Valiente College Preparatory Charter School

Petition Respectfully Submitted to
Los Angeles Unified School District
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Assurances and Affirmations

Valiente College Preparatory Charter School (hereinafter “Valiente College Preparatory” or “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. EC 47605(d)(1)

- Not charge tuition. EC 47605(d)(1)

- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code. EC 47605(d)(1)

- Admit all pupils who wish to attend the school. EC 47605(d)(2)(A)

- Determine attendance by a public random drawing, if the number of pupils who wish to attend the charter school exceeds the school’s capacity. Preference shall be extended to pupils who currently attend the charter school and pupils who reside in the District. EC 47605(d)(2)(B)

- If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. EC 47605(d)(3)

- Meet all statewide standards and conduct the pupil assessments required pursuant to Educ. Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. EC 47605(c)(1)

- Consult, on a regular basis, with the charter school’s parents, legal guardians, and teachers regarding the school’s educational programs. EC 47605(c)(2)
Element 1: The Educational Program

General Information

- The contact person for Valiente College Preparatory is Jacob Wertz.
- The contact address for Valiente College Preparatory is 3625 Watseka Avenue #2, Los Angeles, CA 90034.
- The contact phone number for Valiente College Preparatory is (323) 393-5475.
- The proposed address or target community of Valiente College Preparatory is South Gate, which is located in Los Angeles Unified School District ("LAUSD" or "District") Board District 5 and Educational Service Center South.
- The term of this charter shall be from July 1, 2015 to June 30, 2020.
- The grade configuration of Charter School is 4-8.
- The number of students in the first year will be 140.
- The grade level(s) of the students in the first year will be 4-5.
- The scheduled opening date of Charter School is August 17, 2015.
- Valiente College Preparatory shall admit all pupils who wish to attend the school (Education Code Section 47605 (d)(2)(A)). If the number of students applying for enrollment exceeds the openings available, entrance shall be determined by random public drawing in accordance with Education Code §47605(d)(2) and all federal requirements. Enrollment to the school shall be open to any resident of the State of California. Enrollment will be on a first come, first served basis. Valiente College Preparatory affirms that the school shall be nonsectarian in all aspects of its programs and operations, including admissions and employment. Valiente College Preparatory shall not charge tuition. Valiente College Preparatory shall 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. (See Element 8: Admission Requirements.)
- The enrollment capacity is 525. (Enrollment capacity is defined as all students who are enrolled in Charter School regardless of student residency).
- The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be: Extended Day and Extended Year.
- The bell schedule for Charter School will be: 7:45am to 4:45pm Monday, Tuesday, Thursday, and Friday. 7:45am to 2:10pm Wednesday.
- If space is available, traveling students will have the option to attend.

**Local Control and Accountability Plan**

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School submit a Local Control and Accountability Plan (LCAP) to the Charter Schools Division and the Los Angeles County Superintendent of Schools on or before July 1, 2014. In accordance with California Education Code §§ 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code § 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template to be adopted by the State Board of Education. Charter School shall submit its annual update to the Charter Schools Division on or before July 1 of each applicable year, beginning in 2015. Charter School shall comply with all requirements of Education Code § 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the annual update.” § 47606.5(e).

**Academic Calendar and Schedules**

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in California Education Code § 47612.5, and the number of school days required by Cal. Admin. Code, tit. 5, § 11960.

**Transitional Kindergarten**

Charter School shall comply with all applicable requirements regarding transitional kindergarten.

**English Learners**

Valiente College Preparatory is required to timely identify potential English Learners (ELs) and provide them with an effective English language acquisition program that affords meaningful access to the school’s academic core curriculum. Instructional plans for English Learners must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.
On an annual basis (on or about October 1), Valiente College Preparatory shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School will either adopt and implement LAUSD’s English Learner Master Plan or implement Charter School’s own English Learner Master Plan. If Charter School chooses to implement its own EL plan, the instructional plan shall include, but is not limited to, the following:

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

Valiente College Preparatory shall provide to the CSD an annual report of its EL program assessment. Upon request, Valiente College Preparatory shall provide a copy of its current EL Master Plan to the CSD.

Valiente College Preparatory shall administer the CELDT annually in accordance with federal and state requirements.

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

**Students with Disabilities**

**Federal Law Compliance**

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

**Special Education Program**

All LAUSD-authorized 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 LAUSD Board of Education approval, Valiente College Preparatory will execute a Memorandum of Understanding (“MOU”) by and between LAUSD and Valiente College Preparatory regarding the provision and funding of special education services consistent with the requirements of the LAUSD Special Education Local Plan Area (“SELPA”) Local Plan for Special Education.

SELPA Reorganization

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code § 56195.1(a) and intends to continue operating as a single-District SELPA as in the current structure but has created two school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the reorganized LAUSD SELPA commenced in the 2013-2014 school year requiring all District-authorized charter schools to elect one of the three options available under the LAUSD SELPA. Prior to an Option election, all District-authorized charter schools were required to participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that have previously executed an Option 3 Memorandum of Understanding (“MOU”), were required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated Program schools will not have a LEA status but will function in a similar role in that each 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.

Compliance with Child Find Activities: Conversion and Public School Choice (PSC) Schools

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

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

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

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

- **STAR – Preliminary and Final. (Including Charter Schools)**
  
  The usual file including District ID.

- **Norm day – 2013**
  
  District ID, CSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- **CBEDS – 2013 (Including Charter Schools)**
  
  **All Students enrolled December 1, 2013.**
  
  District ID, CSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.
● Dropout 2012-13 (Including Charter Schools)

District ID, CSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district

● Monthly SESAC and Suspension data from non-SIS schools (Including Charter Schools)

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

The MCD requires charter schools to implement the District’s Integrated Student Information System (ISIS) which is now referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data.

Community Need for Proposed Charter School

Valiente College Preparatory proposes to locate in South Gate, CA, a city of 7.24 square miles in Southeast Los Angeles County. Our outreach and recruitment efforts will be primarily focused in communities within South Gate and the neighboring areas of Bell, Cudahy, Maywood, and Huntington Park. Recruitment will be targeted in areas zoned to the Los Angeles Unified School District (LAUSD).

California’s continued economic success and cultural development rely upon achievement in higher education for its citizens, but many of California’s students are not currently prepared for the challenges of high school and college. The California Legislative Analyst’s Office found in 2008 that one in eight California high school graduates was eligible for admission to the University of California (UC) system. A 2013 report by ACT Inc. (the organization which administers the ACT college entrance exam) found that just one in three California high school graduates were prepared for college. Improvement is being made, but there remains significant challenge, particularly in some of our poorest communities.

Lack of college-readiness is also straining California’s Community College System. A 2011 report by the California Community Colleges Student Success Task Force found that “only 53.6% of our degree-seeking students ever achieved a certificate, degree, or transfer preparation.” This low rate of college success and retention is due largely to a preparedness gap. In 2008, the California Community College system provided basic skills instruction – pre-collegiate level reading and composition, as well as basic arithmetic – to over 23% of its 2.6 million students.3

LAUSD is the second largest school district in the United States and the largest in California. In 2012, the district served over 664,000 students at 1,235 schools and educational centers spread out over 710 square miles in Los Angeles County. Of the students LAUSD serves, 73.4% identify as Hispanic, and the majority of the 27% classified as English Learners (ELs) speak Spanish as their native language. Approximately 83% of students in LAUSD qualify for the federal free and reduced price lunch program, and approximately 81% of students would be among the first generation of students in their families to attend college.

In 2012-13, LAUSD was in its third year of Program Improvement (PI), and did not meet its English Language Arts, Mathematics, or Graduation Adequate Yearly Progress (AYP) criteria. The graduation rate in LAUSD was 66%, compared to 78.73% for the state of California as a whole.

The challenges in education for California and Los Angeles are particularly acute within South Gate, as well as within neighboring areas including the cities of Maywood, Bell, Cudahy, and Huntington Park.

South Gate has a population of 95,304, and 94.8% of the population identifies as Hispanic or Latino. Within this community, 45.1% are foreign born, and the vast majority of foreign-born residents were born in Latin America, with 76.2% of foreign-born residents coming from Mexico and 9.7% from El Salvador. Nearly half (48.9%) of South Gate residents do not hold a high school diploma. Across California, 30.2% of adults hold a bachelor’s degree or higher; in South Gate, this figure is 6.6%. Less than 1% of adults in South Gate have attained a graduate or professional degree. The city’s median household income is $41,990 - nearly $20,000 below the California state median. Further, 19.6% of the population lives below the federal poverty level.

Schools in South Gate perform significantly lower than the district averages on virtually all measures of student achievement. While 46% of schools in LAUSD were in PI in 2011-12, 100% of the 14 LAUSD-operated schools in South Gate eligible for PI status were classified as such, with seven of those classified in Year 5.

We are committed to providing an education for any family who wishes that their child attend Valiente College Prep. The majority of our recruitment efforts will focus on the children and families living in South Gate and four adjacent contiguous, historically underserved cities in Southeast Los Angeles County.

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4For more detail please see: http://notebook.lausd.net/pls/ptl/docs/PAGE/CA_LAUSD/LAUSDNET/OFFICES/COMMUNICATIONS/COMMUNICATIONS_FACTS/11-12FINGERTIPFACTSREVISED.PDF


6 South Gate is bounded approximately by Santa Ana Street to the North, South Alameda Street to the West, Abbott Road to the South, and the 710 Freeway and Los Angeles River to the East. Population of 95,304 with a density of 12,945 people per square mile, 56th highest of 265 neighborhoods in the county U.S. Census Data via Los Angeles Times Mapping Los Angeles Project http://maps.latimes.com/neighborhoods/neighborhood/south-gate/.

7 Data via http://www.city-data.com/city/South-Gate-California.html.

8 Data via U.S. Census Bureau Quick Facts for South Gate, CA http://quickfacts.census.gov/qfd/states/06/0673080.html.
• **Maywood**: This community is bounded approximately by Fruitland Avenue to the North, Randolph Street to the South, the 710 Freeway and Los Angeles River to the East, and South Downey Road to the West. Maywood has a population of 28,083, with a density of 23,638 people per square mile, marking the fifth highest of 265 neighborhoods in the county.

• **Cudahy**: This community is bounded approximately by East Florence Avenue to the North, the 710 Freeway to the East, Independence Avenue to the South, and Salt Lake Avenue to the west. Cudahy has a population of 24,208, with a density of 19,697 people per square mile, marking the 16th highest density out of 265 neighborhoods in the county.

• **Bell**: This community is bounded approximately by Randolph Street to the North, Florence Avenue to the South, the 710 Freeway to the East, and Salt Lake Avenue to the West. Bell has a population of 36,667, with a density of 14,357 people per square mile, marking it the 44th densest of 265 neighborhoods in the county.

• **Huntington Park**: This community is bounded approximately by East Slauson Avenue to the North, Santa Ana Street to the South, Salt Lake Avenue to the East, and Wilmington Avenue to the West. Huntington Park has a population of 61,370, with a density of 20,223 people per square mile, marking the 14th densest of 265 neighborhoods in the county.

Complete demographic data for schools in the region, found in the Figure 2, demonstrates high percentages of students with special needs, students who qualify for free and reduced price lunch, and English Learners (ELs).

Conversations initiated by Lead Founder Jacob Wertz and other Founding Board members with South Gate community leaders, business owners, and parents have demonstrated a clear desire for a high quality college preparatory middle school option in the city.

Valiente College Preparatory addresses the clear need of the community of South Gate for an excellent, college preparatory education. Valiente College Preparatory will offer a high expectations, expanded day, college preparatory middle school option for students living in areas where few adults have attained a college education and few middle schools are presently equipping students for success in high school and college. Our expanded school day and extended school year model, as well as other components of our instructional plan, are particularly suited to serve the needs of a community where few parents have attained a college degree. The school will locate within the city of South Gate, CA or an adjacent area in Southeast Los Angeles County zoned to LAUSD. Fewer than 7% of adults in South Gate have a college degree; nearly 50% have not obtained a high school diploma.

---


Student Population to Be Served

Valiente College Preparatory plans to open in August 2015 with 70 fourth grade students (two classes of 35 students each) and 70 fifth grade students (two classes of 35 students each), and grow one grade per year to educate its first eighth grade class in 2018-19. Beginning in year 2, to allow for wide access within our primary entry point, we will accept 105 entering fourth graders. At full capacity, we will serve 525 students in grades four through eight. The school plans to open with smaller grade sizes (70) to ensure that its recruitment targets are achievable in the start-up year, and to expand to 105 students per grade as the school’s reputation establishes a greater ability to recruit students and a wider access point for all families interested in enrolling their student.

The success of charter schools which have utilized slow-growth in Los Angeles, such as Valor Academy, Endeavor College Prep, and Equitas Academy, suggests that the slow-growth model is an effective strategy for new school development and strong student outcomes. National research from Stanford University’s Center for Research on Education Outcomes (CREDO) has found that the slow-growth model is correlated with higher performances at most ages and grade spans, including in the middle grades, summarizing “for elementary schools, the Slow-Grow approach consistently and impressively outperforms [full-scale start].”

This enrollment strategy will result in the enrollment numbers for the first six years of the school’s operation found in Figure 1 below. Enrollment in subsequent years will mirror the projections for 2020-2021.

Valiente College Preparatory is committed to providing all students with access to an excellent education as assessed by California’s state assessments and other measures, including national assessments and reading inventories. To ensure that the school is able to adequately plan for students’ learning needs, all new students will take math and literacy placement assessments using Northwest Evaluation Association (NWEA)’s Measures of Academic Progress (MAP) assessments in reading and math, along with teacher-created intake assessments aligned to California’s standards. This information will be communicated to parents during the family orientation and information sessions that take place prior to the start of the school year.

In analyzing the demographics and performance data of schools in our targeted community, we utilize State Street Elementary School, located at 3211 Santa Ana Street, South Gate CA 90280 as the center point for our two-mile radius.
Figure 2: Demographic and Performance Data of Surrounding Schools\(^\text{14}\)

<table>
<thead>
<tr>
<th>LAUSD School</th>
<th>Number of Students</th>
<th>Multi-Track School?</th>
<th>Program Improvement?</th>
<th>Met School-wide Growth Target?</th>
<th>Met All Subgroup Growth Targets</th>
<th>API Scores</th>
<th>State Rank</th>
<th>Similar School's Rank</th>
<th>% of Students Free/Reduced Lunch Eligible</th>
<th>% of Students Special Ed.</th>
<th>% of Students ELL</th>
<th>% of Majority Ethnicity #</th>
<th>% of Majority Ethnicity #2</th>
<th>% of Majority Ethnicity #3</th>
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<td>No</td>
<td>No</td>
<td>762</td>
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<td>51%</td>
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<td>7.6 (Black)</td>
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<td>No</td>
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<td>11%</td>
<td>57%</td>
<td>84 (Hispanic)</td>
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<td>41%</td>
<td>68 (Hispanic)</td>
<td>32 (Black)</td>
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\(^{14}\) All data retrieved from Education Data Partnership Website: [http://www.ed-data.k12.ca.us/Pages/Home.aspx](http://www.ed-data.k12.ca.us/Pages/Home.aspx) except % of Students Special Ed., retrieved from individual School Accountability Report Cards at [http://getreportcard.lausd.net/reportcards/reports.jsp](http://getreportcard.lausd.net/reportcards/reports.jsp)
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Note: PI = Participation Indicator.
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<td>Number of Students</td>
<td>Multi-Track School?</td>
<td>Prog. Improvemt?</td>
<td>Met School-wide Growth Target?</td>
<td>Met All Subgroup Growth Targets</td>
<td>API Scores</td>
<td>Stat. Rank</td>
<td>Simil. School’s Rank</td>
<td>% of Students Free/Reduced Lunch Eligible</td>
<td>% of Students Special Ed.</td>
<td>% of Students ELL</td>
<td>% of Majority Ethnicity #</td>
<td>% of Majority Ethnicity #2</td>
<td>% of Majority Ethnicity #3</td>
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Goals and Philosophy

Mission

Valiente College Preparatory Charter School educates students in grades four through eight to lead lives of scholarship and integrity.

Vision

“Nothing is more determinative of our future than how we teach our children.”
- Governor Jerry Brown

Valiente College Preparatory Charter School (“Valiente College Prep”) is a proposed 4-8 middle school for South Gate and neighboring communities in Southeast Los Angeles.

We are determined to promote a prosperous future for California, and particularly within Los Angeles, by educating students to high academic standards. We believe that all students are capable of making great academic achievements – including completion of a rigorous college preparatory high school education and success at the colleges of their choice.

In order to execute on our mission and serve the needs of students in Southeast Los Angeles, Valiente College Preparatory will adhere to the following five Core Principles:

Core Principle 1: College Preparation for Every Student

“In high-poverty neighborhoods, in particular, our research and school improvement work indicate that students’ middle grade experiences have tremendous impact on the extent to which they will close achievement gaps, graduate from high school, and be prepared for college. Consequently, there is a need to re-conceptualize the role middle grades play in the public education system. The middle grades... need to be seen as the launching pad for a secondary and post-secondary education that enables all students to... fully experience the opportunities of 21st century America.”
- Robert Balfanz

Valiente College Preparatory will meet the academic needs of all students by providing a college preparatory curriculum aligned to California and Common Core standards beginning in fourth grade and through and including eighth grade. We will provide 110 minutes of instruction in both English Language Arts (ELA) and mathematics daily to provide the learning time necessary to achieve grade-level mastery for all students by the completion of middle school. The development of core academic content knowledge and academic skills is structured through two 55-minute ELA literacy periods each day, two 55-minute mathematics periods, one 55-minute

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course in science, one 55-minute course in social studies, a 55-minute block for Visual and Performing Arts and other electives, and a daily 25-minute Drop Everything and Read (DEAR) period for students to read independently.

To ensure students are making academic gains at a rate sufficient to achieve grade-level proficiency by eighth grade, we will administer series of assessments to all students. Summative/Comprehensive assessments will be used at the conclusion of each trimester (i.e. three times each year). These assessments will be produced during summer Professional Development days by the Head of School, through collaboration with other school leaders and use of examples from other schools, and with the support of instruction staff over time, in a format consistent with state testing, to ensure that students are mastering content throughout the course of the year. Norm-referenced assessments, such as the MAP assessments, will be used to gauge student achievement in comparison to national peer groups. The California Assessment of Student Performance and Progress (CAASPP), aligning with California’s adopted Common Core State Standards (CCSS), will be utilized to compare student achievement with averages from our neighboring schools, LAUSD district averages, and averages from across the state of California.

In addition to our curriculum and assessment system for content and skill mastery, we will ensure that students are prepared for success at college preparatory high schools by providing guidance and support in the eighth grade regarding the high school admission process, with the goal of placing all students in college preparatory programs for grades nine through twelve. A unit on the high school application process, including the writing of a sample personal statement for an independent school application, will be included in the first trimester of the eighth grade English Composition course, and we will work closely with families regarding school and, as needed, financial aid applications.

Valiente College Preparatory will further support its college preparatory mission by cultivating a collegiate culture where passion for achievement and intellectual curiosity is modeled for students through public displays of higher learning such as: hallway bulletin-boards of faculty’s “favorite books,” “currently reading,” “explore my college major,” and “current events”; college pennants and other college memorabilia, including mascots and college materials within classrooms; grade-level appropriate vocabulary words that draw from Tier 2 and Tier 3 lists; and quotations from leaders in literature, politics, business, science, and engineering that inspire students towards future aspirations. Additionally, a bulletin board in each classroom and several in all hallways will be dedicated to posting recent student performance data, including attendance rates and performance results on standards-based assessments and Common Core-aligned tasks. Public presentation of student performance and progress data has been demonstrated to be an effective measure of promoting student investment in achievement at high-performing urban schools across the country.18

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17 Ideal placement schools for our graduates would include nearby LAUSD magnet programs, such as the Tech and Media Magnet at Southeast High School, and Francisco Bravo Medical Magnet. We also intend to encourage and assist many of our students with applications for admission and scholarship to local college preparatory parochial schools such as Verbum Dei High School and Cathedral High School; and private independent schools such as Harvard-Westlake School and Brentwood School.

