deadline, the number of students applying for admission exceeds the capacity of the school enrollment, except for existing students of the school and siblings of those students, enrollment is determined by a public random drawing of all applications submitted for seats available and to establish the order of students on a waiting list. Should the applications received at the time of the deadline not exceed space available, all applicants are accepted for enrollment.
Fair Public Random Drawing - Procedures
- If more applications than seats available are received by the established public deadline, a public random lottery is held. The date and time is determined each year once it is determined that a lottery is required. The lottery is held within 10 days of determination.
- Parents of students who submitted applications are notified by telephone and in writing by U.S. mail of the date, time, place, openings available and procedures of the public random drawing. AHSAAHS also publishes information regarding the lottery in local newspapers when possible and in front of the school.
- Procedures that are followed and related materials used are made available to the LAUSD Charter Office. LAUSD Charter Office staff is welcome to observe the random public drawing should one be necessary.
- The location of the lottery is at the school site. A specific room is determined each year.
- All students who meet the enrollment criteria receive a number in order of the submission of all required enrollment documents. Preference is extended to siblings currently attending AHSAAHS. These siblings are automatically accepted and are not part of the lottery.
- Preference is also extended to students living within the boundaries of LAUSD. If the number of applicants on the preference list exceeds the available seats on the lottery date, their applications are placed in a barrel and the number of applications for seats available is randomly drawn. Remaining applicants on the preference list are placed on the waiting list in the order their names are drawn.
- All applications not on the preference list are then placed in a barrel and randomly drawn in the lottery to determine order of placement on the waiting list.
- All applications and a record of the order in which they are drawn are kept on file at the school.

Filling Vacancies
Once the enrollment capacity is reached, as vacancies occur spaces are filled from the waiting list by grade level, on a first come, first served basis by the date the application was received, unless there is a lottery. If there is a lottery, spaces that come available are filled by the order the application is drawn. In this instance, parents are contacted by phone by designated office staff. Parents have 5 days to respond in person or by phone to AHSAAHS principal, assistant principal, or designee.

Confidentiality of Records
Alliance Health Services Academy High School adheres to all procedures related to confidentiality and privacy of records. In the event that a student enters the school upon transfer from an existing district school, the student’s records (i.e. IEP, cumulative, bilingual) are requested from the respective district. Upon exit from AHSAAHS, the student's records are forwarded to the district upon request. Under FERPA parents are annually given a form providing the opportunity to withhold the release of information. (APPENDIX P.)

Transportation
Transportation is the parental responsibility for families who choose to attend Alliance Health Services Academy High School. Alliance Health Services Academy High School does not provide transportation for students from home to school or school to home, except in instances of compliance with the American with Disabilities Act and the McKinney-Vento Act with regard to providing transportation to eligible students. AHSAAHS also has a potential responsibility to provide transportation to eligible students pursuant to the Individuals with Disabilities Education Act “IDEA.” For extracurricular activities, such as field trips, the school contracts for transportation with either LAUSD or a licensed contractor.

McKinney-Vento Homeless Assistance Act
AHSAAHS 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. AHSAAHS 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. A
student’s IEP will never be required prior to participation in any attendance lottery or as a condition for enrollment.
ELEMENT 9: ANNUAL FINANCIAL AUDITS

**LAUSD-Specific Language**

**District Oversight Costs**
The District may charge for the actual costs of supervisorial oversight of the Charter School not to exceed 1% of the Charter School’s revenue, or the District may charge for the actual costs of supervisorial oversight of the Charter School not to exceed 3% if the Alliance Health Services Academy High 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 the charter school/facilities use agreements.

**Balance Reserves**
Additionally, it is recommended that AHSAHS will at all times maintain a funds balance (reserve) of its expenditures as outlined in section 15450, Title 5 of the California Code of Regulations.

**LAUSD-Specific Language** *Special Education Revenue Adjustment/Payment for Services*
In the event that the AHSAHS 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 the Charter School, AHSAHS authorizes the District to deduct any and all of the in lieu property taxes that the Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. The Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to the AHSAHS. Should this revenue stream be insufficient in any fiscal year to cover any such costs, the AHSAHS agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

**LAUSD-Specific Language** *Audit and Inspection of Records*
AHSAHS 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 the Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of the Charter 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 AHSAHS 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 the Charter School’s financial information,
- The Charter School’s debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- The Charter School’s enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

AHSAHS shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24- hours notice.
AHSAHS will develop and maintain internal fiscal control policies governing all financial activities.

Annual independent audits are performed by a third party professional auditor in accordance with acceptable auditing standards. Audit exceptions and deficiencies will be resolved to the satisfaction of the LAUSD authorizing entity. The auditing process will be managed by the Alliance Chief Financial/Operating Officer and VP of Finance.