18 Public “Data Wall” Displays are evident at many of the high performing schools visited by Lead Founder Jacob Wertz during his Fellowship with Building Excellent Schools. Examples include a wall display of students reading-level scores in each classroom at Brooke Charter Schools in Boston, and “Data Walls” on bulletin boards for performance in each subject at Unlocking Potential: Boston, MA.
Core Principle 2: Achievement-Oriented School Culture

Valiente College Preparatory will create an atmosphere that is highly conducive to learning by executing streamlined systems for routine tasks and enforcing clear rules for student discipline. Consistent and school-wide systems will include rules and routines for attendance and tardiness checks, 100% participation in class, nightly homework completion, dress-code compliance, and efficient and orderly transitions into classrooms. Through the Building Excellent Schools (BES) Fellowship, Lead Founder Jacob Wertz has observed and studied the school culture at high achieving urban schools across the country and in Los Angeles, including Equitas Academy Charter School and Endeavor College Preparatory Charter School (founded by BES Fellows Malka Borrego and Michelle Jasso, respectively). Valiente College Preparatory will replicate systems employed by these schools which produce an achievement-oriented school culture and minimize opportunities for students to become distracted or off-task.

Our culture will be built upon “sweating the small stuff”- by catching and addressing small problems, we can prevent larger problems from ever occurring. This belief is based upon the “Broken Windows Theory” research of James Q. Wilson, who argues that “disorder and crime are usually inextricably linked, in a kind of developmental sequence… if a window in a building is broken and is left unrepaired, all the rest of the windows will soon be broken. This is as true in nice neighborhoods as in run-down ones… one unrepaired broken window is a signal that no one cares, and so breaking more windows costs nothing.”

In schools, the Broken Window Theory makes two predictions: students will respond positively to orderliness in their environment by behaving more orderly themselves; and, conversely, students will respond to disorder and lax enforcement of basic rules by behaving more chaotically and violating more serious rules. Adolescents desire structure and constantly test limits. When students are allowed to disregard rules such as tucking in uniform shirts and maintaining silence in the hallways, they respond by testing the boundaries of rule-enforcement further. By paying close attention to minor breaches of cleanliness, order, and expected conduct, for example, we will eliminate occurrences of larger, more serious problem behaviors that can threaten the learning and safety of students and the school community. When teachers are prepared and time is held sacred by school staff, students will internalize a sense that the school values their time and thus will work themselves throughout the school day. Through structure, students will come to appreciate the opportunities that discipline creates, will embrace the systems which allow for learning, and will rise to meet the high expectations the school community upholds for them.

Rewards and consequences for individual students will be built around a system of merits and demerits which supports taking responsibility for academic work and behavioral choices. The merit-demerit system will be communicated clearly to students, introduced to them during five days of orientation at the start of each school year, and consistently applied by all teachers and

staff to ensure that students see how their choices affect their ability to participate in the school community and enjoy its privileges, such as field trips, greeting guests, and extra reading time. Students will be awarded merits for exemplary behaviors, such as providing patient support to a struggling classmate while working through a difficult arithmetic problem in partner-work in a fourth grade math class. Demerits will be issued for minor breaches of expected student conduct, such as speaking out of turn in class.

We will implement positive supports for student achievement by posting exemplary work on bulletin boards in each classroom and hallway, by publicly praising students for exceptional behavior at our weekly Community Meeting, and by posting student performance data (such as reading level attainment and proficiency rates on interim assessments) on a designated “Data Wall” in each classroom. These public exhibitions of exceptional student accomplishments will foster a culture of academic achievement by promoting the notion that academic success is rewarded; through the use of such rewards, students are motivated to work harder toward success.

Core Principle 3: Consistent, High Expectations for Instruction

Valiente College Preparatory recognizes that exceptional student achievement is predicated upon exceptional classroom instruction. Research indicates that children in poverty “who [have] a good teacher for five years in a row have learning gains large enough, on average, to close completely the achievement gap with higher-income students.”20 Ensuring the presence of good teaching in every classroom will be the primary responsibility of the school’s Director of Curriculum and Instruction (DCI). Consistently excellent classroom instruction and high expectations for student learning will ensure that students recognize the importance of focusing on learning and that they develop the self-discipline to avoid the distractions of misbehavior.

To ensure quality instruction takes place throughout the school, Valiente College Preparatory will conduct continuous, year-round searches for high-caliber candidates for teaching positions, using teacher job fairs, online databases, and education networking events such as conferences and speeches. Example resources will include the National Board for Professional Teaching Standards, New Leaders for New Schools, Peace Corps and SummerBridge Alumni, Teach For America corps members and alumni, notices to career services at colleges and graduate schools, advertisements in local publications, web site postings and advertisements on sites including the California Charter Schools Association, Facebook, Google AdWords, Idealist.org, the Center for Ed Reform, Monster.com, JobTrak, Project Connect, Education American, and, upon our charter approval, our school website.

Once teachers join the school, substantial resources will be dedicated each year to their continual development, including fifteen (15) full days of Summer Professional Development (Summer PD), eight (8) full days during the school-year including six (6) “data days” to analyze student achievement data, two (2) hours each week of targeted professional development based upon individual, content- and grade-specific needs, and a minimum of one (1) weekly observation and feedback meeting with the DCI. Tools for developing classroom management and instructional techniques such as Doug Lemov’s *Teach Like a Champion* will inform classroom observation,

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goal-setting, and feedback. Tools for understanding and analyzing student performance data will be introduced through PD and utilized to allow teachers to successfully develop the specific skills and content needed by their students.

The PD sequence will be built around defined short-term (weekly or bi-weekly) objectives for specific areas of teaching practice, role playing of new instructional techniques, student achievement data analysis, and classroom instructional video for group observation and feedback. The 15 Summer Professional (PD) sessions will focus on establishing a positive school culture and setting clear standards for new students to adapt to the school’s expectations. Teachers will be provided with clearly articulated expectations for routine student behaviors which will be consistent across classrooms in each grade level, such as classroom entrance, homework collection, dispersal of class materials, and the system of merits and demerits for student behavior. PD in subsequent months will focus on elements of the school’s instructional framework - such as assessment, lesson planning, and lesson delivery - selected in response to faculty requests and needs as assessed by the school leaders.

The Director of Curriculum and Instruction (DCI) will provide frequent observation and feedback to teachers individually, consisting of daily active coaching, a minimum of one 15-minute period of observation and 15-minute feedback meeting per week during a teacher’s first year, and twice-monthly thereafter. A standard feedback form will be used for all observations to provide teachers with a written record documenting their progress. We will draw from Kim Marshall’s “Rethinking Teacher Supervision and Evaluation” to develop a culture where teachers expect and appreciate the opportunity to be observed and receive feedback on their lesson planning and delivery. Marshall quotes education researcher Dr. Jon Saphier to summarize the value of frequent short (10-15 minute) observations and feedback meetings: “Frequent high-quality conversations with a skillful observer who has evidence about what went on and how it is impacting students can be immensely valuable to teachers. We should focus on that.” At Valiente College Prep, the DCI will conduct skillful observations, producing evidence and feedback teachers need to grow as instructors.

Core Principle 4: Extended Time with Individualized Academic Supports

Great schools maximize student learning time by extending the school day and minimizing time spent on non-learning tasks during school hours. As a recent national study of 21 high performing urban schools demonstrated: “[t]ime on task is the key to success in school… Extended days, extended years, after-school programs, weekend programs and summer school are all features of outstanding schools.” Specialized supports for students with disabilities and ELs will be structured into the curriculum, with a goal of maximizing inclusion.

Valiente College Preparatory’s extended school day goes from 7:30am to 4:45pm on Mondays, Tuesdays, Thursdays, and Fridays; and 7:30am to 2:15pm on Wednesdays. This extended time is

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21 Teachers in their first year(s) of teaching will receive two or three of these instructional observation and feedback cycles per week and as needed.


utilized to provide additional time for instruction in core subjects, including double-periods of math and ELA, as well as full science and social studies courses at all grade levels.

All homework assignments at all grade levels will be collected at the start of each school day, scored, and entered into a digital gradebook. Students who miss one or more assignments will be assigned to Homework Club to complete their work at the end of the school day, in lieu of participating in their Enrichment Period classes. Enrichment courses will consist of trimester units in arts and music, computers, and Ethics.

Families of students who repeatedly miss assignments (three or more times within one trimester) will be contacted by teachers to develop individual plans for ensuring that students have the time and resources to complete homework assignments on-time. Support for students with special needs will be provided during the school day, in full compliance with students’ Individual Educational Plans (IEPs) and state law. Similar supports will be provided for English Learners, with a clear goal of re-classifying all ELs as English proficient by the completion of eighth grade.

**Core Principle 5: Focused Development of Ethical Beliefs and Actions**

Valiente College Preparatory will prepare students for college and for lives of positive ethical engagement within their communities and within our larger society. Our vision of integrity is structured through our four ACTS Values – Accountability, Courage, Tenacity, and Service.

- **Accountability**: We take responsibility for our actions and their consequences
- **Courage**: We act on our beliefs, even when doing so is challenging
- **Tenacity**: We set goals and pursue them relentlessly
- **Service**: We seize opportunities to promote the well-being of others

Our focus on development of personal ethical integrity, built through our emphasis on our ACTS Values of Accountability, Courage, Tenacity, and Service, will prepare students to adapt to and thrive in the communities of high-performing high schools and four-year colleges.

Recent research shows that high school drop-out is strongly connected to lack of social and academic preparedness for the rigors of high school. A comprehensive study on factors determining successful transitions into ninth grade by the University of Chicago Urban Education Institute shows that “in addition to content knowledge and academic skills, students must develop sets of behaviors, skills, attitudes, and strategies that are crucial to academic performance in their classes, but that may not be reflected in their scores on cognitive tests.”

Valiente College Preparatory will ensure students are equipped with content knowledge and academic skills while also ensuring the development of the behaviors, attitudes, and strategies crucial to success as students adapt to greater independence in high school and college classrooms.

ACTS Values and their definitions will be posted in each classroom. Students will earn ACTS Points, which accumulate towards a reward for their class, through exemplary demonstration of the ACTS Values. Examples of how a student might demonstrate these values include:

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Accountability by taking responsibility for actions even when there is a consequence; Courage by opting to read a more-challenging text in reading class when presented with various options; Tenacity by demonstrating academic improvement over time through persistent hard work; and Service by volunteering to tutor peers during lunch. Class prizes may include privileges for lunch and AM break and opportunities to play fun games with teachers and staff.

In addition to their foundational place in our school culture, ethics will be integrated into our academic curriculum at all grade levels. Lawrence Kohlberg’s seminal research on child development demonstrates that children’s moral development is predicated upon developing intellectual capacity for moral reasoning25 and establishes six stages of human moral development, grouped into three levels. In the lowest level, individuals react only to concrete consequences and rewards. At the middle level,” individuals behave in accordance with rules, norms, and customs. At the highest level, individuals make decisions based on abiding personal ethical beliefs.

Kohlberg’s research further indicates that development through these stages occurs as an individual’s ability to think critically about decisions is developed through practice. Ethics at Valiente College Preparatory will be designed to provide this practice in moral reasoning by challenging students to read, analyze, and interpret texts with complex moral and ethical themes, and to apply those themes to their own world and the larger world beyond their family and community.

Students will encounter moral reasoning in text through a structured Ethics course during Enrichment period one trimester per school year. Students will read and interpret texts which explore moral and ethical themes. This course will support literacy development while also providing students with opportunities to develop values-based identities and core beliefs through examination and reflection on the character and morals of others across time and cultures.

Ethics instruction will be further integrated through thematic, Common-Core aligned units in reading and social studies courses at all grade levels. These units will consist of rigorous reading, discussion, and analytical text-based writing with fiction and non-fiction texts that raise moral and ethical challenges. Example topics may include evidence of courage and tenacity in Homer’s *The Odyssey*, and examples of public service and selflessness in John F. Kennedy’s *Profiles in Courage*. Unit outcomes will be measured by students’ analysis of the complexities of characters’ integrity and ethical actions in texts.

As with all lessons in ELA and social studies at Valiente College Prep, unit requirements and assessments for the Ethics course will be aligned with CCSS and California State Standards. For example, CCSS.ELA-Literacy.RL.7.4 “Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings” will align with a lesson requiring students to write a short essay discussing the meaning of the term “Dream” in Dr. Martin Luther King’s “I Have a Dream” speech. Similarly, CCSS.ELA-Literacy.RH.6-8.1 “Cite specific textual evidence to support analysis of primary and secondary sources” might be mastered through a thematic unit on a complex ethical issue, such as the Death Penalty, through lessons requiring

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students to examine, annotate, and cite news reports, court opinions, and relevant statistics to form and defend a position on the issue.  

**An Educated Person in the 21st Century**

“If we want America to lead in the 21st century, nothing is more important than giving everyone the best education possible — from the day they start preschool to the day they start their career.” - President Barack Obama

Valiente College Preparatory will ensure that students develop the content knowledge, academic skills, habits, and character necessary to lead full and productive lives as 21st Century scholars, professionals and citizens. The Valiente College Preparatory graduate will demonstrate preparedness through:

- Achieving mastery of literacy and mathematical knowledge and skill, as well as knowledge and skill in science and social studies
- Applying writing skills to organize information from literary and nonfiction texts, make a coherent argument from a consistent perspective, and tell a creative story
- Participating actively as speakers and listeners in conversations and presentations
- Utilizing appropriate technologies to store, access, and share information
- Consistently abiding by a cohesive code of ethical standards for personal behavior

**How Learning Best Occurs**

“Excellent teachers know they need order and a plan, and they always make their expectations clear” — Lorraine Monroe

Our beliefs on how learning best occurs are based on research on current best practices for teaching and learning developed from highly effective charter schools across the country. Several key features are discussed in our section on research-based instructional design. General features of this philosophy include:

- Firm belief in and adherence to a college preparatory mission
- Consistent, clear, high expectations for academic success
- Clear and universal expectations for student behavior
- Structured time and additional supports for academically under-performing students
- Emphasis on literacy and mathematics
- Objective-driven, standards-based lessons in all content areas
- High standards for teacher quality
- Data-informed instructional cycle

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26 Common Core State Standards are taken from Common Core State Standards Initiative Website, accessed October 2, 2013 at http://www.corestandards.org/


Purposeful use of extended learning time
Fourth grade start
Proactive and productive school-family partnerships

Self-Motivated, Competent, Life-long Learners

“Cease conceiving of education as mere preparation for later life, and make it the full meaning of the present life.” —John Dewey

Valiente College Preparatory believes that the best way to enable students to become lifelong learners is to challenge and support them as learners today. Our academic program develops lifelong learners by providing them with the following:

- **Strong academic foundations:** Students will possess the content knowledge and skills in reading and mathematics which will enable them to access texts, apply logic, and think strategically in a wide variety of settings. Possession of these skills will be a vital precondition to sustaining interest in academic material over a learner’s lifetime.

- **Intellectual ambitions:** Students will be led to understand the value of a college education, provided with role models of learning and leadership in their teachers and school staff, and cultivate individual academic interests and identities as scholars through independent reading and enrichment programs.

- **Ethical drive:** Students will utilize and build upon their academic skills to explore and participate in contemporary moral, civic, and political issues throughout their lifetimes; they use their knowledge to think critically about justice in the world around them; and they have the capacity to act with moral courage as citizens, voters, and lifelong agents of positive social change.

### Goals and Actions Aligned to State Priorities

*Figure 3: State Priorities and Requirements of California Education Code § 47605(b)(5)(A)(ii)*

<table>
<thead>
<tr>
<th>State Priority #1</th>
<th>Annual Goals</th>
<th>Specific Annual Actions to Achieve Annual Goals (Position Responsible)</th>
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</thead>
<tbody>
<tr>
<td>The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))</td>
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| For each year of the charter, Valiente College Preparatory will implement human resources criteria, systems, and procedures to ensure that school will hire highly qualified teachers as required by the law.  
For each year of the charter, every Valiente College Preparatory student will have access to all instructional materials necessary to participate fully in the programs and services described in the charter.  
Each student with an IEP will have full access to all instructional materials necessary to participate fully in the program set forth in the IEP.  
Each EL student will have full access to all instructional materials necessary to participate fully in the school’s academic program.  
For each year of the charter, Valiente College Preparatory will provide well-maintained school facilities in good repair. | Valiente College Preparatory will advertise teacher openings online through various job posting services including EdJoin, the California Charter School Association Website, and university-based job boards. (Head of School)  
During the hiring process, Valiente College Preparatory will collect resumes, CBEST results, certified and sealed college transcripts, references, records of experience, credentials, licenses, and perform verifications of previous employment. (Head of School)  
Valiente College Preparatory’s teacher application packet will include an “NCLB Teacher Requirements: Certificate of Compliance” form that applicants must complete. During the hiring process, the school will verify the critical elements in it (credential, degrees, and examination results). (Head of School)  
Applicants will be scored on a variety of measures including demonstrated student achievement with Valiente College Preparatory’s target student population. Bilingual teachers will qualify for additional points on the scoring rubric. (Head of School)  
Top scorers will be asked to teach demonstration classes for observation by school leaders and faculty; these observations will also be scored. (Head of School)  
Top scoring candidates will be sent invitations to join the Valiente College Preparatory faculty. (Head of School)  
All teachers will be required to use the Common Core State Standards and school-provided CCSS-aligned textbooks as the basis for lesson plans. (Head of School)  
All teachers will complete a Curriculum Alignment Template (CAT) documenting alignment of year-long instructional plans with CCSS. (Head of School)  
School will contract with appropriate maintenance and custodial vendors to ensure |
school facilities are in good condition. Head of School will conduct annual facilities review. (Head of School).

**State Priority #2.** Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency

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<tr>
<th>Annual Goals</th>
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<tbody>
<tr>
<td>For each year of the charter, all Valiente College Preparatory daily lessons will align to a scope and sequence of CCSS-aligned objectives for student mastery. The scope and sequence will include explicit instructions for strategies and lesson components that align to our EL Master Plan. For each year of the charter, all Valiente College Preparatory curriculum will incorporate grade-level appropriate CELD Standards to ensure that EL students are gaining English language proficiency, are mastering the CCCS, and are mastering the CELD Standards. For each year of the charter, all Valiente College Preparatory curriculum taught in all science and technology courses will be aligned with Next Generation Science Standards.</td>
<td>CCSS training will be conducted during new staff orientation and training each year. (Head of School) Training in SDAIE will be provided through Professional Development to all teachers. Candidates with documented SDAIE training and prior experience working with large populations of EL students will be given preference in the application and hiring process. (Head of School) Weekly professional development will include training on Common Core alignment and strategies designed specifically to meet Common Core State Standards and Next Generation Science Standards. (Head of School, Director of Curriculum and Instruction) Instructional materials, including textbooks, will be selected to include those with strategies to support EL students. (Head of School, Director of Curriculum and Instruction)</td>
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**State Priority #3.** Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation

<table>
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<tr>
<th>Annual Goals</th>
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<tbody>
<tr>
<td>For each year of the charter, Valiente College Preparatory’s Parent Advisory Council will hold six Parent Advisory Council Meetings and will host two school-wide annual events</td>
<td>Advertisement of opportunity to participate in Parent Advisory Council through flyers and announcements provided to all parents upon enrollment and posted in school office. (Head</td>
</tr>
</tbody>
</table>
to promote community among families, school leadership, and staff.

For each year of the charter, the Head of School and the Chairperson of the Board of Directors will solicit parent input and feedback on the school’s policies and practices regarding EL students and students with IEPs.

<table>
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<tr>
<th>State Priority #4. Pupil achievement, as measured by all of the following, as applicable: Statewide assessments (STAR, or any subsequent assessment as certified by SBE)</th>
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<tbody>
<tr>
<td>- The Academic Performance Index (API)</td>
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<tr>
<td>- Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education</td>
</tr>
<tr>
<td>- Percentage of ELs who make progress toward English language proficiency as measured by the CELDT EL reclassification rate</td>
</tr>
<tr>
<td>- Percentage of pupils who have passed an AP exam with a score of 3 or higher</td>
</tr>
<tr>
<td>- Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness</td>
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<tr>
<th>Annual Goals</th>
<th>Specific Annual Actions to Achieve Annual Goals (Position Responsible)</th>
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<tbody>
<tr>
<td>For each year of the charter, Valiente College Preparatory will score 700 or above on the API scale for all subgroups and for all students. For each year of the charter, Valiente College Preparatory will grow an average of 25 points on the API until it attains an API &gt;800 For each year of the charter, Valiente College Preparatory will advance at least 50% of the school’s classified EL population toward Proficient as measured by performance on the CELDT.</td>
<td>Implementation of the Instructional Program outlined in this petition. (Head of School)</td>
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<tr>
<th>State Priority #5. Pupil engagement, as measured by all of the following, as applicable:</th>
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<tbody>
<tr>
<td>- School attendance rates</td>
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<tr>
<td>- Chronic absenteeism rates</td>
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<tr>
<td>- Middle school dropout rates (EC §52052.1(a)(3))</td>
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<tr>
<td>- High school dropout rates</td>
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<tr>
<td>- High school graduation rates</td>
</tr>
<tr>
<td>Annual Goals</td>
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<td>-----------------------------------------------------------------------------</td>
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<tr>
<td><strong>Attendance:</strong> For each year of the charter, Valiente College Preparatory will maintain a minimum of 95% average daily attendance among all subgroups.</td>
</tr>
<tr>
<td>Chronic absenteeism: For each year of the charter, Valiente College Preparatory will have fewer than 2% of students who miss more than 15 days of school in a given year among all subgroups, and 0% of students absent &gt;20 days of school.</td>
</tr>
<tr>
<td>Middle School Dropout Rates: For each year of the charter, Valiente College Preparatory will have fewer than 2% of students drop out of school.</td>
</tr>
</tbody>
</table>

**State Priority #6.** School climate, as measured by all of the following, as applicable:
- Pupil suspension rates
- Pupil expulsion rates
- Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness

<table>
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<tr>
<th>Annual Goals</th>
<th>Specific Annual Actions to Achieve Annual Goals</th>
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<tbody>
<tr>
<td>&gt;95% of students and parents complete Valiente College Preparatory survey of school safety and connectedness annually.</td>
<td>Head of School collaborate with Parent Advisory Council to publicize annual survey. (Head of School)</td>
</tr>
<tr>
<td>&gt;90% of students and families surveyed rate the school ‘good’ or above on evaluations of school safety.</td>
<td>Survey is provided to students and required to be returned with parent signature as homework. (Head of School)</td>
</tr>
<tr>
<td>&gt;90% of students and families surveyed rate the school ‘good’ or above on questions of school connectedness</td>
<td>Head of School consults regularly with Parent Advisory Council members regarding school safety and connectedness. (Head of School)</td>
</tr>
<tr>
<td>School hosts monthly <em>cafecitos</em> to welcome parents and address concerns relating to school safety and connectedness. (Head of School)</td>
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</table>

**State Priority #7.** The extent to which pupils have access to, and are enrolled in, a broad
course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs. “Broad course of study” includes the following, as applicable:

- Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)
- Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))

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<tbody>
<tr>
<td>For each year of the charter, all students in all grade levels and subgroups will access all core curriculum courses: literacy/English Language Arts, Math, Science, and Social Studies/History.</td>
<td>Valiente College Preparatory will provide the same course of study to all students in each grade level. (Head of School).</td>
</tr>
<tr>
<td>For each year of the charter, all students in all grade levels and subgroups will access all non-core curriculum courses: Enrichment in Ethics, Computers, Visual and Performing Arts, Physical Education, Homeroom/Advisory, and Drop Everything and Read (Independent Reading).</td>
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</table>

**State Priority #8.** Pupil outcomes, if available, in the subject areas described above in #7, as applicable.

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<tbody>
<tr>
<td>For each year of the charter, &gt;75% of students in all grade levels will demonstrate grade level proficiency in literacy/ELA, math, social studies, and science by earning a passing grade (C- or above).</td>
<td>Valiente College Preparatory provides academic tutoring (Tutoring Time) in lieu of enrichment and independent reading for all students who are not achieving a passing grade in core subjects. (Head of School)</td>
</tr>
<tr>
<td>For each year of the charter, &gt;50% of students in all grade levels will demonstrate at least 10 percentiles of growth in reading and mathematics as measured by the MAP</td>
<td>School utilizes assessment system including internal assessments, MAP, Accelerated Reader, and others to ensure students are on track to score proficiently on CST/CCSS assessments. (Head of School)</td>
</tr>
</tbody>
</table>
grade levels and subgroups will access intervention opportunities daily to ensure that they can access the core curriculum.

Valiente College Preparatory’s Special Needs Coordinator ensures that all students receive interventions, modifications, and accommodations as required by law and IEPs to ensure that all students have access to the core curriculum. (Head of School and Special Needs Coordinator)

### Instructional Design

Research by leading educators, economists, sociologists and other social scientists has begun to identify several clear and replicable best practices for urban public schools. Research by Dr. Roland Fryer of Harvard University has been most impactful in identifying replicable characteristics of high-performing ‘No Excuses’ schools.³¹ Valiente College Preparatory’s model is derived largely from the work of existing high-performing schools and research to identify and codify their practices.³² Additional research from the University of Chicago Consortium on Chicago School Research has identified five critical factors for ‘Organizing Schools for Improvement’ which include a coherent instructional guidance system, strong parent-community-school ties, and student-centered learning climates.³³

The clear need for a model of education that can succeed in preparing students in Southeast Los Angeles for college had led Lead Founder Jacob Wertz to seek and participate in a Fellowship with Building Excellent Schools (BES), a nationally recognized non-profit organization committed to training charter school leaders to design and operate highly effective urban charter schools.³⁴ Through the BES Fellowship, Wertz continues to study the best practices of dozens of the highest performing charter schools in the nation through visits to the schools, meetings with their leaders and teachers, and analysis of their school planning documents.

The BES Fellowship is ongoing through July 2014, with many additional school visits planned. Schools visited as of March, 2013 include:

- Achievement Preparatory Academy – Washington, DC (BES school)
- Aurora Collegiate Academy – Memphis, TN (BES school)
- Boston Collegiate Charter School – Boston, MA
- Boston Preparatory Charter School – Boston, MA (BES school)
- Brooke Charter Schools – Boston, MA
- Brownsville Ascend Lower School – Brooklyn, NY
- Coney Island Preparatory – Brooklyn, NY (BES school)


³⁴ More information on the Fellowship and Building Excellent Schools can be found at the organization’s website: www.buildingexcellentschools.org.
Through these visits, we have identified and researched several vital components of school design which were common among high-performing urban charter schools:

**Endeavor College Preparatory: Fourth Grade Start**

“In high-poverty schools in particular, the middle grades can either put students on a path to college and careers - or it can steer them to dropping out and the unemployment line.” – U.S. Secretary of Education Arne Duncan

Valiente College Preparatory will replicate the success evidenced by “early start” middle schools in Los Angeles including Endeavor College Preparatory, and we have chosen to adopt their atypical model of a fourth grade start. A strong research base supports the importance of fourth grade as a critical year for middle-

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35 For more information on Excel Academy, ranked the highest performing middle school in Massachusetts, please visit [www.excelacademy.org](http://www.excelacademy.org). Specifically, we have informed our behavior management system and routinized system of school procedures from Excel Academy.

school preparedness. Based on EL numbers and achievement data from elementary schools in our target area, we anticipate that students will enter with an average of two years below grade level in reading. We believe that a fourth grade start will enable us to provide two full years of intensive supports and remediation so that all students are prepared for a rigorous middle school curriculum by sixth grade.

Research by literacy expert Dr. Jeanne Chall indicates that, prior to grade four, students spend time primarily “learning to read” – decoding simple, familiar words in a text. In the fourth grade, however, students begin “reading to learn” – that is, utilizing their decoding skills to access texts that are more conceptual and content-rich.\(^{37}\) Students must be prepared to shift from decoding to comprehension and synthesis.\(^{38}\) If students are not supported to make the shift to reading to learn, their academic achievement can suffer. Figure 4 demonstrates how actual performance fails to improve with years as students are incapable of accessing content when their reading abilities lag behind the fourth grade level.

The significant reading gaps that begin to emerge during the fourth grade year are more common for students from lower socioeconomic backgrounds. Studentsʼ inability to shift to “reading-to-learn” correlates highly with the gap in vocabulary between high- and low-socioeconomic status families. We anticipate that this vocabulary gap will be particularly present with entering fourth graders at Valiente College Prep, given that the population in our target community is predominately living in poverty, nearly 50% are foreign-born, and a large proportion of students will be initially classified as ELs.\(^{39}\) Our fourth grade start and high-intensity literacy instruction is intentionally designed to address this gap before it can widen. Our design draws on the lessons from high-performing fourth grade-start middle schools that likewise emphasize literacy instruction and development.\(^{40}\)

Student schedules will vary by Lower School (grades four through six) and Upper School (grades seven and eight) to support studentsʼ differing academic and social needs. Separating Lower and Upper Schools is a practice employed by many high performing charter schools, including Achievement Preparatory Academy in Washington D.C.,\(^{41}\) Boston Collegiate Charter School in Boston, MA,\(^{42}\) and Endeavor College Preparatory in Los Angeles, CA.\(^{43}\) Behavioral expectations will be uniform across all grade levels; systems in the Upper School will be adjusted to promote greater levels of student autonomy. For example, in the Lower School behavior reports will be sent home and signed by parents each day; in the Upper School, parents will review and sign a behavior report once per week.


\(^{40}\) More information on Endeavor College Preparatory, a 2012 California Distinguished School, available here: http://www.endeavorcollegeprep.org/.

\(^{41}\) More information on Achievement Preparatory Academy, a BES school, is available at http://www.aprepa.org/.


\(^{43}\) Endeavor College Preparatory, a BES school, was named a 2012 California Distinguished School. More information about the school is available at http://www.endeavorcollegeprep.org/.
Excel Academy: Maximizing Time for Learning

Valiente College Preparatory will provide an extended school day (7:45 a.m. to 4:45 p.m.) to increase students’ opportunities to access academic content, develop and practice skills, and receive individualized supports or enrichment. Our model will result in providing nearly eight (8) hours of instructional time for each student per day. The extended school day model has proven effective at high performing schools across the country, and is vital to creating the temporal ability to execute other aspects of our instructional program, such as our double-length math and ELA courses, the Ethics Trimester Course, and Drop Everything and Read (DEAR) periods.

Moreover, Valiente College Preparatory will institute a daily schedule, systems, and routines to maximize instructional time within our school day. Our emphasis on maximizing instructional time can be seen in our transitions. Our transition periods are two or fewer minutes each, which will serve to maximize instructional time each day as well as to establish a culture of urgency. Our minimal transition model is based upon a transition model studied by Lead Founder, Building Excellent Schools Fellow, and proposed Head of School Jacob Wertz, at three campuses of Excel Academy in Boston, MA and Coney Island Preparatory in Brooklyn, NY.44

In Valiente College Preparatory’s transitions, teachers will lead formal closing of the class period by having students clear their desks of any class-specific materials, stand, say a formal farewell to the teacher, and give a formal greeting to the next teacher as that teacher enters the room. The model eliminates the time it would take for students to move from one classroom to another. The schedule demands that teachers are prepared for each period and synchronized to the same schedule. Accordingly, a portion of Professional Development each summer will be dedicated to training teachers to operate effectively in multiple classrooms throughout a day, and to establishing clear expectations for teacher preparedness to transition at the appropriate times.

All teachers will have two daily planning periods, providing within the daily professional schedule the ability for teachers to ensure that all materials are in place to move from classroom to classroom throughout the day. All teachers will be provided with carts to easily transport materials between classrooms, and technology will be utilized to simplify computer connections such that computer screens can be connected to classroom projects in under one minute.45

Democracy Prep Endurance: Joy in School Culture Begins with Staff

Professional Development

To ensure consistency, all new and returning faculty and staff members will engage in Summer PD, a three-week intensive orientation and professional development series prior to the start of each school year. While Summer PD will include orientation for all new teachers in our standards-aligned curriculum development and assessment, accountability, and data-informed instruction models, the primary focus and majority of time will be devoted to the creation and

44 All three Excel Academy campuses are middle schools serving largely socioeconomically disadvantaged populations and are ranked among the highest-performing schools annually on the Massachusetts MCAS state testing system. More information is available here: http://www.excelacademy.org/

45 More information on Excel Academy available here: http://www.excelacademy.org/
maintenance of an achievement-oriented, “no excuses” school culture which infuses joy and rigor into each classroom.

In studying the successful start-up of Democracy Prep Endurance Middle School in Harlem, NY, we found that a clear emphasis on achievement-oriented team-building activities is vital for establishing a joyful no-excuses culture. Example activities include extensive role-play of frequent behavioral conversations and corrections with students, such as rehearsing hallway transitions and corrections for speaking out of turn. School culture can further be normed through collaborative teacher work to decorate classroom and hallway bulletin boards in ways which are consistent, professional, and creative. Team chants and slogans (e.g. “Teamwork makes the Dream Work”) will be utilized to create a culture of teamwork which is sustained as chants and slogans are repeated throughout the school year.46

**Equitas Academy and Endeavor College Preparatory: Proactive Family Engagement**

Equitas Academy and Endeavor College Preparatory are two high-performing charter schools in Los Angeles founded by BES Fellows which incorporate innovative methods to engage parents. Based on research of these schools’ effective methods of engaging parents as partners in students’ learning, Valiente College Preparatory will incorporate critical elements of their parent engagement model directly into our school design.

To proactively engage parents, we will hold family orientation meetings prior to the start of each school year, conduct home visits for newly-enrolled families, invite parents to attend at least one parent-teacher conference by the end of the first trimester, send written reports home with students on a daily basis (weekly in grades 7 and 8), and host monthly *cafeitos* for parents to visit the school and speak with one-another and the Head of School.

During family orientation meetings for newly enrolled students each year, parents and school leaders will spend time reviewing the school’s mission and academic structure, key policies, and yearlong expectations. These meetings will take place between the lottery and the start of school, and will be led by the Head of School and other administrators.

Families will be notified regarding their child’s behavior on a daily basis in grades four through six and on a weekly basis in grades seven and eight (or more frequently as needed), so that parents are aware of and equipped to help students reach all academic and behavioral expectations. These notifications will come through behavior grading rubrics included with homework for parents to review, sign, and return with the student. Significant and repeated violations of the Code of Conduct will result in a mandatory family conference at the school; if behavior is severely disruptive and unresponsive to the school’s and family’s interventions, more serious disciplinary actions may be taken.

Parents will also be kept apprised of student performance. Parents will be asked to sign daily homework logs in our Lower School (4-6) and weekly homework logs in the Upper School (7-8), and will have space to provide feedback to teachers on their child’s work. Valiente College

46 More information on Democracy Prep Endurance Middle School available here: [http://democracyprep.org/schools/about/dpe](http://democracyprep.org/schools/about/dpe).
Preparatory will issue three formal report cards, one at the end of each trimester, and will hold three rounds of parent-teacher conferences each year, which are held at varied times during the day and evening in order to accommodate a number of parental work schedules.

Valiente College Preparatory’s monthly cafecito will be an informal meeting of parents and school leaders. Each meeting will be held on the third Thursday of the month from 8:00-9:00 a.m., beginning shortly after the Head of School has completed work to ensure a smooth start of the school day. Parents will be reminded of cafecitos via printed note, written in both English and Spanish, sent home with student homework logs in the second week of each month.

Valiente College Preparatory will also utilize technology to engage parents. Phone numbers and email addresses of all staff members will be available to parents. Automated voicemail systems such as Teleparent will be used to notify parents if their student is absent and make announcements to entire community regarding school events, such as cafecitos, and other announcements if needed.47

**Curriculum and Instruction**

**English Language Arts – Core/College Preparatory**

Valiente College Preparatory will provide CCSS-aligned instruction in ELA at all grade levels through curriculum in reading and writing (“literature” and “composition” in grades 7 and 8) through *Houghton Mifflin Journeys Common Core* (4-6) and *Houghton Mifflin Collections Common Core* (7-8), as well as through novels, short stories, poetry, and nonfiction from anthologies of Common Core aligned texts and the California Department of Education’s ‘Recommended Literature List’.48 Instruction in English Language Arts is augmented by our “DEAR” independent reading program, in which students read self-selected texts aligned with their reading levels and interests. Structured supports for students far below grade level will be provided through the use of leveled reading fluency and decoding groups with instruction in reading remediation programs such as *Wilson Reading System* and *Reading Mastery* taking place during the reading period.

**Fourth Grade Reading – Core/College Preparatory**

Fourth Grade Reading will serve as the foundation for all future reading courses. For students who enter Valiente College Preparatory after grade four, this framework will serve as the remediative structure to ensure that students are quickly brought up to grade level. In addition to fourth grade reading standards, this course will include an intense review of reading standards from earlier grades to ensure that students have mastered all foundational literacy skills.

Students who require intensive reading remediation (as determined by assessments administered before the beginning of the school year) will participate in reading groups during Tutoring Time in lieu of their DEAR (Independent Reading) and Enrichment periods.


Students will develop vocabulary skills through instruction on word origins, derivations, synonyms, antonyms, root words, and Greek and Latin roots and affixes. Word study will also include instruction on idioms, words with multiple meanings, and figurative language (simile, metaphor, hyperbole, and personification).

- To strengthen nonfiction comprehension and in alignment with the CCSS, fourth grade reading classes will teach students to identify structural patterns found in informational texts and use appropriate textual analysis skills, including: Drawing inferences from the text
- Determining the main idea of a text and explaining how it is supported by key details
- Summarizing a text
- Comparing and contrasting primary and secondary sources
- Explaining how an author uses reason and evidence
- Integrating information from two texts to write about a topic
- Describing the overall structure of a text

Fourth Grade Reading will also further develop students’ ability to understand and appreciate fictional literature. The course will include various imaginative genres, including fantasy, fable, myth, folktale, legend, and fairy tale. With these texts, students will identify main events of the plot, the influence of setting, and the significance of each character’s traits and motivations. Students will be able to compare and contrast similar stories from different cultures.

We do not plan to purchase a traditional basal reading textbook for our reading classes in grades four through eight. Instead, these standards will be taught using a variety of texts, including short stories, picture books, informational articles, poems, and novels appropriate for the grade level. Possible shared reading books in grade four may include *Fig Pudding*, *Frindle*, *Because of Winn-Dixie*, *The Tale of Despereaux*, *The Miraculous Journey of Edward Tulane*, and *The Tiger Rising*.

**Fourth Grade Writing – Core/College Preparatory**

Fourth Grade Writing will focus on fourth grade writing standards and include all necessary writing and grammar standards from earlier grades. Spiraled review of foundational writing standards from grades K-3 will be included in lessons, and targeted support will be provided for struggling students as described in *Meeting the Needs of Varied Learners* below.