“The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD each year”:
- a. Provisional Budget – Spring prior to operating fiscal year
- b. Final Budget – July of the budget fiscal year
- c. First Interim Projections – November of operating fiscal year
- d. Second Interim Projections – February of operating fiscal year
- e. Unaudited Actuals – July following the end of the fiscal year
- f. Audited Actuals – December 15 following the end of the fiscal year
- g. Classification Report – monthly according to school’s Calendar
- h. Statistical Report – monthly according to school’s Calendar of Reports In addition:
  - 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

Business Plan

Direct Funding
Alliance Health Services Academy High School elects to receive direct funding from the State Fund to be deposited into its own account at the County Treasury. All revenue generated by Alliance Health Services Academy High School is deposited in the Los Angeles County Treasury. All payments (including payroll) are drawn on the County Treasury, which enables the County Program Budgeting and Accounting System (PBAS) to account for all revenue and expenditures.

Revolving Accounts
Two revolving accounts with a local financial institution are maintained for day-to-day expenditures from the General Fund and from Food Services (if applicable). All expenditures over $500.00 require two signatories.

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

In consideration of the services rendered by Alliance Health Services Academy High School pursuant to this charter, the charter school receives full and equitable funding pursuant to the Charter School Funding Model for all funds included in the funding model. This includes, but is not limited to, revenue limit apportionment, categorical block grant, economic impact aid, and state lottery funds. Alliance Health Services Academy High School receives revenue payments based on student attendance (ADA) records and eligibility requirements.

In accordance with applicable law, California’s Superintendent of Public Instruction is authorized to make payments and/or apportionment directly to the charter school, or to an account held in the name of Alliance Health Services Academy High School. The charter school notifies the superintendent of schools of the county in the affected year. Funds transferred directly from the State Fund to Alliance Health Services Academy High School are transferred to the charter school account in the County Treasury by the County in the most expeditious manner possible. Charter school funds still flowing through the district will be paid to AHSAHS in a timely manner.
Alliance Health Services Academy High School applies directly for funds not included in the charter school categorical block grant, but for which charter schools can apply directly. This includes, but is not limited to, programs such as Title 1, and the After-School Learning and Safe Neighborhood Partnership Program. Alliance Health Services Academy High School reports to federal and state taxing authorities, as required by law. The charter school is responsible for payment of Social Security and all other applicable taxes.

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

**Attendance Accounting**

Alliance Health Services Academy High School uses the forms of LAUSD. Attendance accounting procedures satisfies requirements for LAUSD, LACOE, and CDE and is audited by an auditor selected from the California State list of auditors approved to audit K-12 public schools. Classroom teachers record daily attendance on attendance cards. When a student is absent from school, office personnel verify absences. State school registers are completed on a monthly basis documenting the month’s attendance. Required reports are completed regarding daily attendance and are submitted to the requesting agencies. This includes reporting enrollment and attendance figures to LAUSD on a monthly basis.

**Food Service Program**

AHSASHS applies as its own sponsor for participation in the federal meal program.

Eligible students are provided meals for free or at a reduced rate in accordance with the Federal Lunch Act. Alliance Health Services Academy High School may determine to provide meals to all students for free if appropriate and cost effective.

Alliance Health Services Academy High School works with an approved vendor to provide free and reduced lunches to eligible students. This vendor provides and organizes the delivery arrangements in accordance with state and federal guidelines for food services at Alliance Health Services Academy High School. Under this arrangement, all food is prepared on a daily basis at the vendor’s facility and delivered by the vendor to the school. Food is served by a staff member of the vendor in addition to a staff member of the school and parent volunteers. The food program is annually re-evaluated by AHSASHS.

**Financial Plan**

The Alliance Health Services Academy High School financial plan contains a multiyear budget and forecast for the next five years of operation and monthly cash flow (APPENDIX B). Revenue entitlements are calculated based on published information on the state direct funding model, and by identifying any additional federal, state, and local funding for students in grades nine through twelve typically available to a district-sponsored charter school based on characteristics of the school’s programs and student make-up. Alliance Health Services Academy High School applies directly for funds not included in the charter school categorical block grant, but for which charter schools can apply directly.

Alliance Health Services Academy High School elects to receive direct funding from the State Fund to be deposited into its own account at the County Treasury.
ELEMENT 10: SUSPENSIONS AND EXPULSIONS

LAUSD-Specific Language *Suspension and Expulsion*

AHSAHS 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.

AHSAHS 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.

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

AHSAHS will implement operational and procedural guidelines ensuring federal and state laws and regulations regarding the discipline of students with disabilities are met. AHSAHS 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, AHSAHS 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 Special Education Service Center.

AHSAHS shall document the alternatives to suspension and expulsion AHSAHS utilizes with students who are truant, tardy, or otherwise absent from compulsory school activities.

If a student is expelled from AHSAHS, the school shall forward student records upon request of the receiving school district in a timely fashion. AHSAHS 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 and documentation that AHSAHS’s policies and procedures were followed
- 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, AHSAHS 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, AHSAHS 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 students disability: B) Was the misconduct a direct result of AHSAHS’s failure to implement 504 Plan.

LAUSD-Specific Language *Outcome Data*

AHSAHS shall maintain all data involving placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.
**LAUSD-Specific Language *Rehabilitation Plans**
Pupils who are expelled from AHSAHS shall be given a rehabilitation plan upon expulsion as developed by AHSAHS’s governing board, or as designated, at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may reapply to AHSAHS for readmission.

**LAUSD-Specific Language *Readmission**
AHSAHS’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, AHSAHS’s governing board shall readmit the pupil, unless AHSAHS’s governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil’s parent/guardian within a reasonable time.

**LAUSD-Specific Language *Reinstatement**
AHSAHS’s governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. AHSAHS is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

**LAUSD-Specific Language *Special Education Students**
In the case of a student who has an Individualized Education Program (IEP), or a student who has a 504 Plan, AHSAHS 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 AHSAHS 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, AHSAHS’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 AHSAHS’s failure to implement 504?

**LAUSD-Specific Language *Gun Free Schools Act**
AHSAHS shall comply with the federal Gun Free Schools Act.

**Student Suspension and Expulsion Policy**
This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at AHSAHS. In creating this policy, the AHSAHS has reviewed Education Code Section 48900 et seq. which describes the non-charter schools’ list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 et seq. .

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as AHSAHS’s policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements and are not material revisions to this policy. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations. In addition, these Policies and Procedures will be available on request at the Principal’s office.
Suspended or expelled students shall be excluded from participating in all school and school-related activities unless otherwise agreed by the principal and the parent/guardians during the period of suspension or expulsion.

**Code of Conduct**

Student responsibilities include, but are not limited to:

- Following all rules of behavior and conduct set by the classroom teacher and contained within this policy
- Respecting fellow students and school personnel
- Attending classes regularly and on time
- Completing all assigned work (to the best of the student’s ability)
- Being prepared for class (bring materials, e.g., books, homework)
- Participating in all assessment measures (e.g., tests)
- Respecting the property of the school and others
- Keeping the campus clean
- Wearing school uniform. One uniform is provided at no cost for each student.

Alliance College-Ready Public Schools believes in a student discipline philosophy that is progressive in nature, and at all points, tries to provide students with supports and opportunities to improve.

Students who violate the school rules are subject to, but not limited to the following progressive actions:

- Verbal warning
- Loss of privileges
- Detention
- Written notice to parents
- Conference with student/parent
- Suspension
- Opportunities for voluntary transfers to other Alliance schools
- Expulsion

**Grounds for Suspension and Expulsion of Students**

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at AHSAHS or at any other school or a Charter School sponsored event, occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school sponsored activity.

**Enumerated Offenses**

Students may be suspended or expelled for any of the following acts, consistent with the requirements for Category I through III offenses defined below, when it is determined the pupil:

Annotated Excerpts from the Current California Education Code § 48900. Grounds for Suspension or Expulsion

(a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.
   (2) Willfully used force or violence upon the person of another, except in self-defense.

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

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

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

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

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

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

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

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

(k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

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

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

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

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

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

(q) Engaged in, or attempted to engage in, hazing. For 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 subdivision, “hazing” does not include athletic events or school-sanctioned events.

(r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:

1. “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

   A. Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
(B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.

(C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.

(D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

(2) "Electronic act" means the transmission of a communication, including, but not limited to, a message, text, sound, or image, or a post on a social network Internet Web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer, or pager.

(3) "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

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, pursuant to this section, 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 (a).

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

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

It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent from school activities.

**Expulsion (Mandatory and Discretionary Offenses)**

**Category I**
The Principal of AHSAS shall immediately suspend and recommend expulsion when the following occur on school campus or at a school activity off campus, for any of the following reasons:

1. Possessing, selling, or furnishing a firearm, as defined below. E.C. 48915(c)(1); 48900(b)
2. Brandishing a knife at another person. E.C. 48915(c)(2); 48900(a)(1) and 48900(b)
3. Unlawfully selling a controlled substance. E.C. 48915(c)(3); 48900(c)
4. Committing or attempting to commit a sexual assault or committing a sexual battery, as defined in the enumerated offenses, above. (as defined in 488900[n]). E.C. 488915(c)(4); 48900(c)
5. Possession of an explosive, as defined below. E.C. 48915(c)(5); 48900(b)

If it is determined that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term “destructive device” means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.
Category II
The Principal of AHS/AHS has limited discretion with Category II student offenses listed below. The Principal must recommend expulsion when any of the following occur at school or at a school activity off campus, unless the Principal determines that expulsion is inappropriate (E.C. 48915(a)):

1. Causing serious physical injury to another person, except in self-defense. E.C. 48915(a)(1); 48900(a)(1), maybe also 48900(a)(2).
2. Possession of a knife or other dangerous object of no reasonable use to the pupil. E.C. 48915(a)(2); 48900(b)
3. Unlawful possession of any controlled substance, except for the first offense of less than an ounce of marijuana. E.C. 48915(a)(3); 48900(c).
4. Robbery or extortion. E.C. 48915(a)(4); 48900(e).
5. Assault or battery upon any school employee. E.C. 48915(a)(5); 48900(a)(1) and 48900(a)(2)