Grammar instruction will focus on English language conventions:

- Identifying and creating simple and compound sentences
- Combining sentences with appositives, participial phrases, adverbs, and prepositions
- Identifying and using regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions
- Using parentheses, commas in direct quotations, and apostrophes
- Using underlining, italics, and quotation marks to identify titles
- Using correct capitalization
- Using correct spelling of grade-level words

In alignment with the CCSS, writing instruction will focus on using the writing process to construct multi-paragraph opinion pieces, as well as text-based informative/explanatory texts, narratives, responses to literature, information reports, and summaries. Students will practice
selecting their own topics and responding to assigned writing prompts, and will complete short research projects to learn the steps of research, paraphrase, summary, citation, and analysis.

We anticipate using a structured writing program, such as the Houghton-Mifflin English series as the foundation of our writing and grammar instruction program in grades four through eight.

**Fifth Grade Reading – Core/College Preparatory**

Fifth Grade Reading will continue to develop students’ word analysis, fluency, comprehension, and vocabulary acquisition. As needed, students achieving far below grade level may continue in leveled decoding and fluency groups during their reading period. All students will use word origins to understand new words, understand antonyms, synonyms, and homographs, know Greek and Latin roots and affixes, and explain the figurative and metaphorical use of words in context.

The comprehension focus in fifth grade will continue a detailed study of nonfiction material:

- Analysis of multiple accounts of the same topic
- Comparing and contrasting the overall structure of two or more texts
- Nonfiction text features – format, graphics, sequence, diagrams, illustrations, charts, and maps
- Analysis of sequence and chronological organization
- Identification of main idea and supporting evidence in two or more texts
- Distinguishing of facts, opinions, and inferences within text

Fifth Grade Reading also will include literary analyses of historically and culturally significant works of literature. Students will identify and analyze characteristics of poetry, drama, fiction, and nonfiction. They will continue to analyze conflict and resolution within a story’s plot and the actions, motives, and appearances of characters. Students will understand the concept of theme and identify archetypal patterns, common literary devices, and various author techniques.

Similar to fourth grade, fifth grade reading standards will be taught using a variety of texts, including short stories, picture books, informational articles, poems, and books appropriate for the grade level. Shared reading novels may include Gary Paulsen’s *Hatchet*, Pam Munoz Ryan’s *Esperanza Rising*, and Mark Twain’s *The Adventures of Tom Sawyer*.

**Fifth Grade Writing – Core/College Preparatory**

Fifth Grade Writing will build on the foundations learned in fourth grade and will continue to develop students’ competencies with grammar, conventions, and the writing process.

Grammar study will include:

- Use of prepositional phrases, appositives, and dependent and independent clauses
- Correct use of often misused verbs
- Use of colons and quotation marks
- Correct capitalization
- Correct spelling of roots, suffixes, prefixes, contractions, and syllable constructions

Fifth Grade Writing will continue to develop students’ competency for writing both narrative and expository essays of 500 to 700 words in length. Students will use the writing process to write multi-paragraph compositions with strong introductions, supporting evidence, and conclusions. In keeping with Common Core, these will include explanatory, opinion, and narrative texts, as
Sixth Grade Writing will also incorporate a technology strand that will teach students to type and create simple documents, using basic office software.

**Sixth Grade Reading – Core/College Preparatory**

Sixth Grade Reading will include word study focused on multiple-meaning words, commonly used foreign words, the use of context to understand new words, and shades of meaning in related words.

The Sixth Grade Reading course will include work on nonfiction text, including:

- Structural analysis of popular media (newspapers, magazines, and websites)
- Analysis of compare-and-contrast organization
- Identification of main idea and relationships to other sources
- Clarification of meaning through outlines, note-taking, summaries, and reports
- Evaluation of the adequacy and appropriateness of evidence and various techniques

The study of literature in sixth grade will include analysis of various fictional genres. With a variety of fictional texts, students will analyze the effect of character traits and the influence of setting on the plot of a story. They will identify types of narration, explain the effects of common literary devices, analyze features of themes, define how tone or meaning is conveyed, and critique the credibility of a story’s plot.

Novels that may be studied as a class or in smaller groups in grade six include Harper Lee’s *To Kill a Mockingbird*, Lois Lowry’s *Number the Stars* and *The Giver*, Francisco Jimenez’s *The Circuit* and *Breaking Through*, William Shakespeare’s *Romeo and Juliet*, and Sandra Cisneros’s *The House on Mango Street*. Nonfiction selections will support the historical and cultural contexts of the fiction selections.

**Sixth Grade Writing – Core/College Preparatory**

Sixth Grade Writing will continue the focus on both conventions and the writing process. Students will be expected to write and speak with a command of standard English language conventions appropriate to the sixth grade level.

Grammar instruction will include:

- Use of simple, compound, and compound-complex sentences
- Indefinite pronouns
- Present perfect, past perfect, and future perfect verb tenses
- Subject-verb agreement
- Use of colons, semi-colons, and commas
- Correct capitalization
- Correct spelling of frequently misspelled words

Sixth Grade Writing will advance student proficiency with the writing process and word processing skills, and students will compose narratives, expository compositions, research reports, responses to literature, and persuasive essays. Students will become well-versed in the use of revising and editing checklists and the use of rubrics to self-assess.
Seventh Grade Literature – Core/College Preparatory

Seventh Grade English Literature will continue to build students’ vocabularies and both nonfiction and fiction comprehension skills while integrating writing skills. Students develop a stronger sense of writing for a specific audience and increased opportunities for formal writing.

Students will identify analogies, idioms, metaphors, and similes. They will use Greek, Latin, and Anglo-Saxon roots and affixes to learn new content-area vocabulary. They will clarify the meaning of new words using definition, restatement, example, and contrast.

In Literature, seventh grade students will analyze the difference in various nonfiction texts, locate information in a variety of documents, and analyze text written in cause-and-effect format. They will trace an author’s point of view, argument, or perspective and assess the quality of evidence to support a claim. Students will use technical directions to explain the use of simple mechanical devices. This class will begin to assign many more texts to be read and analyzed independently. Examples of the level of rigor expected in this course may include S.E. Hinton’s *The Outsiders*, Paolo Coelho’s *The Alchemist*, and Anne Frank’s *The Diary of a Young Girl*. Nonfiction selections will support the historical and cultural contexts of the fiction selections.

Seventh Grade Composition – Core/College Preparatory

Seventh Grade Composition will include the correct use of modifiers and active voice. Students will correctly use infinitives, participles, pronouns, and antecedents. They will identify and correctly use all parts of speech and sentence structures and use hyphens, dashes, brackets, and semicolons correctly. Their mechanics and spelling will reflect standards for grade-level proficiency.

Students will use the writing process and grade-level appropriate revising and editing strategies to compose:

- Fictional and autobiographical narratives with a clear plot line, defined setting, major and minor characters, and a variety of authors’ techniques
- Responses to literature that exhibit careful reading and thorough comprehension, organized interpretation around several clear ideas, and justified interpretations through examples and textual evidence
- Research reports based on a relevant question, formal research, a clear perspective, accurate evidence, and documented references
- Persuasive compositions that state a clear position, employ well-articulated evidence, and address the reader’s concerns and counterarguments
- Summaries of reading materials that include the text’s main idea and significant details, use quotations and the student’s own words, and reflect a deep understanding of the text

Seventh Grade Composition will continue the use of checklists and rubrics for self-assessment and will have an increased focus on the use of mentor texts to develop one’s own writing. Students will continue to experience both self-selection of topics and responding to assigned prompts. They will also continue to develop word processing skills, with programs such as Microsoft Word and PowerPoint.
**Eighth Grade Literature – Core/College Preparatory**

Eighth Grade Literature courses will prepare students for high school English courses by demanding advanced levels of rigor, critical thinking, research, and increased independence. In keeping with the CCSS, the classes will also incorporate nonfiction texts from science and social studies to prepare students for high levels of reading and writing in the content areas, just as science and social studies classes will continue to integrate appropriate nonfiction texts.

Students will analyze nonfiction texts using compare and contrast and proposition and support patterns. They will find similarities and differences in texts and compare texts to summaries to determine accuracy and underlying meaning. Students will use a variety of consumer, workplace, and public documents and technical directions to explain the use of complex mechanical devices. Students will evaluate the unity, coherence, internal consistency, and structural patterns of a text.

Eighth Grade Literature will study different forms of poetry – elegy, ode, sonnet, ballad, couplet, epic, and lyric. Students will use previous knowledge of plot to analyze more complex structures of subplots and parallel episodes and the degrees to which conflicts are resolved. Students will analyze character motivations and actions, themes, significant literary devices, and cultural impacts of literary works. Exemplary texts for poetry study might include: Walt Whitman’s “O Captain, My Captain,” Carl Sandburg’s “Chicago,” and Pablo Neruda’s *The Book of Questions.*

Most of the assigned texts in Eighth Grade Literature will have historical significance, and many will tie in with the United States history standards. Texts may include Laurie Halse Anderson’s *Fever, 1793,* Houston and Houston’s *Farewell to Manzanar,* and Consuelo Rodriguez’s *Cesar Chavez.*

**Eighth Grade Composition – Core/College Preparatory**

Eighth Grade Composition will include a complex study of words, designed to ensure a precise understanding of new words, idioms, analogies, metaphors, and similes. Students will begin a study of the history of the English language and the influence of common word origins.

Students in Eighth Grade Composition will continue to write clear, coherent, and focused essays that also reflect the author’s personal style. Greater emphasis will be placed on the quality of thesis statements, smooth transitions, effective use of evidence, and original ideas. Eighth Grade Composition will also integrate technology and public speaking, as students create presentations, using such applications as Microsoft PowerPoint. Students will write:

- Biographies
- Autobiographies
- Short stories
- Narratives
- Responses to literature
- Research reports
- Persuasive compositions
- Documents related to career development, including applications and business letters
- Technical documents
- High school application essays
It is expected that students at this level will have mastered standard English conventions of spelling, capitalization, punctuation, and grammar. New grammar skills include subordination, coordination, apposition, and other devices to show the relationship between ideas will be taught.

**Mathematics – Core/College Preparatory**

Valiente College Preparatory will use Houghton-Mifflin’s *California Math* series for grades four to six, and McDougall-Littell’s *California Pre-Algebra* and *California Algebra* for grades seven and eight, respectively. These programs include standards-aligned math textbooks approved by the California Department of Education.

*Fourth Grade Math – Core/College Preparatory*

In keeping with Common Core, Fourth Grade Math will focus on three critical areas: (1) developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends; (2) developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers; and (3) understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry.

Time will be spent to ensure that students master basic facts as well as larger computation problems with all four operations. Students will begin to master simple fractions and decimals and be able to make comparisons and perform basic calculations. They will learn properties of and relationships between geometric figures. They will also collect, represent, and analyze data to solve problems. Math problem-solving class will address mathematical practices, including abstract and quantitative reasoning.

*Fifth Grade Math – Core/College Preparatory*

Fifth Grade Math will focus on several critical areas: (1) developing fluency with addition and subtraction of fractions; (2) developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions); (3) extending division to two-digit divisors; integrating decimal fractions into the place value system; and (4) developing an understanding of operations with decimals to hundredths; (5) developing fluency with whole number and decimal operations; and (6) developing understanding of volume.

Time will be spent to increase students’ skills with the four basic arithmetic operations applied to whole numbers, fractions, decimals, and negative numbers. Students will use standard measurement tools and units to find length, area, and volume of basic geometric figures. Students will use protractors, compasses, and concepts of angle measurement. They also will use tables, grids, graphs, and charts to record and analyze data. Students will construct viable arguments in writing, and critique the reasoning of others.

*Sixth Grade Math – Core/College Preparatory*

Sixth Grade Math will focus on four key instructional areas aligned to the Common Core: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3)
writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.

Students will be expected to apply their computation skills to solve a variety of problems. The class will address concepts of statistics and probability and calculation of the mean, median, mode, and range of a set of data. Students will analyze data and sampling processes to determine validity. They will work with probabilities, ratios, proportions, and percentages. Students will know formulas for the area and circumference of a circle and use letters for numbers involving geometric shapes and the variable in an expression. They will solve one-step linear equations.

*Seventh Grade Pre-Algebra – Core/College Preparatory*

Seventh Grade Pre-Algebra will prepare students for Algebra in eighth grade, and will focus on four key instructional areas aligned to the Common Core: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; and (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and drawing inferences about populations based on samples.

By the end of seventh grade, students will be skilled at manipulating numbers (constants and variables) and solving equations. They will be able to factor numerators and denominators and use exponents. They will be able to use the Pythagorean Theorem to solve problems. Students will be able to convert units of measurement and compute the surface area and volume of basic three-dimensional objects, understanding how area and volume change with scale. Students will be able to convert between fractions, decimals, and percentages. They will continue to practice with ratio and proportion, compute percentages of increase and decrease, and compound interest. Students will graph linear functions and understand the concept of slope.

*Eighth Grade Algebra – Core/College Preparatory*

Eighth Grade Algebra is a one-year college-preparatory algebra course. Students will study symbolic reasoning and the use of symbolic language of mathematics and science. Algebraic skills and concepts will be used in a wide variety of problem-solving situations. Students will continue to use arithmetic operations with integers, rational, irrational, and real numbers. They will use advanced rules of exponents, solve equations and inequalities with absolute values, simplify expressions, and solve multi-step problems. They will graph linear equations and inequalities, identify points on a line, understand slopes, and solve systems of two linear equations. Students will factor second and third-degree polynomials and simplify fractions with polynomials. Students will use the quadratic formula to find the roots of a second-degree polynomial, solve quadratic equations, find the x-intercepts, and solve physical problems, such as the motion of an object under the force of gravity. Students will also know and use aspects of a logical argument, use deductive and inductive reasoning, and determine the validity of an assertion.

*Social Studies – Core/College Preparatory*

Social Studies teachers will collaborate closely with ELA teachers to reinforce literacy standards using content-specific materials and activities. Literacy standards that will also be addressed in social studies classes include:
- Nonfiction text features
- Content-area comprehension skills
- Study skills, such as research and note-taking
- Variety of writing activities

We will use a standards-aligned textbook approved by the California Department of Education as the foundation for each social studies course, such as California Studies (Houghton Mifflin) for grade four and the History Alive! series (Teachers’ Curriculum Institute) for grades five through eight. Social studies teachers will engage students with innovative programs like National Geographic’s Geography Bee, the Center for Civic Education’s Project Citizen and We the People, and History Day LA.

Teachers will incorporate state, national, and international current events to deepen students’ understanding of social studies and social justice concepts.

Fourth Grade—California: A Changing State – Core/College Preparatory

Fourth Grade Social Studies, California: A Changing State, teaches students about the history and geography of our state. This course will begin with an introduction to the basic concepts and skills of social studies – reading a map, geography terms, using timelines, reading charts and tables, economic and political basics – developed through examples from California. The study of California history starts with pre-Columbian societies, early exploration, and its diversity, economics, and rapid growth. There will be particular emphasis on milestones in California history, such as the development of the Mission system, the Gold Rush, and statehood.

To support alignment with Common Core standards, reading and writing will be an emphasis in social studies, as in all classes. Students will work with nonfiction texts to summarize and explain main ideas, compare and contrast primary and secondary sources, and integrate information from two texts to write about a subject.

Fifth Grade—U.S. History and Geography – Core/College Preparatory

Fifth Grade Social Studies, U.S. History and Geography: Making a New Nation, studies American History up to 1850. Study will begin with Native American cultures and how residents came to be in North America. Students will learn about European exploration, Colonialism, the Enlightenment, the Revolutionary War, and Westward Expansion. The class will study the foundations of government, democracy, and the Constitution. Fifth grade students will memorize the 50 U.S. states and their capitals.

In keeping with Common Core, students will work with nonfiction texts to strengthen their textual analysis skills, including quoting accurately from two or more texts, explaining the interaction between two or more concepts in a historical text, and integrating information from several texts to write about a subject knowledgeably.

Sixth Grade—Ancient Civilizations – Core/College Preparatory

Sixth Grade Social Studies, World History and Geography: Ancient Civilizations, is the study of Western and Non-Western ancient civilizations. The course will emphasize the everyday lives of people and their problems and accomplishments. Students will study archaeology, geography, social and political structures, economics, and the spread of ideas. They will examine
Mesopotamia, Egypt, Kush, the Ancient Hebrews and Greeks, India, China, and Rome. Students also will analyze the interactions and influences of various cultures.

In keeping with Common Core, students will engage in increasingly complex analysis of nonfiction texts, including citing textual evidence to support analysis of what the text says explicitly and implicitly, comparing and contrasting two authors’ versions of an event, and determining an author’s purpose in a text.

**Seventh Grade—Medieval and Early Modern Times – Core/College Preparatory**

Seventh Grade Social Studies, *World History and Geography: Medieval and Early Modern Times*, teaches students about the social, cultural, and technological changes that occurred in Europe, Africa, and Asia from 500 A.D. to 1789. The course will begin with a study of the fall of the Roman Empire and continue with Islam in the Middle Ages. Students then will study the geographic, political, economic, religious, and social structures of China, Ghana, Mali, Japan, and Europe in the Middle Ages and Meso-American and Andean civilizations. They will analyze the origins, accomplishments, and diffusion of the Renaissance, Reformation, Scientific Revolution, Age of Exploration, Enlightenment, and Age of Reason.

In keeping with Common Core, students will continue to analyze nonfiction texts through a variety of methods, including citing several pieces of textual evidence to support analysis of what the text says explicitly and implicitly, tracing and evaluating the argument and specific claims in a text, and analyzing author’s purpose, including how that author differentiates his viewpoint from others’.

**Eighth Grade—U.S. History and Geography – Core/College Preparatory**

Eighth Grade Social Studies is *U.S. History and Geography: Growth and Conflict*. In this course, students will study American history from the framing of the Constitution up to World War I. Students will study the foundations of our Judeo-Christian heritage and the influence of British parliamentary procedure on the foundation of our democracy and Constitution. Students will trace the development of American politics, society, culture, and the economy and also study regional differences within the country. They will study the causes, course, and consequences of the Civil War and the Industrial Revolution. Throughout the course, students will make connections to contemporary social, political, and economic conditions.

In keeping with Common Core, students will continue to analyze nonfiction texts through a variety of methods, including citing the evidence that most strongly supports the analysis of what the text says explicitly and implicitly, tracing and evaluating the argument and specific claims in a text and assessing whether the argument is sound, and analyzing a case where two or more texts provide conflicting information on the same topic.

**Science – Core/College Preparatory**

Valiente College Preparatory will use McGraw Hill’s *Science* for grades four through six and *iScience* for grades seven and eight. These programs include a standards-aligned textbook approved by the California Department of Education, which will serve as a foundation for science instruction. We will use FOSS science kits or similar materials to provide the hands-on experiences essential to science investigation and discovery. In keeping with the CCSS and Next Generation Science Standards, science courses will challenge students to engage in increasingly
complex levels of nonfiction texts related to scientific concepts, and to analyze and integrate competing or contrasting scientific claims.

**Fourth Grade Science – Core/College Preparatory**

Fourth Grade Science is a survey of physical, life, and earth science. Students will study electricity, magnetism, food chains, ecosystems, rocks and minerals, and the forces that shape the earth’s surface. They will build simple electrical circuits and electromagnets, observe the ways in which electrically charged objects attract and repel other objects, and see that electrical energy may be converted into heat, light, and motion. Fourth graders will study food chains and webs, producers, consumers, and decomposers, and learn about other ecological relationships. They will also analyze rocks, minerals, and the process of erosion and weathering. Students will use the scientific method to formulate and justify predictions, make observations, conduct experiments, and collect and report data.