Category III
The Principal may recommend expulsion when any of the following Category III offenses occur at any time, including, but not limited to, while on school grounds; while going to or coming from school; during the lunch period, whether on or off the campus; or during, or while going to or coming from, a school-sponsored activity:

1. Category I and II offenses that are related to a school activity or school attendance, but that did not occur on school campus or at a school activity.
2. Caused or attempted to cause, or threatened to cause physical injury to another person, unless the injury is serious, as set forth under the Category II offenses. (Unless, in the case of "caused," injury is serious. [See II.1]). E.C. 48900(a)(1); 48915(b)
3. First offense of possession of marijuana of not more than one ounce, or possession of alcohol. E.C. 48900(c); 48915(b)
4. Sold, furnished, or offered a substitute substance represented as a controlled substance. E.C. 48900(d); 38915(b)
5. Caused or attempted to cause damage to school or private property. E.C. 48900(f); 48915(e)
6. Stole or attempted to steal school or private property. E.C. 48900(g); 48915(e)
7. Possessed or used tobacco. E.C. 48900(h); 48915(e)
8. Committed an obscene act or engage in habitual profanity or vulgarity. E.C. 48900(i); 48915(e)
9. Possessed, offered, arranged, or negotiated to sell any drug paraphernalia. E.C. 48900(j); 48915(e)
10. Disrupted school activities or willfully defied the valid authority of school personnel. E.C. 48900(k); 48915(e)
11. Knowingly received stolen school or private property. E.C. 48900(l); 48915(e)
12. Possessed an imitation firearm. E.C. 48900(m); 48915(e)
13. Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel. E.C. 48900.4**; 48915(e)
14. Committed sexual harassment (applicable to grades 4 through 12 only). E.C. 48900.2**; 48915(e)
15. Caused or attempted to cause, threatened to cause, or participated in an act of hate violence (applicable to grades 4 through 12 only). E.C. 48900.3**; 48915(e)
16. Made terrorist threats against school officials or school property, or both. E.C. 48900.7; 48915(e)
17. Willfully use force or violence upon the person of another, except in self-defense. E.C. 48900(a)(2); 48915(b)
18. Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a disciplinary action. E.C. 48900(o); 48915(e)
19. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. E.C. 48900(p); 48915(e)
20. Engaged in, or attempted to engage in, hazing, as defined in Section 32050. E.C. 48900(q); 48915(e)
21. Engaged in an act of bullying, including, but not limited to, bullying committed by means of electronic act directed specifically toward a pupil or school personnel. E.C. 48900(r); 48915(e)
**Additional Findings**

For all Category II and III offenses (Category I offenses do not require additional findings), the student may be expelled only if one or both of the following findings are substantiated:

a) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.

b) Due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.

**Process for Suspension**

**Conference:**

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

**Notice to Parents:**

At the time of suspension, the principal makes a reasonable effort to contact the parent by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice states the specific offense committed by the student. In addition, the notice also states the date and time the student may return to school. If AHSAS gratefully administers wish to ask the parent to confer regarding matters pertinent to the suspension, the notice may note that the parents are strongly encouraged to respond to this request without delay and that student violations of school rules can result in student expulsion from the school.

**Length of Suspension:**

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

**Suspension Appeals**

The suspension of a student is at the discretion of the principal or designee of AHSAS. Parents are notified in advance of the enactment of the suspension and can appeal a student’s suspension. A suspension appeal is heard within 5 days of notification of suspension by the principal or designee, and upon consideration, the principal or designee’s decision is final. The student is considered suspended until a meeting is convened to hear the appeal. The decision to rule on the appeal will be made within one business day of the appeal hearing. Parents/Guardians will be notified of the decision in writing within 3 days. For students who are recommended for expulsion, any appeal of the suspension will be considered concurrently with the expulsion process.

**Authority to Expel**

A student may be expelled by a three member panel, known as the Expulsion Panel, that is designated by the AHSAS Board of Directors. Members of the panel shall not be staff members of AHSAS and shall not have previous familiarity with the student or situation.

**Process for Expulsion**

Upon a recommendation of Expulsion by the Principal or Principal’s designee, the pupil and the pupil’s guardian or representative will be invited to a conference to determine if the suspension for the pupil
should be extended pending an expulsion hearing. This determination will be made by the Principal or designee.

**Expulsion Hearing**

A hearing to determine whether the student should be expelled is required for recommendations for expulsion. The hearing is held within 30 school days after the principal makes his/her expulsion recommendation. The hearing shall be presided over by the Expulsion Panel of three members. The Expulsion Panel includes Alliance staff. Members are selected by the Board President with the following criteria: 1) no knowledge of the student or situation, and 2) the panel members are not AHSASH school employees.

The principal or designee of AHSASH provides written notice of the hearing to the student and the student’s parent at least 10 calendar days before the date of the hearing. This notice shall include:

a) The date and place of the expulsion hearing.

b) A statement of the specific facts, charges, and offenses upon which the proposed expulsion is based.

c) A copy of the Charter School’s disciplinary rules which relate to the alleged violation;

d) Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;

e) The opportunity for the student or the student's parent/guardian to appear in person and/or to employ and be represented by counsel or a non-attorney advisor;

f) The right to inspect and obtain copies of all documents to be used at the hearing;

g) The opportunity to confront and question all witnesses who testify at the hearing;

h) The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

**Presentation of Evidence**

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

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Expulsion Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

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

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

**Special Procedures for Expulsion Hearings Involving Potential Risk of Physical Harm to Witnesses**

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

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

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

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

4. The Expulsion Panel conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The Expulsion Panel conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

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

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

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

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

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

Following a decision of the Expulsion Panel to expel, the Principal or designee shall send to the student and parent/guardian written notice of the decision to expel, including the panel’s adopted findings of fact. This notice to expel a student will be sent by certified U.S. Mail and will include the following:

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

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

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

d) Appeal procedures.

e) The specific offense(s) committed by the student

f) Notice of the student’s or parent’s obligation to inform any new school district in which the student seeks to enroll of the student’s status with AHSAHS.

**Appeal of Expulsion**

An expulsion decision may be appealed within 30 calendar days of the date of the Panel’s decision to expel. The parent/guardian must submit the appeal in writing to the principal or designee. An Expulsion Appeal Panel shall be convened within 30 school days of receipt of the written appeal, at which time the student’s parent/guardian must attend to present their appeal. The Expulsion Appeal Panel shall have three members. Each member shall be an employee of an Alliance school. However, Panel members shall not be AHSAHS employees, shall know nothing of the incident or student, and shall not be the same individuals who served on the expulsion panel. The panel will be chosen by the School Board President. The scope of review of the Panel shall be limited to whether there is relevant and material evidence which, in the exercise of reasonable diligence, could not have been produced or which was improperly excluded at the expulsion hearing. The decision of the Expulsion Appeal Panel is final. Parents will be notified of the Expulsion Appeal Panel’s decision, in writing, within two business days of the hearing. In the event that Expulsion Appeal Panel reverses the expulsion, the student shall be immediately reinstated.
ELEMENT 11: EMPLOYEE RIGHTS AND RETIREMENT PROGRAMS

Work Basis
Employee work calendars, hours per week, and vacation time are determined in individual employment contracts. Principals typically work a calendar year of 12 months with a standard week of approximately 40 hours. Teachers typically work a regular calendar year of 10 months and up to 1 additional month to provide extended instruction time, with a standard week of approximately 38.5 hours, including instructional hours, meetings, and professional development (teachers may work longer hour weeks for evening parent conferences, meetings, and professional development). Office personnel and classified staff typically work a calendar year of 12 months with a standard week of approximately 40 hours.

Benefits
Sick days are provided for each eligible full-time employee to the extent of 10 paid sick days per year. Employees earn sick days at the rate of one day per month. Eligible part-time employees are provided with a portion of the sick days that corresponds to the number of hours worked. The first five sick days unused may be banked and rolled over at the end of each year. Full-time employees are provided with three bereavement days for immediate family members. Family members are defined as members of the employee’s or spouse’s immediate family, which means the parents, grandparents, child, or grandchild, brother, sister (step or foster) or any other relative living in the immediate household of the employee. Eligible employees receive not less than 15 paid legal holidays each contract year. Mandatory benefits such as workers’ compensation, unemployment insurance, Medicare, and social security (for non-STRS members) are provided by Alliance Health Services Academy High School. Health benefits are also provided to eligible full-time employees within the school’s budget. Employees on charter school leave from LAUSD elect to give up district-offered coverage during the term of their employment with Alliance Health Services Academy High School.

Retirement Benefits
STRS and PERS are reported/forwarded through LACOE by the Alliance HR Director and Alliance Payroll Administrator, who are also responsible for monitoring the appropriate administration of benefits. Alliance Health Services Academy High School assures that the school provides retirement information in a format required by LACOE.

STRS
All full-time certificated employees who are eligible participate in the State Teachers Retirement System (STRS). Employees contribute the required percentage (currently 8.0% of salary), and Alliance Health Services Academy High School contributes the employer’s portion (currently 8.25%) required by STRS. All withholdings from employees and the charter school are forwarded to the STRS Fund as required. Employees accumulate service credit years in the same manner as all other members of STRS.

PERS
All Alliance Health Services Academy High School classified employees who are eligible participate in the Public Employees Retirement System (PERS). Employees contribute the required percentage as designated by PERS, and Alliance Health Services Academy High School contribute the employer’s portion as required by PERS. All withholdings from employees and the charter school are forwarded to the PERS Fund as required. Employees accumulate service credit years in the same manner as all other members of PERS. Social Security payments are contributed for all qualifying PERS members.