In keeping with CCSS, reading and writing skills will be emphasized in activities and assignments throughout the science curriculum sequence. In Fourth Grade Science, students will work with nonfiction texts to summarize and explain main ideas, compare and contrast primary and secondary sources, and integrate information from two texts to write about a subject.

**Fifth Grade Science – Core/College Preparatory**

Fifth Grade Science is a survey of physical, life, and earth science. Students will study elements, matter, chemical reactions, plant and animal structures, water, and the solar system. Students will learn about chemical reactions and the special properties of metallic elements. They will distinguish between atoms, molecules, mixtures, and compounds and study the organization of the periodic table. Fifth graders will continue their study of ecosystems as they learn about plant and animal adaptations and the basic principles of physiology. They will learn about the human digestive system and blood circulation, as well as respiration and excretion of wastes in plants and animals. Students will study photosynthesis, the impact of the water cycle, and the solar system. The fifth grade application of the scientific method will include students developing their own test questions and beginning to plan their own investigations.

Reading and writing skills utilized in Fifth Grade Science will complements skills developed through the ELA courses. Students will work with nonfiction texts to strengthen their textual analysis skills, including quoting accurately from two or more texts, explaining the interaction between two or more concepts in a text, and integrating information from several texts to write about a subject knowledgeably.

**Sixth Grade – Earth Science – Core/College Preparatory**

Students in sixth grade focus on Earth Science. Sixth graders will study plate tectonics and their importance for major geologic events, including earthquakes, volcanoes, mid-ocean ridges, and the distribution of fossils, rock types, and climatic zones. They will learn the basic of topography, erosion, the effect of the oceans’ waves, and the impact of earthquakes, volcanic eruptions, landslides, and floods on the habitats of people and wildlife. Students will also study heat energy, fuel consumption, conduction, convection, and radiation. They will learn about the sun and solar energy and the differences in pressure, heat, air movement, and humidity. Students will learn about various energy sources and natural resources and how to classify them as renewable or nonrenewable. Sixth graders will also revisit the life science concepts of ecosystems as they learn how to categorize organisms and their ecological roles. At this grade
level, students will, with guidance from their teacher, perform science investigations with increased independence.

Students will engage in analysis of scientific and technical texts, including citing textual evidence to support analysis of what the text says explicitly and implicitly, analyzing the structure an author uses to organize a text, and comparing and contrasting information obtained from experiments with information presented in scientific texts.

**Seventh Grade – Life Science – Core/College Preparatory**

Students in seventh grade focus on Life Science. Students will know the role of cells in living organisms and be able to distinguish plant and animal cells. They will study the role of the nucleus, mitochondria, and chloroplasts and study cell division. Students will study the anatomy and physiology of plants and animals, including cells, tissues, organs, organ systems, and the whole organism. They will learn how organ systems, bones, and muscles work together and the functions of animal and plant reproductive organs. Seventh graders will learn about genetics, sexual and asexual reproduction, and the role of DNA. They will study evolution and Darwin’s theories. Students in seventh grade will also look to Earth Science for evidence of the evolution of life, as they study slow geologic processes, major catastrophic events, the rock cycle, fossils, radioactive dating, and the extinction of plants and animals. They will study properties of light, levers, and simple machines. Seventh graders will gain a deeper understanding of the scientific method, as they select appropriate tools and technology, construct scale models and diagrams, and communicate results in written and oral presentations.

Students will engage in complex analysis of scientific and technical texts, including citing textual evidence to support analysis of what the text says explicitly and implicitly, analyzing the structure an author uses to organize a text, and comparing and contrasting information obtained from experiments with that presented by reading a scientific text. Students will also engage in analysis of varying methods of presenting scientific information, such as oral presentations, written reports, and use of imagery such as charts, graphs, and diagrams.

**Eighth Grade – Physical Science – Core/College Preparatory**

Students in eighth grade focus on Physical Science. Students will study motion, velocity, and speed, and they will learn to solve problems and interpret graphs related to distance, time, and average speed. They will identify forces and their impact on objects, while taking into consideration an object’s mass. Students will learn the role of gravity and gravity’s role in the solar system. They will know the structure and composition of atoms, the ways compounds are formed, and the differences in states of matter. They will be able to use the periodic table to identify elements and classify them based on their atomic characteristics. Students will study simple compounds, chemical reactions, and the conservation of matter. They will study buoyancy, density, and displacement and will be able to predict whether objects will sink or float. Students will know the central role of carbon and other key elements in living organisms. Eighth graders will continue their study of earth science as they learn more about stars, galaxies, astronomical units, light years, planets, planetary satellites, comets, and asteroids.

Students will engage in increasingly complex analysis of scientific and technical texts, including citing evidence from multiple sources to support analysis of what the text says explicitly and implicitly, analyzing the structure an author uses to organize a text, comparing and contrasting varying structures and methods used by authors to present scientific information (such as the use
of visual charts, graphs, images, and text) and comparing and contrasting evidence obtained from experiments with information presented in scientific texts. Students will engage in preparing written and oral reports on classroom experiments which integrate technical writing skills, scientific notation, and appropriate tone and other elements of style suitable for presenting scientific information concisely and accurately.

Non-Core Courses

In addition to taking core academic courses, students will benefit from high quality physical education and arts, including music, dance, and drama. These non-core classes will support our school’s mission of educating students to lead lives of scholarship and integrity. Students will have Physical Education four days per week at all grade levels. Other non-core classes will include a trimester of Visual and Performing Arts, a trimester of Computers and/or Handwriting, and a trimester of Ethics each year.

Physical Education – Non-Core

Our physical education courses will be based on the Physical Education Model for Content Standards for California Public Schools. The five key physical education standards are:

1. Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.
2. Students demonstrate knowledge of movement concepts, principles, and strategies that apply the learning and performance of physical activities.
3. Students assess and maintain a level of physical fitness to improve health and performance.
4. Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.
5. Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

We believe that physical education classes should develop students’ fitness skills and knowledge, while also providing a wonderful opportunity to build a positive school culture and reinforce the strong individual character we strive to develop in our students.

Key objectives of our physical education program will be to:

- Encourage and promote physical development and growth through exercises in agility, strength, and hand-eye coordination
- Promote individual physical self-confidence through the accomplishment of individual physical goals and through team activities
- Strengthen a sense of unity, accountability, teamwork, and responsibility through physical team building exercises and athletics
- Expose students to activities that will help them to develop healthy lifestyles as an adult
- Discuss health and physical issues pertinent to youth in a supportive forum

Across all years and all grades, we will address all key objectives.

Visual and Performing Arts – Non-Core

The Arts classes will be based on the art, music, theatre, and dance standards outlined in the California Department of Education’s Visual and Performing Arts Standards.
Key objectives for our Visual and Performing Arts classes include the ability to:

- Understand, appreciate, and be able to interpret the arts
- Demonstrate skills, knowledge, and abilities in dance, music, drama, and visual arts
- Participate in artistic activities and events
- Understand the role that the arts have played in history as well as its relationship to other disciplines such as humanities and science

Across all years and all grades, we will address all key objectives.

*Handwriting and Typing – Non-Core*

Students will take a one-trimester course in typing and handwriting in grades four and five. This course will ensure that students achieve California’s adoption of the CCSS ELA Grade 4 1.h. which requires that students “write fluidly and legibly in cursive or joined italics.” This will also ensure that students’ written work across the curriculum is completed legibly. Typing class will ensure that students are prepared to utilize computer technology. Advanced students will have opportunities to explore and learn basic computer applications (such as internet browsing and word processing) while practicing typing skills.

*Computer Applications and Programming – Non-Core*

All students will gain proficiency in basic productivity software applications, including word processing (e.g. Microsoft Word), internet search (e.g. Microsoft Internet Explorer and Google), and graphic presentation (e.g. Microsoft PowerPoint). At advanced grade levels, students will learn fundamentals of computer programming using spreadsheet formulas and simple languages such as HTML and CSS.

*Ethics – Non-Core*

The Ethics trimester course provides students with opportunities to explore Valiente College Preparatory’s ACTS Values in depth through reading and discussion of classic humanities texts. Texts will be grade-level appropriate and aligned with CCSS for ELA.

*Instructional Methods and Strategies*

Through our academic and character development programs, we will educate students to become successful scholars, leaders, and citizens. Valiente College Preparatory graduates will gain access to and be prepared for rigorous college preparatory high school programs.

Valiente College Preparatory has modeled its expectations for classroom discipline and student learning after the “No Excuses” philosophy implemented by successful charter schools serving similar demographics across the country.\(^49\) We will implement the following methodologies:

- Consistent, Excellent Instruction
- Gradual Release of Responsibility Teaching Model
- Specialized Supports for Targeted Student Groups

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• Highly Structured Learning Environment
• Common School-Wide Procedures
• Focused Development of Character and Ethics
• Nightly Homework
• Standards-Based Lesson Planning and Curriculum
• Emphasis on Assessment and Accountability

Consistent, Excellent Instruction

Consistent instructional excellence is essential for students to achieve mastery, and will be supported by the school design in several key ways, including an emphasis on hiring excellent teaching candidates, providing comprehensive summer training and ongoing Professional Development throughout the year, holding consistent high expectations for instructional routines, and utilizing a Gradual Release of Responsibility model for teaching.

Classes will be consistently and efficiently structured to maximize instructional quality. Daily routines of greetings at the door, Blackboard Configurations, and clear adherence to school-wide behavior expectations will be present in all classrooms.

Critical elements of our consistent school design include a common board configuration and daily lesson plan design. The Black Board Configuration (BBC)\(^50\) will include the Standards-Based Objectives of each class period (Goal), an Essential Question, an opening activity (Do Now), a list of instructional activities (Agenda), Exit Ticket, and daily homework assignments (Homework).

Gradual Release of Responsibility Teaching Model

All teachers’ lesson plans will align with a sequence often referred to as the “Gradual Release of Responsibility” or “I-We-You” model. This includes explicit teacher-guided instruction on new content, time for the class to practice the new material or skill while still being led by the teacher, and independent student practice accompanied by individualized teacher feedback and support. The diagram below depicts the gradual release of responsibility as the lesson moves through the sequence.\(^51\)

Each class will begin with a Do Now activity to immediately engage students in the objective for the day. Typically, teachers will continue with direct instruction, introducing the lesson for the day by modeling and scaffolding information appropriately, while infusing new concepts and ideas. Teachers will instruct explicitly and directly to push students to independently think about, engage with, and annotate new material. Leading research on development of literacy skills has demonstrated that this approach is essential for students to successfully access new fiction and nonfiction material.\(^52\)

\(^{50}\) The Black Board Configuration is a strategy supported by Dr. Lorraine Monroe, founder of the Frederick Douglas Academy, and a nationally recognized, highly respected urban educator.


In the Lower School (grades four through six), every daily lesson will typically contain an “I do” portion of direct instruction, a “We do” portion of guided practice, and a “You do” portion of independent practice during each period. Teachers in the Upper School (grades seven and eight) will modify and extend the “We do” and “You do” portions to expand the amount of time for student-led collaboration and discussion. This will be accomplished by truncating direct instruction and stretching the sequence over a series of lessons for one or two weeks, with multiple days planned for group-based and independent learning. This modified format will meet the needs of students in grades seven and eight in particular because the large seminar-group discussion format prepares students for seminar-style high school classrooms and promotes the independent thinking required for essay and report writing. Similarly, extended-lecture style lessons in mathematics will be implemented in Pre-Algebra and Algebra lessons to scaffold the independent note-taking strategies essential for learning in Advanced Algebra and other high school math classrooms.

Through independent practice, teachers will assess which students may need additional support or advanced supplemental curriculum, as well will assess the need to re-teach specific components of the lesson. Each lesson will conclude with an independent practice Exit Slip – a short written problem and response through which students demonstrate mastery of content and skills developed during the preceding lesson.

To further support instructional excellence in every classroom, teachers of core content areas (ELA, math, science, and social studies) will be required to hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. Valiente College Preparatory will comply with the provisions of the federal No Child Left Behind Act as they apply to accommodating the instructional needs of all students and highly qualified certificated personnel and paraprofessional employees of charter schools.

**Specialized Supports for Targeted Student Groups**

Content and skill mastery is crucial to academic success, therefore structured supports will be organized to ensure that all students meet academic expectations. Student supports will be
designed to meet individual students’ needs, specifically addressing the needs of targeted student
groups including ELs, socio-economically disadvantaged students, gifted and talented students,
students achieving below grade level, and special education students. Student supports will be
designed as a means for prevention, intervention, and acceleration of learning.

Students who demonstrate weakness in a core content area by scoring below 70% on internally-
developed interim assessments will be assigned to attend Tutoring Time during the Enrichment Period until the date of the next interim assessment, typically for six weeks. During the six-week tutoring sessions, teachers will review the content from the previous six weeks. At the end of the six-week tutoring sessions, students will be re-tested; those students who again score below a 70% will be re-assigned to tutoring for the next six weeks. Valiente College Preparatory will make tutoring available during the school day for all students, and will provide invitation to but will not mandate additional tutoring opportunities after school to all students.

Highly Structured Learning Environment

A structured environment enables teachers to focus on teaching and allows students to learn. Moreover, it creates an environment which is safe, clean, and joyful – which in turn is more welcoming for students and promotes attendance. Students will be explicitly taught expected behaviors, such as sitting upright in chairs, tracking speakers with their eyes, and maintaining silence in the hallways. The school’s disciplinary policy, as outlined in the Code of Conduct, will be utilized to reinforce the structured environment.

The Code of Conduct will be presented on several occasions including: during a meeting at the student’s home before their first day of school; on a family contract that is reviewed and signed by families and students; and in classrooms during the first days of school. The school’s Code of Conduct will be clear and detailed, include both positive and negative consequences for behavioral choices, and will be developmentally appropriate across the Lower (grades four through six) and Upper (grades seven and eight) Schools. Students who exemplify school values and positive behavioral choices will earn rewards such as the opportunity to go on extra field trips while students who violate the Code will lose privileges such as enrichment opportunities and field trips.

Common School-Wide Procedures

We will ensure all teachers use similar systems to establish rules, rituals, and routines for student behavior. Examples include school wide systems for distribution of papers and materials, merit/demerit behavior tracking, and homework distribution/collection. Support from school leaders for consistency in expectations across classrooms and grade levels will be critical to maintaining staff success with and support of behavior systems. Teachers and staff will be held accountable to implementing school-wide behavioral expectations at all times. For example, in all classrooms at all grade levels, paper for new student work will be distributed in stacks to students seated at the front row, and students will then flow on a teacher’s cue the papers to students seated in columns behind them. Teachers will utilize a countdown (typically from 5 to 0) to promote expeditious passing. This system will minimize the amount of teacher time that must be spent distributing materials, and its standardization across the school maximizes teachers’ ability to utilize it effectively.
Codification and ritualization of expected conduct will allow students to understand, adopt, and appreciate school expectations that create space for all students to succeed. Moreover, systemization will enable the school to minimize the amount of class time spent on non-academic tasks, thereby further maximizing opportunities for students to develop skills and access content.

**Focused Development of Character and Ethics**

A strong foundation in character and ethics is essential for supporting students’ success in the future, and in ensuring that students’ education assists them in developing and pursuing worthwhile goals. To that end, character and ethics will be taught through the values which will inform and infuse the school environment, through exploration of ethical themes in fiction and nonfiction texts in a trimester-based Ethics course at each grade level, and through thematic units in ELA and Social Studies courses.

Valiente College Preparatory’s emphasis on exploring ethics in literature and social studies is built upon: (a) research by Lawrence Kohlberg on moral development; (b) research by Boston University Professor Scott Eider of practices employed by three successful schools in Boston, MA; (c) reporting by Paul Tough on effective character education programs and research; and (d) the philosophical work of University of Chicago professor Martha Nussbaum establishing the importance of providing an ethical foundation through education.53

In the Ethics course, students will read and discuss texts that explore the school’s ACTS Values. This period will serve to support development of students’ reading abilities as well as their understanding of ethical beliefs and philosophy will be examined through the close reading of fiction and non-fiction texts. Example texts might include source documents such as The U.S. Declaration of Independence, nonfiction histories and biographies such as Profiles in Courage, and diverse fiction including The Odyssey, Aesop’s Fables, and The Hunger Games.

A plan for scaffolding themes in Ethics, grades four through eight, is outlined in the table below.

**Figure 6: Potential Ethics Trimester Course Units**

<table>
<thead>
<tr>
<th>Grade Four</th>
<th>Grade Five</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1 Discipline and Tenacity</td>
<td>Unit 1 Conflict Resolution</td>
</tr>
<tr>
<td>Unit 2 Organization and Accountability</td>
<td>Unit 2 Courage</td>
</tr>
<tr>
<td>Unit 3 Listening and Teamwork</td>
<td>Unit 3 Service</td>
</tr>
</tbody>
</table>

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Unit themes in ELA and social studies may be aligned to ethical concepts. For example, an essay assignment regarding *To Kill a Mockingbird* in an eighth grade English course might require students to develop and present a thesis regarding the ethical leadership of Atticus Finch.

Valiente College Preparatory will promote ethics by instilling the ACTS Values in our school culture and providing systems for supporting students’ positive, ethical behavior. Each class period in the Lower School will conclude with feedback from the teacher regarding exemplification of the ACTS Values. The class as a whole will earn blocks representing each of the four letters A-C-T-S based on its performance in the preceding period. Teachers will give verbal feedback, such as “100% of students completed classwork during independent practice today. Great job holding yourselves accountable for completing assignments on time. You earned the “A” block. As for Courage, we did not have 100% of hands raised several times when I asked for a response today, which means many of you did not show the courage to give an answer which may need some help. I’m sure I will see 100% tomorrow and we can earn that C block for Courage then…” At the end of each week, the number of letters earned will be tallied for each class, and the class with the highest number of letters earned in the school will receive recognition and a special privilege at the school-wide assembly held each Monday.

On an informal level, conversations between teachers and students regarding work and behavior will frequently use the vocabulary of the ACTS Values to help students understand the various ways in which individual actions exemplify ethical behavior (or not). For example, a teacher might provide written feedback on a students’ essay which recognizes the courageous use of new vocabulary words.

### Nightly Homework

Homework will help students’ master skills and content, and will be assigned in each content area each night in all grade levels. In grades four through six, homework assignments will focus

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54 Systems for marking and publicly recording whole-class behavior using magnetic blocks attached to the whiteboard were observed by Lead Founder Jacob Wertz at Building Excellent Schools Excel Academy in Boston [www.excelacademy.org](http://www.excelacademy.org), Achievement Preparatory Academy in Washington, DC [www.aprepacademy.org](http://www.aprepacademy.org), and Coney Island Preparatory [www.coneyislandprep.org](http://www.coneyislandprep.org) in NY, NY.
primarily on reviewing information and practicing skills developed in class. In grades seven and eight, review and practice will continue, and homework will extend to include assignments such as readings, videos, and other resources which present new information. This will support students to develop study skills and habits necessary for academic success in advanced high school and college classes.

Students will read for 30 minutes each night and will be required to complete an average of 60 minutes of homework in grades four through six, and 120 minutes of homework in grades seven and eight.

We recognize the importance of homework completion to academic achievement, as well as the barriers to homework completion which can exist for some students. Assignments will be collected at the start of each school day and completion will be tracked and entered into a digital system. Students who have not completed and turned in all assignments at the start of a given school day will be required to attend Homework Club during the Enrichment Period. Homework Club will provide students with the time and supportive environment to ensure all assignments are completed. Assignment to Homework Club will automatically trigger a parent phone call; three days of missed assignments in a trimester will result in a parent conference; missing additional homework may result in assignment to Homework Club on a daily basis to ensure all homework is completed prior to its due date.