OASDI, PARS and Others
Alliance Health Services Academy High School participates in OASDI for non-PERS/STRS eligible part-time employees. The Alliance Health Services Academy High School Board of Directors retains the option to consider any other public or private retirement plans, such as the Public Agency Retirement System (PARS), and to coordinate such participation with existing programs as it deems appropriate.

Alliance Health Services Academy High School assures that the school provides retirement information in a format required by LACOE.
Code Of Conduct
Employees are expected to engage in professional behavior with fellow employees, students, parents, and others with whom interaction is made on behalf of or while representing Alliance Health Services Academy High School. Unprofessional behavior includes unlawful harassment including, but not limited to jokes, threats, put-downs, decorations, and innuendoes related to gender, sex, race, ethnicity, religion, age, disability, and/or sexual orientation. Employees are expected to refrain from such activity and to report alleged improprieties in accordance with state and federal laws.

Due Process
All staff members have due process rights that includes a right to just cause discipline and dismissal and mediation and a fair hearing, if necessary (APPENDIX R). Below the Due Process is defined, policy is described, and steps of corrective action are delineated.

I. Due Process
Employee has due process rights that include:
- Right to just cause discipline and dismissal
- Right to mediation and a fair hearing, if necessary, with the President and School Board of Directors

A. Definition
Just cause discipline will be exercised with the purpose to correct or improve job-related performance or behavior.

B. Policy
1. Most workplace performance problems will be handled by informal discussion and counseling between the principal and the employee. Just cause discipline will be applied when more formal action is required.
2. It is the school’s policy and practice that discipline be progressive in nature, beginning with the least severe action necessary to correct the undesirable situation, and increasing in severity only if the condition is not corrected.
3. In addition to being progressive in nature, it is important that the degree of discipline be directly related to the seriousness of the offense and the employee’s record; therefore, it is possible for steps to be skipped or repeated.

C. Steps of corrective action
1. When informal discussions and counseling have not resolved the issue or the situation warrants moving directly to formal action, the steps of corrective action may include:
   a. Initial written warning
   b. Subsequent or additional written warning(s)
   c. Final written warning, which may include a suspension without pay
   d. Termination
2. It is generally recommended that all steps be taken; however, some problems may be so serious that early steps may be eliminated.

II. Complaint Procedures
A Complaint is a claim by the employee that this agreement has been violated with respect to that employee.
Should such a complaint arise, the following procedure shall be the employee’s sole and exclusive remedy with respect to that complaint. Complaint procedures are highly sensitive and confidential and all parties are obligated to maintain the highest standards of confidentiality.
If an employee has a complaint, the first step in attempting to resolve the dispute is to engage in a good faith effort with the administrative staff. The good faith effort will include problem identification, possible solutions, selection of resolution, timeline for implementation, and follow-up.
If the good faith effort is unsuccessful, the employee has the right to engage in the following complaint procedure.

Step 1
An employee having a complaint shall present the complaint in writing to the Principal within 10 calendar days of the event or condition giving rise to the complaint. Failure to file a complaint in a timely manner shall be construed as a waiver of the party’s rights under this procedure. The Principal shall meet with the employee and other persons as determined by the Principal. If the complaint is not resolved within 14 calendar days of receipt by the Principal, the complaint shall be deemed denied and the employee may proceed to Step 2.
Step 2
The employee shall notify the Director of Human Resources, in writing, that a complaint is pending. The Director of Human Resources shall meet with the employee and other persons as determined by the Director of Human Resources. If the complaint is not resolved within 14 calendar days of receipt by the VP, the employee may proceed to Step 3.

Step 3
The Employee shall notify the President of the School Board of Directors, in writing, that a complaint is pending. Each party to the complaint (Employee and Principal) shall select two members of the seven-member School Board of Directors to constitute a Complaint Board, to be chaired by a designee of the Board of Directors. If a selected Board member cannot participate in a timely manner or is considered an interested party due to a conflict of interest, the nominating party may make another choice. Board members who are interested parties will excuse themselves from complaint proceedings, if such members have a conflict of interest in the subject of the proceedings.

The five-member Complaint board shall meet within 35 days of receipt of the complaint notification. Both parties will be given 1 hour each to present all arguments and documentation, including witnesses, to the Complaint Board. A decision as established by a majority vote of the members of the School Board of Directors/Complaint Board will be made within five business days and is final. Failure to appear before the Complaint Board will be taken as a waiver of all rights under the complaint procedure.

A written decision made by the Complaint Board will be rendered within ten working days of the completion of the hearing. In the event that additional information, investigation, or hearings are necessary after the initial hearing, the hearing may be continued and the final decision will be made within ten working days of the last Complaint Board committee hearing, or as soon thereafter as is practical. If the complaint is a complaint of discrimination, action will take place within 24 hours. An investigation of the complaint ensues to determine as many facts about the issue as possible.