Standards-Based Lesson Planning and Curriculum

During staff orientation and professional development training, teachers will be trained in utilizing a standard Curriculum Alignment Template (CAT).55 The CAT is a tool that will allow the school and teachers to align each standard with all classroom lessons and assessments, to break down those standards into more manageable daily objectives as needed, and to sequence daily lessons to ensure that all standards are addressed. This detailed work will enable teachers to have a solid plan before students arrive and will assist them in creating their lesson plans. The CAT will include Common Core standards and corresponding objectives that will be used as a curriculum map describing when standards will be taught over the course of the year. The curriculum mapping process and format will be informed by the Understanding by Design Framework developed by Jay McTighe and Grant Wiggins.56

Emphasis on Assessment and Accountability

Assessment data will serve as a primary factor in measuring teacher effectiveness, student achievement, and the school’s performance in achieving its mission. Assessment will be frequent and cyclical on a daily, weekly, unit, trimester and annual basis, as we believe that maintaining clear awareness of students’ levels of mastery is critical to tailoring the curriculum to meet their specific needs.

55 This method is adopted from Uncommon Schools, a network of high-performing urban charter schools in the northeast. As part of the Building Excellent Schools Fellowship, Lead Founder Jacob Wertz visited Uncommon Schools campuses in Boston and Newark, and participated in a training with Dana Lehman, Managing Director of Uncommon Schools’ Boston Region, in fall 2013. We intend to use the MS Word-based template to an internet-accessible template, CommonCurriculum.com, which will also aide in aligning curriculum to Common Core standards.

At the beginning of the first year of enrollment at Valiente College Prep, all students will take the MAP assessment, a benchmark diagnostic test in reading and in math, against which all future longitudinal growth will be measured. Teacher-developed quizzes, homework, and formative assessments will be utilized to reinforce learning of new content, promote student accountability, and quickly assess the need for re-teaching. Interim assessments will be utilized at the conclusion of each trimester (three times total throughout the school year) to provide students with clear final trimester opportunities to demonstrate academic achievement, as well as for the school to gather, interpret, and analyze comprehensive data regarding student mastery of content.

The systems for adapting instruction in response to assessments and other accountability measures are further described in the Assessment and the Instructional Program section below.

**Supporting Implementation and Mastery of CA CCSS**

The instructional program outlined in response to question 14 includes several methodologies designed to support implementation and support of student mastery of the CA CCSS, Next Generation Science Standards, and other California State Standards. Highlights include our double-length periods of Mathematics and English Language Arts; our Standards-Based Curriculum and Lesson Planning, (including utilization of Curriculum Alignment Templates (CAT) to ensure teachers align curriculum with standards), and our Ethics trimester course during Enrichment period which integrates standards from various content areas through reading, writing, and discussion.

Instructional materials including textbooks will be Common Core aligned and approved by the California Department of Education. Additional information regarding textbooks and other instructional materials is available in response to question 12: Curriculum and Instruction.

**Development of Technology Related Skills**

Our instructional program will support development of technology related skills through providing a trimester of direct instruction in computer typing and applications during our Enrichment period in grades four and five; assignments across content areas in all grade levels which require students to utilize web search functions to conduct research, participate in brief online learning modules or videos, and type essays, narratives, and reports. Elective Enrichment courses in grades seven and eight will provide students with the opportunity to further explore computer applications.

Additionally, our assessment systems through Accelerated Reader and MAP will serve to familiarize students with computer-based testing formats.

We anticipate that educational technology will continue to rapidly evolve over the term of our charter, and are committed to providing students with opportunities to access valuable digital learning tools as they are developed.

**Requirements For Proposed High Schools and Elementary Schools**

- A-G Requirements are not applicable
- WASC accreditation is not applicable
- Transferability of courses to other public high schools is not applicable
- Complex instructional framework such as International Baccalaureate is not applicable.
• Transitional Kindergarten is not applicable

**Academic Calendar and Schedules**

See Following Page
### 2015-16 School Year Calendar

#### Major Dates:
- **July 3:** Independence Day Observed
- **July 27-August 14:** Staff Orientation and Professional Development
- **August 17:** First day of school
- **August 24:** First full day of instruction
- **September 7:** Labor Day Holiday (No School)
- **October 7-8:** First Trimester Midterm Assessments
- **October 12:** PD Data Day (No Class)
- **November 11:** Veterans Day Holiday (No School)
- **November 19-20:** Trimester 1 Comprehensive Assessments
- **November 23:** Start of 2nd Trimester
- **November 25:** Half-Day PD (No Class)
- **November 26-27:** Thanksgiving Break (No Class)
- **November 30:** PD Data Day (No Class)
- **December 2-3:** Parent Conferences in Afternoon/Evening
- **December 21-January 1:** Winter Break (No Class)
- **January 4:** PD Day (No Class)
- **January 18:** MLK Day (No Class)
- **January 20-21:** Second Trimester Midterm Assessments
- **January 25:** PD Day (No Class)
- **February 15:** Presidents’ Day (No Class)
- **March 2-3:** Second Trimester Comprehensive Assessments
- **March 4:** End of Second Trimester
- **March 7:** PD Data Day (No Class)
- **March 21-25:** Spring Break (No Class)
- **March 28:** PD Day (No Class)
- **March 31:** Cesar Chavez Birthday (No Class)
- **April 27-28:** Third Trimester Midterm Assessments
- **May 2:** PD Data Day (No Class)
- **May 30:** Memorial Day (No Class)
- **June 1:** 15-19: Third Trimester Comprehensive Assessments
- **June 14:** Last Day of Class
- **June 15-16:** PD Day (No Class)
- **June 17:** Parent Conferences and Re-Enrollment Procedures
- **Cafe/CO:** Third Thursday of Every Month - September through May
- **Summer School:** June 20-July 1

#### Figure 7: 2015-16 School Year Calendar
Comprehensive Daily Schedules

**Figure 8: School Schedules for All Grade Levels**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30 - 7:45</td>
<td>Doors open (breakfast for early arrivals)</td>
<td>7:30-7:45</td>
<td>Doors open (breakfast for early arrivals)</td>
</tr>
<tr>
<td>7:45 - 7:55</td>
<td>Morning Homeroom and Advisory</td>
<td>7:45 – 7:55</td>
<td>Morning Homeroom and Advisory</td>
</tr>
<tr>
<td>7:55 - 8:50</td>
<td>English Language Arts 1</td>
<td>7:55-8:50</td>
<td>English Language Arts 1</td>
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<tr>
<td>8:52 - 9:47</td>
<td>English Language Arts 2</td>
<td>8:52-9:47</td>
<td>English Language Arts 2</td>
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<td>9:47 - 10:00</td>
<td>AM Snack</td>
<td>9:47-10:00</td>
<td>AM Snack</td>
</tr>
<tr>
<td>10:00 - 10:55</td>
<td>Mathematics 1</td>
<td>10:02-10:57</td>
<td>Mathematics 1</td>
</tr>
<tr>
<td>11:52 - 12:20</td>
<td>Lunch</td>
<td>11:56-12:17</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:20 - 1:15</td>
<td>Social Studies</td>
<td>12:19-1:13</td>
<td>Social Studies</td>
</tr>
<tr>
<td>1:17 - 2:08</td>
<td>Science</td>
<td>1:15-2:10</td>
<td>Science</td>
</tr>
<tr>
<td>2:10 - 3:05</td>
<td>Physical Education</td>
<td>2:10</td>
<td>Dismissal</td>
</tr>
<tr>
<td>3:07 - 4:02</td>
<td>Enrichment Period (non-core ethics/art/computers) OR Homework Club OR Tutoring Time</td>
<td>2:15-5:00</td>
<td>Professional Development</td>
</tr>
<tr>
<td>4:02 - 4:30</td>
<td>Drop Everything and Read (DEAR) OR Homework Club</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4:30 - 4:45</td>
<td>Afternoon Homeroom and Advisory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4:45</td>
<td>Dismissal</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Figure 9: Weekly Instructional Minutes by Subject Area**

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Instructional Minutes</th>
<th>Total Weekly (in standard 5-day week)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>110</td>
<td>550</td>
</tr>
<tr>
<td>English Language Arts</td>
<td>110</td>
<td>550</td>
</tr>
<tr>
<td></td>
<td>55</td>
<td>55</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>----</td>
<td>----</td>
</tr>
<tr>
<td>Social Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Homeroom and Advisory</td>
<td>25</td>
<td>10</td>
</tr>
<tr>
<td>DEAR (Independent Reading)</td>
<td>28</td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td>55</td>
<td></td>
</tr>
<tr>
<td>Enrichment</td>
<td>55</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>493</td>
<td>340</td>
</tr>
</tbody>
</table>
Figure 10: Instructional Days and Minutes Calculator

<table>
<thead>
<tr>
<th>Grades</th>
<th>Grades Offered</th>
<th>Number of Regular Days</th>
<th>Number of Instr. Minutes Per Regular Day</th>
<th>Number of Early Dismissal Days</th>
<th>Number of Instr. Minutes Per Early Dismissal Day</th>
<th>Number of Minimum Days</th>
<th>Number of Instr. Minutes Per Minimum Day</th>
<th>Number of [Other] Days</th>
<th>Number of Instr. Minutes Per [Other] Day</th>
<th>Total Number of Instr. Days</th>
<th>Minutes Req’d Per State Law</th>
<th>Total Number of Instr. Minutes</th>
<th>Number of Instr. Minutes Above/Below State Req’t.</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Y</td>
<td>148</td>
<td>493</td>
<td>38</td>
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<td>0</td>
<td>0</td>
<td>186</td>
<td>54000</td>
<td>85884</td>
<td>31884</td>
</tr>
<tr>
<td>5</td>
<td>Y</td>
<td>148</td>
<td>493</td>
<td>38</td>
<td>340</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>186</td>
<td>54000</td>
<td>85884</td>
<td>31884</td>
</tr>
<tr>
<td>6</td>
<td>Y</td>
<td>148</td>
<td>493</td>
<td>38</td>
<td>340</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>186</td>
<td>54000</td>
<td>85884</td>
<td>31884</td>
</tr>
<tr>
<td>7</td>
<td>Y</td>
<td>148</td>
<td>493</td>
<td>38</td>
<td>340</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>186</td>
<td>54000</td>
<td>85884</td>
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<tr>
<td>8</td>
<td>Y</td>
<td>148</td>
<td>493</td>
<td>38</td>
<td>340</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>186</td>
<td>54000</td>
<td>85884</td>
<td>31884</td>
</tr>
</tbody>
</table>
Professional Development

Valiente College Preparatory will utilize proven measures to recruit qualified teachers. Valiente College Preparatory will conduct continuous, year-round searches for high-caliber candidates for teaching positions, using teacher job fairs, online databases, and education networking events such as conferences and speeches. Example resources will include the National Board for Professional Teaching Standards, New Leaders for New Schools, Peace Corps and SummerBridge Alumni, Teach For America corps members and alumni, notices to career services at colleges and graduate schools, advertisements in local publications, web site postings and advertisements on sites including the California Charter Schools Association, Facebook, Google AdWords, Idealist.org, the Center for Ed Reform, Monster.com, JobTrak, Project Connect, Education American, and, upon our charter approval, our school website.

Once teachers join the school, substantial resources will be dedicated each year to their continual development, including fifteen (15) days of full-time Summer Professional Development (Summer PD) each summer, eight (8) full days during the school-year including six (6) “data days” to analyze student achievement data (on dates immediately following midterm and final assessments); three (3) days of full-time Year-End PD at the conclusion of each school year to discuss and strategize summer growth and schoolwide goals for the upcoming year; two (2) hours on the Wednesday of each week for targeted professional development based upon individual, content- and grade-specific needs, and a minimum of one (1) weekly observation and feedback meeting with the DCI. Tools for developing classroom management and instructional techniques such as Doug Lemov’s Teach Like a Champion will inform classroom observation, goal-setting, and feedback.

Tools for understanding and analyzing student performance data will be introduced through PD and utilized to allow teachers to successfully develop the specific skills and content needed by their students. The PD sequence will be built around defined short-term (weekly or bi-weekly) objectives for specific areas of teaching practice, role playing of new instructional techniques, student achievement data analysis, and classroom instructional video for group observation and feedback. The three-week Summer PD sessions will focus on establishing a positive school culture and setting clear standards for new students to adapt to the school’s expectations. Teachers will be provided with clearly articulated expectations for routine student behaviors which will be consistent across classrooms in each grade level, such as classroom entrance, homework collection, dispersal of class materials, and the system of merits and demerits for student behavior. PD in subsequent months will focus on elements of the school’s instructional framework - such as assessment, lesson planning, and lesson delivery - selected in response to faculty requests and needs as assessed by the school leaders.

Meeting the Needs of All Students

Student Success Teams

Valiente College Preparatory will utilize Student Success Teams (SST) to provide systematic, solution-oriented support to assist students with factors that are obstacles to their academic success. The SST will clarify problems and concerns, develop strategies and organize resources, provide a system for school accountability, and serve to assist and counsel the parent, teacher, and student. Importantly, the SST will view problems and concerns as obstacles to student success, not as descriptors of the student or his/her character. All students can benefit from an
SST, including students achieving significantly below or above grade level, ELs, students with special educational needs, and students who have experienced trauma or other issues that might hinder their academic success.

The SST meets to review the effectiveness of previous and current interventions, clarify problems and concerns, develop strategies and organizes resources, provide a system for school accountability, and serve to assist and counsel the parents, teachers, and student.

Anyone, including teachers and parents, who has ongoing concerns about a student’s achievement can refer that student for SST consideration and anyone who is connected with that student can participate in the SST meeting. These people may include, but are not limited to, teachers, parents, counselors, doctors, administrators, social workers, and law enforcement representatives. Valiente College Preparatory’s Special Needs Coordinator will organize the scheduling of all SST meetings, and will be present for all SST meetings. SST meetings may take place as frequently as the SST deems necessary in individual cases. SST meetings are structured to allow all parties involved to work together to create the best possible plan of action to support the child’s unique needs.

Valiente College Preparatory’s SST meetings will be structured and sequenced in the following manner:

1. SST members introduce themselves and state and describe their roles.
2. Purpose and process of the meeting are stated.
3. Timekeeper is appointed.
4. Student’s strengths are identified.
5. Concerns are discussed, clarified and listed.
6. Pertinent information and modifications are listed.
7. Concerns are synthesized with one or two chosen for focus.
8. Strategies and concerns are brainstormed.
9. Team chooses best strategies to carry into actions.
10. Individuals commit to actions.
11. Persons responsible and timelines for actions are recorded.
12. Follow-up date is set.

The plans created by an SST will include additional instructional supports, a timeline for implementation, goals for the student, and means for assessment and re-evaluation.

Additional Supports for Targeted Students

Valiente College Preparatory believes that all students deserve access to a college preparatory education. In recognition of this belief, we propose to serve a population whose family income and characteristics, neighborhood demographics, and prior educational attainment lead them to be generally considered “at-risk” for academic failure. Valiente College Preparatory’s educational program will quickly and frequently assess students’ levels of educational attainment and adapt to serve them where they can most benefit from the rigorous instruction we provide. The goal of Valiente College Preparatory’s assessment and adaptation process is to rapidly accelerate all students to achieve mastery at or above grade level.

Our school design incorporates several elements – common among high-performing urban charter schools – to meet the needs of this student population. In all years of the charter, Valiente
College Preparatory will have a Special Needs Coordinator responsible for the implementation and evaluation of all aspects of our plans for targeted students.

- Safe, structured school environment
- Consistent high standards for quality in instruction and lesson planning
- Consistent and predictable class structure across all content areas
- Extended class time for ELA in all grades served
- Extended class time for mathematics in all grades served
- Systematic reading strategy and textual analysis instruction
- Extensive structured time for independent reading
- Posting of “Word Walls” to anchor and extend academic vocabulary
- Use of graphic organizers to represent relationships between concepts and ideas
- Explicit instruction in and required adherence to organized note-taking strategies
- Partner, group, and whole-class discussion activities in all content areas
- Frequent use of “think-pair-share” and other cooperative learning strategies
- Writing and oral presentation work in all content areas
- Consistent expectations and grading rubrics for spelling and grammar quality across all content areas
- Explicit vocabulary instruction in all content areas
- Supportive culture of high expectations
- Exposure to opportunities that higher education provides and creates for college students and college-graduate adults

In addition to the supports offered during regular school hours, Valiente College Preparatory’s Tutoring Time will allow for an additional 70 minutes of instruction with any students who need additional attention and targeted support, available Mondays, Tuesdays, Thursdays, and Fridays during DEAR and the Enrichment Period. Students will be identified for participation in additional support for a variety of academic and behavioral reasons, which will be clearly communicated to students and their families as part of an action plan to ensure student success.

Tutoring Time will serve a variety of purposes designed to meet the needs of our students, including:

1. **English Language Arts Support Groups.** These groups will offer a systematic phonemic awareness and phonics instruction necessary to accelerate students to grade-level appropriate fluency and decoding skills in their first year at Valiente College Prep. Students will be assigned to these groups based on assessment data and will be frequently assessed to monitor progress and make changes as appropriate.

2. **Other Academic Support Groups.** Students requiring assistance in other areas may be assigned to sessions based on a specific need and will remain in the group until the deficiency is remediated. These groups may focus on a variety of specific skills/standards, such as mathematics and science, and will vary throughout the year.

3. **Homework Club.** This group will provide students struggling to complete homework assignments with a quiet, supportive place to do their work. Students may be assigned to this group based on teacher recommendation, required to attend based on failing to complete a day’s assignment, or as requested by students or their families.
English Learners

Valiente College Preparatory anticipates serving a large percentage of English Learners (ELs). The table below enumerates the percentages of ELs at district middle schools in our target neighborhoods. \(^{57}\)

*Figure 11: English Learner Data in Target Neighborhood Middle Schools*

<table>
<thead>
<tr>
<th>School Name</th>
<th>EL Students</th>
<th>Total Enrollment</th>
<th>Percentage of EL Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>South Gate MS</td>
<td>387</td>
<td>2383</td>
<td>16.2%</td>
</tr>
<tr>
<td>Southeast MS</td>
<td>240</td>
<td>1158</td>
<td>20.7%</td>
</tr>
<tr>
<td>Nimitz MS</td>
<td>327</td>
<td>1982</td>
<td>16.5%</td>
</tr>
<tr>
<td>Gage MS</td>
<td>364</td>
<td>1918</td>
<td>19.0%</td>
</tr>
</tbody>
</table>

Achieving high levels of English proficiency and overall academic success for ELs is vital to our school’s college preparatory mission.

Our core instructional program’s intense focus on literacy is designed to meet the needs of ELs and all students. We will implement an English Learner (EL) Master Plan which will document identification, services, program, and evaluation. Valiente College Preparatory will notify the District regarding the EL Master Plan on an annual basis.

*Process for Identifying English Learners*

Parents/guardians of newly-enrolled students will complete a brief home language survey upon enrollment. Students whose parents/guardians identify their home language as a language other than English will participate in a formal interview in their native language (when possible) and English. Should the school find that the student speaks a language other than English and little or no English, the school will investigate to determine whether the student has taken the CELDT at a previous LAUSD school. If the student has already taken the assessment at an LAUSD school, Valiente College Preparatory will research the student’s CELDT scores to determine progress toward English proficiency and to plan instructional support. If a student has not taken the CELDT in LAUSD, Valiente College Preparatory will administer the initial assessment and determine instructional support.

In the event that a student whose parents/guardians identify that the home language is a language other than English enters Valiente College Preparatory without records and/or prior assessment of EL needs, the student will take the CELDT to determine their English proficiency.