Grievance Procedure
If an employee has a grievance with a charter school employee or charter school policy, the first step in attempting to resolve the dispute is to engage in a good faith effort with the principal. The good faith effort includes problem identification, possible solutions, selection of resolution, timeline for implementation, and follow-up. A written summary of the good faith effort is included in the grievant’s personnel file.

If the good faith effort is unsuccessful, the employee should submit a written complaint to the Director of Human Resources. If the grievance remains unresolved, the employee should submit a written complaint to the Alliance Health Services Academy High School Board of Directors. The Board of Directors schedules a hearing at a mutually convenient time and place for discussion of the complaint with all parties involved, but in no event later than 35 days after receipt of the written complaint and after notification to the employee. Board members who are interested parties excuse themselves from grievance proceedings if such members have a conflict of interest in the subject of the proceedings.

A decision as established by a majority vote of the members of the Alliance Health Services Academy High School Board of Directors hearing the grievance are rendered within ten working days of the completion of the hearing. In the event that additional information, investigation, or hearings are necessary after the initial hearing, the hearing may be continued and the final decision is made within ten working days of the last Complaint Board committee hearing, or as soon thereafter as is practicable. Any additional proceedings are completed as soon as practical. The decision of the Alliance Health Services Academy High School Board of Directors is final. If the attempt to resolve the grievance through the hearing process is not successful in resolving the conflict, the AHSAHS board may exercise the option of securing professional mediation or legal intervention at its discretion.

If the grievance is a complaint of discrimination, action to hear and determine an appropriate response to investigate the complaint must take place within 24 hours. An investigation by the Alliance Health Services Academy High School Board of Directors of the complaint ensues to determine as many facts about the issue as possible. The grievance is submitted in writing to the Alliance Health Services Academy High School Board of Directors.
If it is determined that an employee has engaged in unprofessional behavior including, but not limited to, harassment, use or possession of alcohol or a controlled substance, excessive tardiness and/or absenteeism, or non-performance of job duties, the progressive corrective action may include a verbal warning, written warnings, and finally:

- One-day suspension without pay
- Five-day suspension without pay
- Dismissal

Alliance Health Services Academy High School shall comply with all provisions of the Educational Employment Relations Act (EERA).
ELEMENT 12: ATTENDANCE ALTERNATIVES

LAUSD-Specific Language *Attendance Alternatives
Pupils who choose not to attend Alliance Health Services Academy High School may choose to attend other public schools in their district of residence or pursue an interdistrict-transfer in accordance with existing enrollment and transfer policies of the District.

Alliance Health Services Academy High School is a school of choice. No student is required to attend, and no employee is required to work at the charter school.
ELEMENT 13: RIGHTS OF DISTRICT EMPLOYEES

LAUSD Required Language *Rights of District Employees

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.

Job applicants for positions at Alliance Health Services Academy High School are considered through an open process, and if hired, enter into a contractual agreement with the Charter School. Any District union employee who is offered employment and chooses to work at Alliance Health Services Academy High School is not covered by his or her respective collective bargaining unit agreement, although Alliance Health Services Academy High School may extend the same protections and benefits in individual employee contracts.
ELEMENT 14: MANDATORY DISPUTE RESOLUTION

LAUSD Required Language * Mandatory Dispute Resolution. The staff and governing board members of Alliance Health Services Academy High School agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and AHSAHS, 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 AHSAHS 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 otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. All Written Notifications shall be addressed as follows:

   To Charter School:   Alliance Health Services Academy HS  
   c/o School Director  12226 South Western Avenue, Los Angeles, CA  90047

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

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

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

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

Disputes arising from within Alliance Health Services Academy High School including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and governing board members of the school are resolved by the Alliance Health Services Academy High School Board of Directors and/or principal.

General Complaint procedures to address Internal issues or internal disputes that may arise between staff, the charter school, and parents:

a. Parent Internal Complaint Resolution Procedures - AHAHS provides the following recourses to resolve parent complaints
   1. Classroom Teacher
   2. Parent Recourse Advisory Committee - Composition varies from school to school. Membership typically includes 2-3 parents and at least one administrator. Members volunteer and are approved by the principal. They work to mediate and resolve general complaints from parents upon request.
   3. Principal
   4. Charter School Recourse Advisory Committee - Composition varies from school to school. Membership typically includes parents, teachers and administrators. Members volunteer and are approved by the principal. They work to mediate unresolved general parent and/or staff issues affecting the school.
   5. AHAHS Board of Directors

![Flowchart Diagram]
b. Staff (certificated, classified) Internal Complaint Resolution Procedures

AHSAHS provides the following resources to resolve staff member complaints.
ELEMENT 15: EXCLUSIVE PUBLIC SCHOOL EMPLOYER

LAUSD-Specific Language *Educational Employment Relations Act
Alliance Health Services Academy High School is deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employee Relations Act (EERA).

As such, Alliance Health Services Academy High School complies with all provisions of the Educational Employment Relations Act (EERA), and acts independently from LAUSD for bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice regarding professional and employment relationships. However, unless the employees elect to be represented by an organization for bargaining purposes, all employees are individually contracted.
ELEMENT 16: CHARTER SCHOOL CLOSURE

LAUSD-Specific Language *Revocation
The District may revoke the charter if Alliance Health Services Academy High School commits a breach of any provision set forth in a policy related to Charter Schools adopted by the District Board of Education and/or any provisions set forth in the Charter School Act of 1992. The District may revoke the charter of AHSAS if the District finds, through a showing of substantial evidence, that the Charter School did any of the following:

- AHSAS committed a material violation of any of the conditions, standards, or procedures set forth in the charter.
- AHSAS failed to meet or pursue any of the pupil outcomes identified in the charter.
- AHSAS failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- AHSAS 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 the AHSAS in writing of the specific violation, and give the AHSAS 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.

LAUSD Required Language *Closure Action
The decision to close AHSAS either by the AHSAS 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 Charter School board votes to close the Charter School; or the Charter lapses.

LAUSD Required Language *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 the AHSAS will be issued by AHSAS 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 the AHSAS by registered mail within 72 hours of the decision to Closure Action. AHSAS shall provide a copy of this correspondence to the CSD.
4. The special education local plan area in which the school participates. Written notification to the Special Education Local Planning Area (SELPA) in which AHSAS participates of the Closure
Action shall be made by AHSAHS by registered mail within 72 hours of the decision to Closure Action. Charter School shall provide a copy of this correspondence to the CSD.

5. The retirement systems in which the school’s employees participate. AHSAHS 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. AHSAHS shall provide a copy of this correspondence to the CSD.

6. The CDE. Written notification to the California Department of Education of the Closure Action shall be made by AHSAHS by registered mail within 72 hours of the decision to Closure Action. Charter School shall provide a copy of this correspondence to the CSD.

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.
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.

The charter 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
AHSAHS shall observe the following in the transfer and maintenance of school and student records:

1. AHSAHS will provide the District with original cumulative files and behavior records pursuant to District policy and applicable handbook(s) regarding cumulative records for secondary and elementary schools for all students both active and inactive at the AHSAHS. 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. AHSASHS will prepare an electronic master list of all students to the 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 AHSASHS 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 CSD will coordinate with AHSASHS for the delivery and/or pickup of the student records.

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

6. AHSASHS will provide to the CSD 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 the charter school and the authorizing entity if it is aware of any liabilities the charter school owes the state. These may include overpayment 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.

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

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to the charter school.

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

The financial closeout audit of the Charter School will be paid for by AHSASHS. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by AHSASHS will be the responsibility of AHSASHS and not LAUSD. AHSASHS understands and acknowledges that AHSASHS will cover the outstanding debts or liabilities of AHSASHS. Any unused monies at the time of the audit will be returned to the appropriate funding source. AHSASHS 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 AHSASHS participates, and other categorical funds will be returned to the source of funds.

AHSASHS 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 the charter school may be transferred to the authorizing entity. If AHSAHS is operated by a nonprofit corporation, and if the corporation does not have any other functions than operation of the Charter 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 AHSAHS 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 AHSAHS 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.

AHSAHS 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, AHSAHS 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 AHSAHS’s right to operate as a Charter School or cause AHSAHS to cease operation. AHSAHS 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 Charter School
breach any obligation under this Element 16. The District, therefore, shall have the right to seek equitable relief to enforce any right arising under this Element 16 or any provision of this Element 16 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

**District-Owned Facilities:** If AHSAHS 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, AHSAHS 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 Charter School will occupy and use any LAUSD facilities, Charter School shall execute an agreement provided by LAUSD for the use of LAUSD facilities prior to occupancy and commencing use.

AHSAHS 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 Charter School from conducting its educational programs. If AHSAHS will share the use of LAUSD facilities with other LAUSD user groups, Charter 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.** AHSAHS 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 AHSAHS.

- **Furnishings and Equipment.** LAUSD shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. AHSAHS, 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 AHSAHS 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 AHSAHS 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, AHSAHS shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.

- **Maintenance & Operations Services.** In the event LAUSD agrees to allow AHSAHS 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 Charter School.
  - (i) **Co-Location.** If AHSAHS is co-locating or sharing the LAUSD facilities with another user, LAUSD shall provide the operations and maintenance services for the LAUSD facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an
alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

(ii) **Sole Occupant.** If AHSAHS is a sole occupant of LAUSD facilities, LAUSD shall allow the Charter 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 Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

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

**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. AMEADHS shall implement any corrective actions, orders to comply, or notices issued by the authorized building and safety agency. AHSAHS 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. AHSAHS may not open without providing a copy of the Certificate of Occupancy for the designated use of the facility. If the Charter School moves or expands to another facility during the term of this charter, the Charter 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](http://www.laschools.org/employee/mo/ipm)

**Asbestos Management:** The charter 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.