\(^{57}\) All data derived from school profiles on the Education Data Partnership Ed-Data, Website, updated as of 2012-13, [http://www.ed-data.k12.ca.us/Pages/Home.aspx](http://www.ed-data.k12.ca.us/Pages/Home.aspx).
Valiente College Preparatory will ensure that EL students will not be classified as special education students solely on the basis of limited English proficiency by providing culturally and linguistically sensitive assessment and instructional methods.

**Educational Program for English Language Acquisition**

In our rigorous Common Core State Standards-aligned curriculum all students, and particularly ELs, face demanding academic and cognitive requirements across content areas and grade levels. To successfully and fully participate, ELs must simultaneously acquire English language proficiency (ELP) and achieve high levels of academic success across content areas. The Valiente College Preparatory instructional program will be presented in English with provisions to ensure comprehension for ELs and development of English as a second language (ELD). For those students learning English, teachers will employ strategies effective in meeting their specific literacy needs, including:

- Pre-teaching of key vocabulary
- Peer tutoring with students who demonstrate more advanced English skills
- Additional phonics, decoding, and fluency instruction during Tutoring Time
- Use of native language to clarify words or concepts when necessary
- Highly skilled teachers who use a variety of effective teaching strategies and techniques
- Supportive culture of high expectations and discipline
- Extended time for ELA instruction
- Word Walls to reinforce academic vocabulary
- ELA groups meeting during Tutoring Time
- Systematic reading strategy and textual analysis instruction
- Extensive independent reading in English at each student’s level
- Systematic writing and grammar instruction
- Frequent use of “think-pair-share” and other cooperative learning strategies
- Use of graphic organizers to represent ideas
- Reinforcement of Common Core ELA standards in all content areas
- Explicit vocabulary instruction in all content areas
- Group work in all content areas
- Frequent use of assessments and specific feedback from teachers
- Academic support groups for all content areas held during Tutoring Time
- Frequent engagement of parents in support of academic and behavioral expectations
- Teachers will utilize Specially Designed Academic Instruction in English (SDAIE) techniques.

**Services and Supports for English Learners**

Students at ELD levels I-V will be mainstreamed with fluent English speaking students and fluent bilingual students in order to support English language development and comprehension of instructional input. Schoolwide application of differentiated instruction will be adjusted to consider LEP/EL students’ levels of English proficiency and prior educational experiences. Students identified as Level I-III on the CELDT will also be offered
additional EL learning opportunities and EL tutoring instruction during the Enrichment period, also provided by the grade level team.

**Process for Monitoring Progress and Criteria for Re-Designation**

The CELDT will be administered in grades 4 – 8 every fall to all students who are identified as EL. Students will be required to complete the assessment each year until they re-designate. Students are tested in the areas of listening, speaking, reading, and writing. Valiente College Preparatory teachers and administrators will analyze the results from this test alongside other assessments in English Language Arts to make determinations regarding students’ placement in ELD support groups. Re-designation will be the school’s primary goal and measures of success for its English Language Learners program.

The Director of Curriculum and Instruction, in collaboration with the teaching team, will ensure appropriate and timely communications with parents about EL classifications.

Valiente College Preparatory will meet all requirements of federal and state law, relative to equal access to the curriculum for English Language Learners as it pertains to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to Fluent English Proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. Valiente College Preparatory will implement policies to assure proper placement, evaluation, and communication regarding EL students and the rights of students and parents.

**Process for Annual Evaluation of English Learner Program**

The annual evaluation of program effectiveness for EL students in the school will be led by the DCI and an include a report describing:

- Monitoring of teacher qualifications and the use of appropriate instructional strategies based on program design
- Monitoring of student identification and placement
- Monitoring of availability of adequate resources
- Monitoring the percentage of students re-designated as English Language Proficient.

**Gifted and Talented Students and Students Achieving Above Grade Level**

We believe that most students will be appropriately challenged by Valiente College Preparatory’s rigorous academic program. However, we recognize the particular needs of gifted and talented students and are committed to providing additional challenge to students who may benefit.

Students earning advanced scores on the California Standards Test (CST) and CAASPP, or as otherwise identified by the staff as high-achieving, will benefit from the following components of our school’s design:

- Highly skilled teachers who use a variety of effective teaching strategies and techniques that challenge each student
- Small school size
Safe and structured school culture where admission to academically selective colleges is promoted as a “cool” social achievement

Extensive structured time for independent reading that allows high-achieving students to access challenging literature and all students to read at their own pace

Access to classroom libraries and internet resources which provide challenging content for reading and learning

Frequent use of “think-pair-share” and other cooperative learning strategies

Inquiry-based group work and oral presentations in all content areas

Frequent use of assessments and specific feedback from teachers

Frequent communication with and engagement of parents in supporting our college preparatory mission

Opportunities to build leadership skills through peer tutoring and peer-led community meeting in the Upper School (7-8)

Teachers will be trained to differentiate lessons to meet the needs of advanced learners and provide learning experiences that meet the special needs of these students. High achieving students will also be offered opportunities to extend learning and leadership skills during Tutoring Time, which will include a variety of advanced concepts in core academic subjects and enrichment topics. These opportunities will include such activities as advanced book clubs, computer coding, poetry and spoken word performance, journalism, peer leadership, and science club.

High achieving students will also be challenged through preparation for and participation in a variety of school-based, local and/or national academic competitions, such as school-wide spelling bees, Odyssey of the Mind, and the annual National Geographic Geography Bee. Valiente College Preparatory will provide students identified through LAUSD’s GATE process who elect to participate in GATE academies on Saturdays the opportunity to do so on a Fee for Service basis through agreement with the District.58

Students Achieving Below Grade Level

Valiente College Preparatory anticipates that many students will enter achieving below grade level; our instructional program, as described above, is designed to address and close those gaps within the first two years of enrollment. Valiente College Preparatory anticipates that our instructional program will meet the needs of most students achieving below grade level through the wide variety of school-wide supports, including our daily double-length periods of math and ELA, structured time for independent reading, and procedures for ensuring homework completion. Additionally, Valiente College Preparatory is committed to providing additional specific supports for students who are achieving below grade level in order to help them achieve grade-level mastery.

Students who meet the following criteria will be considered “Below Grade Level” at Valiente College Prep:

58 [http://www.lausd.net/lausd/offices/GATE/stud-par.html](http://www.lausd.net/lausd/offices/GATE/stud-par.html).
• Performing more than one level below actual grade level on class assignments and assessments, including scores of Below Basic or Far Below Basic on any section of the SBAC and equivalent scores on nationally-normed assessments such as the MAP.
• Earning below 70% in ELA, math, science, or social studies
• Longitudinal data on the first two interim assessments indicates a level of growth which is not on track to make at least one grade level of growth in ELA or math

Students with skills below grade level will benefit from the following components of our school’s design:

• Highly skilled teachers who use a variety of effective teaching strategies and techniques
• Supportive culture of high expectations and discipline
• Consistent and transparent class structure in all content areas
• Extended time for literacy instruction in all grades
• Extended time for math instruction in all grades
• Systematic reading strategy and textual analysis instruction,
• Extensive independent reading at each student’s level
• Tutoring Time designed to meet the academic and developmental needs of students at each grade-level
• Systematic writing and grammar instruction
• Classroom Word Walls to reinforce vocabulary acquisition
• Vocabulary reinforced through public school-wide displays including hallway bulletin boards
• Frequent use of “think-pair-share” and other cooperative learning strategies
• Use of graphic organizers to represent ideas
• Reinforcement of ELA standards in all content areas
• Explicit vocabulary instruction in all content areas
• Group work and oral presentations in all content areas
• Frequent communication with and engagement of parents in supporting academic and behavioral expectations
• Frequent use of assessments and specific feedback from teachers

In addition to the supports offered to all students, low achieving students will be strategically grouped for small-group instruction during Tutoring Time one to four days per week to receive additional academic help. All students’ progress will be monitored daily and weekly through quizzes and tests by their core academic teachers; students who are not making progress toward grade-level standards may be assigned to Tutoring Time.

Socio-Economically Disadvantaged Students

Valiente College Preparatory rejects the belief that poverty alone indicates the need for specific instructional methodologies. Our instructional approaches will be based on each student’s instructional needs, not families’ income levels.

Based on 2010 Census data on median household income and data from charter schools in South Gate, we anticipate that over 75% of our students will qualify for free and reduced lunch. Our school design is based on highly successful urban schools that serve a similar population of low-income students and offers a multitude of supports that meet the needs of socioeconomically disadvantaged students, including:
Highly skilled teachers who use a variety of effective teaching strategies and techniques
Small school size and safe environment
Supportive culture of high expectations and discipline
Predictable class structure in all content areas
Extended time for literacy instruction
Extended time for math instruction
Systematic reading strategy and textual analysis instruction
Extensive independent reading at each student’s level
Systematic writing and grammar instruction
Frequent use of “think-pair-share” and other cooperative learning strategies
Use of graphic organizers to represent ideas
Reinforcement of ELA standards in all content areas
Explicit vocabulary instruction in all content areas
Group work and oral presentations in all content areas
Frequent use of assessments and specific feedback from teachers
Academic support groups for all content areas held during Tutoring Time
Frequent communication with and engagement of parents in supporting expectations

In addition, we will provide students with exposure and access to enriching cultural events, materials, and opportunities which are typically cost-prohibitive for socio-economically disadvantaged families (e.g. concerts, museums, college tours) through organized field trips when available at free or cost-effective rates through donations or educational promotions.

Students with Disabilities

The District Required Language above provides all provisions that address matters related to students with disabilities and special education.

Students in Other Subgroups

No other targeted student populations have been identified by Valiente College Preparatory.

“A Typical Day”

Valiente College Preparatory values transparency, consistency, and clarity. Accordingly, visitors will have full access to understanding: (a) the systems which guide the school to success, including the rules, routines, and rituals which inform our school culture; (b) the instructional systems and supports that ensure all students are pushed and supported to achieve at a high level; and (c) our procedures and processes that ensure all teachers are developed into effective instructional leaders.

Below please find a typical day for a visitor, as that visitor travels between various grade levels and various classrooms.

7:30 - 7:55 School doors open at 7:30 AM. The Head of School and one Teacher stand on the sidewalk in front of the school to supervise entrance for students arriving for breakfast. The Head of School greets each student with a smile and formal
handshake, then quickly checks that the student’s uniform is appropriately worn (solid-colored shoes and socks; khaki pants, shorts, or skirt; and uniform school polo shirt). Headwear (other than that worn for religious purposes) is removed upon entrance to the building.

Inside the building entrance, the Office Manager supervises the distribution of breakfast. Students collect their breakfast items and head to their classrooms. Inside the classroom, students place their breakfast at their desks, take the materials from their backpacks which they will need for their first two periods, and then hang-up their backpacks and outerwear on labeled hooks.

The bell rings at 7:45, announcing the official start of the school day. Any late-arriving students check in with the office staff at the front desk. Tardiness and absences are recorded by teachers in a digital system which automatically notifies parents via phone message to confirm awareness of the child’s absence or tardiness.59

Students place their homework folders in a basket and organize their supplies on their desks – each student is responsible for having one pen, two pencils, a school-issued dictionary, and one independent-reading book on their desk at the start of the first period class. Students quietly eat breakfast and read independently while the teacher marks homework completion and conferences individually with students.

7:55 - 9:47

The school bell chimes again at 7:55, and instructional classes officially begin. Inside classrooms, the 7:55 bell cues students to put down their materials and stand upright behind their seat-backs. Ms. Jones greets her class “Good morning, Tucson!” and the class responds in unison “Good Morning, Ms. Jones!”60 Ms. Jones then silently gestures indicating the students are to be seated.

At the start of fourth grade English class, Ms. Jones verbally calls on one student to read the objective for today’s lesson, which has been written on the whiteboard, aloud to the class. The objective reads: “Students will be able to distinguish between common and proper nouns in complex sentences.” Instructions for a “Do-Now” activity are below: “Label each word as a common noun, proper noun, or neither.” Ms. Jones projects a timer from her computer onto the board, and begins a countdown from five minutes; this serves as a silent cue for students to begin.

Once the timer reaches zero, students immediately place their pens down, review the Do Now with the teacher for the next three minutes, and then file the Do Now into its specified tab in their binders. Simultaneously, Ms. Jones distributes a

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59 Teachers will be provided with assigned laptop computers equipped with Wi-Fi internet access. Several commercial products are available at affordable rates for sending instant notifications to parents. For example, One Call Now available at http://www.onecallnow.com/education.

60 Grade-level groups are named for cities in which leading universities are located, such as Tucson (University of Arizona), Davis (University of California at Davis), Ithaca (Cornell University), and Evanston (Northwestern University).
sheet printed with the day’s text. She then begins a guided lesson to identify proper and common nouns in complete sentences and paragraphs. Students follow along as the teacher demonstrates and discusses her selections for the first 10 minutes, followed by students practicing on a paragraph in partner-groups, and finally, completing independent practice. Instruction in the fourth grade is guided primarily along an I-do, We-do, You-Do model to guide student learning and ensure adequate time for independent practice.

To close the first period of the two-period lesson, students place their work in the “Reading/Writing” tab of their homework binder and return the binder to its place under their desks.

Before transitioning to the writing portion of the lesson, Ms. Jones signals the class to stand, which they do silently, and conducts a five-minute oral drill of vocabulary. The fifth graders have been learning advanced vocabulary in courses across the curriculum, including words such as “impatient,” “organelle,” and “causation.” Ms. Jones cold calls on students to spell the words aloud as she calls them, and follows up each correct spelling by asking another student to use the word in a complete sentence. The drill moves at a brisk pace, as Ms. Jones controls the tempo and the students ‘think on their toes’ while standing behind their desks.

Following oral drill, students are quickly seated. The second portion of the ELA block is a reading class, and all fifth grade students are reading The Giver by Lois Lowry. Today’s reading objective is to identify nouns and verbs used to develop description of characters in a story.

After a quick Do Now to review yesterday’s lesson, Ms. Jones announces the start of the Read Aloud, during which the whole class reads along silently while the teacher intermittently calls on students to read aloud. This group reading technique, known colloquially among teachers as popcorn reading or control the game, keeps the entire class of students engaged in the text, helps students to hear fluent reading modeled by their peers, and enables Ms. Jones to note which vocabulary words and sentence structures students struggle with most. When Ms. Jones asks students if they would like to volunteer to go first, all students’ hands are raised enthusiastically but silently.

The Read Aloud proceeds, and Ms. Jones makes frequent requests for students to repeat passages with greater emphasis to capture tone in the text and promote fluency with new vocabulary words. She is careful to stop at critical moments in the text to challenge the class with open-ended questions, such as predictions for what will happen next, theories about a character’s motives for certain actions, or synonyms for descriptive language used by the author. With five minutes remaining in class, the Read Aloud ends and Ms. Jones distributes an Exit Ticket slip for students to complete. The exit-ticket asks students to choose three words or phrases used in the text of The Giver to describe a central character.

**9:47 - 10:00** Students take a brief break. A nutritious snack is distributed to students at their desks. Students retrieve or store supplies; some take turns using the class bathroom pass to travel to and use the restrooms. Many students are engrossed in
reading their DEAR books - grade-level appropriate books which students have individually checked out from the class library. While reading, all students have their personal reading journals open on their desk, and are engaged in taking notes on the text and summarizing their reactions at the end of each chapter.

10:00 - 11:52 Ms. Anderson’s sixth grade math class begins. Consistent with the routine of the English lesson, an Objective and Do Now are posted in a designated area on the whiteboard.

At the bell, students are seated and begin the Do Now. They have five minutes to complete 10 problems in which they convert mixed numbers to decimals. The aim for the lesson is written on the board: Students will be able convert single digit fractions, with denominators less than twenty, to decimals and place them in order from least to greatest on a number line.

While students complete the math problems, the teacher, Ms. Anderson, takes attendance while circulating about the room. Students are working silently and intently. “Students, you have 30 seconds left,” Ms. Anderson states, reminding students to work urgently.

As the timer reaches 0, students prepare to exchange their Do Nows with partners for grading. Ms. Anderson reviews the correct answers with the class while continuing to circulate. Students have practiced quickly grading one-another’s Do Nows since the first week of student orientation, so the procedure is completed in under two minutes.

Following the Do Now, Ms. Anderson shifts into the major portion of her lesson – placing decimals and fractions with two digits on a number line. Ms. Anderson reviews conceptual basics of fractions and decimals. Following a quick overview of the lesson, Ms. Anderson asks two students to come to the front of the classroom to practice ordering fractions on a number line. While these two students complete the tasks, Ms. Anderson engages the whole class by polling the class on whether their classmates are correct, and providing them with advice or corrections. Then, the class moves in to independent practice, with students quietly working out problems at their desks as Ms. Anderson circulates to check student work and provide individual help to struggling students.

With three minutes remaining in class, Ms. Anderson brings the class together to describe the evening’s homework – additional independent practice on ordering fractions and decimals along the number line.

11:52 - 12:20 Students break for lunch, which is eaten in the classrooms. Students are permitted (on specified days according to a rotating schedule) to go outside and use outdoor play equipment once the entire class has finished eating.

61 Should we access a public school facility from LAUSD, we will abide by all requirements regarding the location for distribution and consumption of food.
Student talk inside classrooms at lunchtime is joyful, productive, and quiet. The rule for conversational volume is that it be kept at levels appropriate for a nice restaurant. Many students are engaged in independent reading or getting a head start on homework which has been assigned in the morning.

12:20 - 1:15

In Ms. Lee’s fourth grade social studies class, students are learning about California’s Native American populations. The class begins with a Do Now – students are presented with three images of Pre-Columbian California villages, and asked to identify which tribal group lived in each type of dwelling. Following the Do Now, Ms. Lee introduces a new unit – an exploration of how Native Americans in California responded to, and were affected by, the arrival of European Settlers. Today’s lesson focuses on the natural resources which drew Europeans to explore and settle in California.

Ms. Lee’s social studies course is reading-intensive, so much of today’s lesson involves a Read Aloud of a textbook passage regarding Hernán Cortés, Francisco de Ulloa, and Juan Rodriguez Cabrillo. Read Aloud is an excellent opportunity for Ms. Lee to develop fluency in readers. She models dramatic tone in reading, and asks students to repeat passages aloud in different tones of voice to model their reactions to the content. Students’ exasperated and mournful tones demonstrate to Ms. Lee and the visitor that most students are engaged in the history and comprehend the exploits of the early Spanish Conquistadores.

Following the Read Aloud, Ms. Lee directs students to engage in partner discussion of the essential question, which has been written on the Blackboard Configuration (BBC) since the start of the school day. Upon Ms. Lee’s cue, students quickly turn to the students seated next to them (desks are arranged in pairs) and begin sharing the thoughts they have formulated during the Read Aloud. As Ms. Lee circulates, she listens in as students discuss whether it would have been possible for the Spanish explorers to achieve their goals without harming the native population.

With 10 minutes remaining in class, Ms. Lee brings the group back together to have partner groups share their ideas with the whole class, and then complete an Exit Ticket wherein students write a five- to seven-sentence response to the Essential Question, using specific text-based examples to support their analysis.

1:15 - 1:17

Transition times are minimal at Valiente College Prep. Students attend all core classes within the same classroom, so physical transitions between classes are not necessary. Students store materials in an organized cubby system inside classrooms and gather necessary supplies for upcoming periods during break times. Transition to and from non-core classes, which will typically take place outside of the primary classroom, will be built in to the first and last three minutes of those periods.

1:17 - 2:08

In sixth grade science class, students are continuing their study of planetary sciences with an activity led by Mr. Watson. After completing their Do Now refreshing material from fourth grade by labeling a diagram of the solar system, Mr. Watson prompts the students to break into their pre-assigned lab groups,
and reviews each group member’s roles before allowing students to begin the lab.

Mr. Watson explains the central question for the day’s lesson, which involves estimating the temperature on the surface of planets based on their atmospheric conditions and distance from the sun.

The visitor watches as students follow their lab instructions, dividing tasks among themselves to complete separate processes independently. Each student takes on a defined responsibility in the group to ensure the activity runs smoothly and all components of the project are completed. After the project is complete, students continue to work in their groups to compare their results and analyze differences. Mr. Watson circulates among the groups to identify and assist struggling students, and to probe thinking of students who have completed their portion early. He asks one student, who has already completed his role of calculating the temperature on the surface of Mars, to consider whether the atmosphere would need to be any different for water to flow on its surface.

To conclude the lesson, Mr. Watson brings the class back together, asks each group to report on their findings, and provides a reminder about the evening’s homework assignment – reading, annotating, and writing three discussion questions regarding a news article about the Curiosity Rover’s search for evidence of water and life on Mars. Tomorrow’s class will introduce consideration of what atmospheric conditions may be necessary to support life on other planets.

2:10 3:05 Like all classes at Valiente College Prep, Physical Education (P.E.) begins with a Do Now – students complete stretching routines and timed sprints. The class then transitions to the day’s lesson – on chest passes and bounce passes in Basketball. The teacher first demonstrates the technique for each pass, and then organizes a passing drill for students to practice for 15 minutes, which provides exercise through intermittent light jogging while also developing the athletic skill. The final 25 minutes of the lesson consist of basketball scrimmages, providing students with opportunities to integrate the skills they have learned into a fun, cohesive game. Following the scrimmage, the class concludes with a five-minute Exit Ticket during which the class completes a slow-paced stretching routine.

3:07 - 4:02 Enrichment courses are taught in trimester blocks. Students take three units per year: Visual & Performing Arts; Handwriting/Typing/Computers (varying by grade level); and Ethics. Students who are assigned to Detention for behavior, Homework Club for missed homework assignments, or Tutoring Time for academic remediation, do not participate in their Enrichment courses and report to their assigned rooms for the remainder of the school day.
In the Ethics Trimester, Fourth grade students are examining the concept of selflessness and how it relates to the school value of Service. The teacher, Ms. Jones, distributes copies to one column of students, and the students distribute the papers by passing along rows. Students dive immediately into reading the instructions at the top of the page, which indicate that students are to read and annotate the poem “Those Winter Sundays” by Robert Hayden and to write a three-sentence explanation of the acts of selflessness described in the poem. Ms. Jones announces that students will have seven minutes to complete the reading and assignment, and marks this with an electronic timer projected on the white board.

After seven minutes of silent reading and writing, Ms. Jones begins a class discussion. One student, Maria, reads her response aloud: “This poem is about selflessness because the father woke up early when he was tired to help his son.” Several students silently gesture to indicate agreement, and Ms. Jones calls on one student to extend Maria’s answer by providing a piece of evidence from the text. The discussion continues for seven minutes, with students adding to their annotations of the poem as peers identify examples of selflessness which they had not initially noted.

Following discussion, Ms. Jones closes the class by thanking students for their participation and instructing them to file their annotated poems in their class binders, and gather their materials and supplies for English class.

4:02 - 4:30  Students spend 25 minutes engaged in silent reading of their DEAR books. The teacher circulates through the classroom to ensure students stay on-task and assists them in selecting new books when they have completed books. Following completion of all independent reading books, students complete a short computer-based quiz which assesses book-specific reading comprehension. On select days, students have the opportunity to complete the quizzes during DEAR time. The visitor sees that the system enables teachers to identify appropriate texts for students’ reading levels, and tracks reading data on an individual, class, and whole-school level. Data such as the “total number of words read” and “total number of books read” are posted on bulletin boards to encourage friendly competition among students and teachers to read the most books.

Detention students instead report to the Dean of Students’ office for silent reflection and writing pertinent to the disciplinary infraction. Groups for Tutoring Time meet in scheduled classrooms. Students who missed a homework assignment report to a classroom designated for Homework Club. A rotating schedule of teachers supervises Homework Club period and are available to provide tutoring assistance. Students who complete missing assignments early may work on assignments due in upcoming days, or silently read their DEAR books. Students who do not complete missing assignments in the allotted time are assigned to return the next day.

4:30 - 4:45  Students return to their Homeroom/Advisories to pack up for the day, share any last thoughts of the day with their teacher, and ensure that they have all of the
supplies including homework assignments that they need to take home. The Head of School is outside to supervise students as they are picked up by parents or begin their walk home.
Element 2: Measurable Pupil Outcomes and Element 3: Method by which Pupil Progress Toward Outcomes will be Measured

**Measurable Goals of the Educational Program**


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

**Standardized Testing**

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

**Measurable Goals of the Educational Program**

Valiente College Preparatory expects its graduates to demonstrate a mastery of specific subject matter competencies, as detailed by the Common Core State Standards (CCSS) for English Language Arts and Math, Next Generation Science Standards for Science, and the California State Content Standards for all other subjects as applicable to our grade levels served. The entire curriculum and school design are aligned to support mastery of the CCSS.

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

Pursuant to Education Code Section 57605(b)(5)(A)(ii), following is a table describing Valiente College Preparatory’s annual goals to be achieved in the state priorities school-wide and for all pupil subgroups, as described in Education Code 52060(d), and specific annual actions to achieve these goals.

*Figure 12: Assessment of State Priorities*

<table>
<thead>
<tr>
<th>STATE PRIORITY #1— BASIC SERVICES</th>
</tr>
</thead>
<tbody>
<tr>
<td>The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))</td>
</tr>
</tbody>
</table>

<p>| SUB-PRIORITY A – TEACHERS |</p>
<table>
<thead>
<tr>
<th>GOAL TO ACHIEVE SUB-PRIORITY</th>
<th>Teachers required to hold a credential will hold a valid CA Teaching Credential with appropriate English Learner authorization and any other appropriate authorizations as defined by the CA Commission on Teaching Credentialing and will be appropriately assigned.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTIONS TO ACHIEVE GOAL</td>
<td>All core teacher candidates screened for employment will hold valid CA Teaching Credential; Head of School will collect and examine credential documentation during hiring process and review annually for all teachers.</td>
</tr>
<tr>
<td>MEASURABLE OUTCOME</td>
<td>100% of teachers required to hold a credential will hold a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing.</td>
</tr>
<tr>
<td>BASELINE PERFORMANCE LEVEL</td>
<td>None.</td>
</tr>
<tr>
<td>METHODS OF MEASUREMENT</td>
<td>Initial and annual verification of core teacher credential as reported by the CA Commission on Teacher Credentialing; CALPADS Report 3.5 NCLB Core Course Section Compliance; Annual publication of School Accountability Report Card.</td>
</tr>
</tbody>
</table>

**SUB-PRIORITY B – INSTRUCTIONAL MATERIALS**

<table>
<thead>
<tr>
<th>GOAL TO ACHIEVE SUB-PRIORITY</th>
<th>Students will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTIONS TO ACHIEVE GOAL</td>
<td>All teacher-created unit and lesson plans will have standards clearly labelled and will be standards-aligned using the Valiente College Preparatory’s Common Core Curriculum Alignment Template (CAT); all textbooks purchased will be aligned to CA Common Core State Standards and aligned with our charter petition and this will be appropriately included in the school budget.</td>
</tr>
<tr>
<td>MEASURABLE OUTCOME</td>
<td>100% of students will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition.</td>
</tr>
<tr>
<td>BASELINE PERFORMANCE LEVEL</td>
<td>None.</td>
</tr>
<tr>
<td>METHODS OF MEASUREMENT</td>
<td>Principal and faculty review all instructional materials before purchase; school maintained records of signed purchase orders.</td>
</tr>
</tbody>
</table>
### SUB-PRIORITY C – FACILITIES

<table>
<thead>
<tr>
<th>GOAL TO ACHIEVE SUB-PRIORITY</th>
<th>Maintain a clean and safe school facility.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTIONS TO ACHIEVE GOAL</td>
<td>Daily general cleaning by custodial staff will maintain campus cleanliness; annual and monthly facility inspections will screen for safety hazards.</td>
</tr>
<tr>
<td>MEASURABLE OUTCOME</td>
<td>Daily cleanliness spot checks and weekly classroom organization checks will be performed by the Head of School, office staff, and other administrators. 100% of identified Required Corrections will be corrected within three months.</td>
</tr>
<tr>
<td>BASELINE PERFORMANCE LEVEL</td>
<td>None.</td>
</tr>
<tr>
<td>METHODS OF MEASUREMENT</td>
<td>Spot-check checklist maintained by office staff.</td>
</tr>
</tbody>
</table>

**STATE PRIORITY #2—IMPLEMENTATION OF COMMON CORE STATE STANDARDS**

Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency

### SUB-PRIORITY A – CCSS IMPLEMENTATION

<table>
<thead>
<tr>
<th>GOAL TO ACHIEVE SUB-PRIORITY</th>
<th>Teachers will participate in annual professional development on the implementation of Common Core State Standards (CCSS).</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTIONS TO ACHIEVE GOAL</td>
<td>Identify and participate in intensive professional development and trainings on teaching and learning the CCSS.</td>
</tr>
<tr>
<td>MEASURABLE OUTCOME</td>
<td>Annually, 100% of teachers will participate in Professional Development and trainings in CCSS.</td>
</tr>
<tr>
<td>BASELINE PERFORMANCE LEVEL</td>
<td>None.</td>
</tr>
<tr>
<td>METHODS OF MEASUREMENT</td>
<td>Professional Development calendar and agendas will serve as evidence of participation by teachers in professional development activities.</td>
</tr>
</tbody>
</table>

### SUB-PRIORITY B – EL STUDENTS & ACADEMIC CONTENT KNOWLEDGE
<table>
<thead>
<tr>
<th>GOAL TO ACHIEVE SUB-PRIORITY</th>
<th>All students will gain academic content knowledge through the implementation of the CCSS.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTIONS TO ACHIEVE GOAL</td>
<td>EL students participate in English Language Arts/Literacy instruction with appropriate instructional support.</td>
</tr>
<tr>
<td>MEASURABLE OUTCOME</td>
<td>100% of students will gain academic content knowledge through the implementation of the CCSS.</td>
</tr>
<tr>
<td>BASELINE PERFORMANCE LEVEL</td>
<td>None.</td>
</tr>
<tr>
<td>METHODS OF MEASUREMENT</td>
<td>Teacher lesson plans; daily class schedule; class roster.</td>
</tr>
</tbody>
</table>

STATE PRIORITY #3— PARENTAL INVOLVEMENT
Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation

SUB-PRIORITY A – PARENT INPUT

<table>
<thead>
<tr>
<th>GOAL TO ACHIEVE SUB-PRIORITY</th>
<th>Valiente College Preparatory will provide parents with ways to effectively provide input into school decisions.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTIONS TO ACHIEVE GOAL</td>
<td>Host quarterly Parent Advisory Council (PAC) meetings; hold monthly Cafecitos.</td>
</tr>
<tr>
<td>MEASURABLE OUTCOME</td>
<td>Annually, the PAC will have, at minimum, five parent members attending quarterly meetings.</td>
</tr>
<tr>
<td>BASELINE PERFORMANCE LEVEL</td>
<td>None.</td>
</tr>
<tr>
<td>METHODS OF MEASUREMENT</td>
<td>PAC meeting agendas and minutes; Yearly school calendar of Cafecitos and other parent engagement events.</td>
</tr>
</tbody>
</table>

SUB-PRIORITY B – PROMOTING PARENT PARTICIPATION

<table>
<thead>
<tr>
<th>GOAL TO ACHIEVE SUB-PRIORITY</th>
<th>Valiente College Preparatory will promote parent participation through various means of outreach.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTIONS TO ACHIEVE GOAL</td>
<td>Teachers conduct parent phone calls and provide parents with written documentation of student work through daily Agenda as prescribed in the Student and Family Handbook. Administrators assign teachers with</td>
</tr>
</tbody>
</table>
students and allotted times to conduct home visits each summer. Administrators will develop a calendar to include Cafecitos and other parent meetings.

<table>
<thead>
<tr>
<th>MEASURABLE OUTCOME</th>
<th>A minimum of six Cafecitos having an average attendance of at least 10 parents. Teachers conduct home visits to a minimum of 85% of newly-enrolled students each summer.</th>
</tr>
</thead>
<tbody>
<tr>
<td>BASELINE PERFORMANCE LEVEL</td>
<td>None.</td>
</tr>
<tr>
<td>METHODS OF MEASUREMENT</td>
<td>Calendar; Cafecito sign-in sheets.</td>
</tr>
</tbody>
</table>

**STATE PRIORITY #4— STUDENT ACHIEVEMENT**

Pupil achievement, as measured by all of the following, as applicable:

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

**SUB-PRIORITY A – CAASPP: ELA/LITERACY AND MATHEMATICS**

<table>
<thead>
<tr>
<th>GOAL TO ACHIEVE SUB-PRIORITY</th>
<th>Students at every applicable grade level, including all student subgroups, score at a higher proficiency rate than local schools on the CAASPP statewide assessment in the areas of English Language Arts/Literacy and Mathematics.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTIONS TO ACHIEVE GOAL</td>
<td>Classroom instruction conducive to student learning; adequate learning environments; appropriate CCSS aligned instructional materials.</td>
</tr>
<tr>
<td>MEASURABLE OUTCOME</td>
<td>In each grade level, at least 5% more students in all subgroups will score proficient on the CAASPP statewide assessment in the areas of English Language Arts/Literacy and Mathematics as compared with local schools (defined as the three nearest district-operated schools) in each grade level.</td>
</tr>
<tr>
<td>BASELINE PERFORMANCE LEVEL</td>
<td>None.</td>
</tr>
<tr>
<td>----------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>METHODS OF MEASUREMENT</td>
<td>CAASPP score reports.</td>
</tr>
</tbody>
</table>

**SUB-PRIORITY B – API**

<table>
<thead>
<tr>
<th>GOAL TO ACHIEVE SUB-PRIORITY</th>
<th>School will meet the annual API Growth Target, or equivalent, as mandated by the CA State Board of Education.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTIONS TO ACHIEVE GOAL</td>
<td>Classroom instruction will incorporate testing strategies in preparation for the CAASPP</td>
</tr>
<tr>
<td>MEASURABLE OUTCOME</td>
<td>School will meet the annual API Growth Target, or equivalent, as mandated by the CA State Board of Education.</td>
</tr>
<tr>
<td>BASELINE PERFORMANCE LEVEL</td>
<td>None.</td>
</tr>
<tr>
<td>METHODS OF MEASUREMENT</td>
<td>CAASPP Score reports; CA DataQuest summary and API Reports or equivalent as determined by the CA Department of Education.</td>
</tr>
</tbody>
</table>

**SUB-PRIORITY C – COLLEGE AND CAREER READY**

<table>
<thead>
<tr>
<th>GOAL TO ACHIEVE SUB-PRIORITY</th>
<th>Students are on track to be college and career ready.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTIONS TO ACHIEVE GOAL</td>
<td>Utilize DEAR independent reading program; assess student performance on nationally-normed NWEA MAP test three times annually and monitor growth; grade level and stretch reading.</td>
</tr>
<tr>
<td>MEASURABLE OUTCOME</td>
<td>80% of students will demonstrate annual growth of 1+ years on the NWEA MAP assessment.</td>
</tr>
<tr>
<td>BASELINE PERFORMANCE LEVEL</td>
<td>None.</td>
</tr>
<tr>
<td>METHODS OF MEASUREMENT</td>
<td>NWEA MAP results by individual, subgroup, and grade level.</td>
</tr>
</tbody>
</table>

**SUB-PRIORITY D – EL PROGRESS**
<table>
<thead>
<tr>
<th>GOAL TO ACHIEVE SUB-PRIORITY</th>
<th>EL students will advance at least one performance level per the CELDT each academic year.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTIONS TO ACHIEVE GOAL</td>
<td>EL students will receive in-class instructional support which includes 1-on-1 teacher support; small group instruction; usage of appropriate instructional strategies; extended day instruction as needed.</td>
</tr>
<tr>
<td>MEASURABLE OUTCOME</td>
<td>75% of 4&lt;sup&gt;th&lt;/sup&gt;-8&lt;sup&gt;th&lt;/sup&gt; grade EL students who have been enrolled at Valiente College Preparatory for two years will have advanced at least one performance level per the CELDT each academic year.</td>
</tr>
<tr>
<td>BASELINE PERFORMANCE LEVEL</td>
<td>None</td>
</tr>
<tr>
<td>METHODS OF MEASUREMENT</td>
<td>CELDT Score Reports.</td>
</tr>
<tr>
<td><strong>SUB-PRIORITY E – EL RECLASSIFICATION RATES</strong></td>
<td></td>
</tr>
<tr>
<td>GOAL TO ACHIEVE SUB-PRIORITY</td>
<td>EL students will be reclassified as Fluent English Proficient annually and perform at grade level on the CAASPP statewide assessment.</td>
</tr>
<tr>
<td>ACTIONS TO ACHIEVE GOAL</td>
<td>EL students will receive in-class instructional support which includes 1-on-1 teacher support; small group instruction; usage of SDAIE instructional strategies; and additional instruction during DEAR and Enrichment periods as needed.</td>
</tr>
<tr>
<td>MEASURABLE OUTCOME</td>
<td>Percentage of EL students reclassified as Fluent English Proficient annually will be higher than the District average.</td>
</tr>
<tr>
<td>BASELINE PERFORMANCE LEVEL</td>
<td>None.</td>
</tr>
<tr>
<td>METHODS OF MEASUREMENT</td>
<td>CELDT results; Reclassification documents.</td>
</tr>
<tr>
<td><strong>SUB-PRIORITY F – AP EXAM PASSAGE RATE</strong></td>
<td></td>
</tr>
<tr>
<td><strong>GRADE LEVELS NOT APPLICABLE TO SCHOOL</strong></td>
<td></td>
</tr>
<tr>
<td><strong>SUB-PRIORITY G – COLLEGE PREPAREDNESS/EAP</strong></td>
<td></td>
</tr>
<tr>
<td><strong>GRADE LEVELS NOT APPLICABLE TO SCHOOL</strong></td>
<td></td>
</tr>
</tbody>
</table>
STATE PRIORITY #5—STUDENT ENGAGEMENT
Pupil engagement, as measured by all of the following, as applicable:
A. School attendance rates
B. Chronic absenteeism rates
C. Middle school dropout rates (EC §52052.1(a)(3))
D. High school dropout rates
E. High school graduation rates

<table>
<thead>
<tr>
<th>SUB-PRIORITY A – STUDENT ATTENDANCE RATES</th>
</tr>
</thead>
<tbody>
<tr>
<td>GOAL TO ACHIEVE SUB-PRIORITY</td>
</tr>
<tr>
<td>ACTIONS TO ACHIEVE GOAL</td>
</tr>
<tr>
<td>MEASURABLE OUTCOME</td>
</tr>
<tr>
<td>BASELINE PERFORMANCE LEVEL</td>
</tr>
<tr>
<td>METHODS OF MEASUREMENT</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SUB-PRIORITY B - STUDENT ATTENDANCE RATES</th>
</tr>
</thead>
<tbody>
<tr>
<td>GOAL TO ACHIEVE SUB-PRIORITY</td>
</tr>
<tr>
<td>ACTIONS TO ACHIEVE GOAL</td>
</tr>
<tr>
<td>MEASURABLE OUTCOME</td>
</tr>
<tr>
<td>BASELINE PERFORMANCE LEVEL</td>
</tr>
<tr>
<td>----------------------------</td>
</tr>
<tr>
<td>METHODS OF MEASUREMENT</td>
</tr>
</tbody>
</table>

**SUB-PRIORITY C – MIDDLE SCHOOL DROPOUT RATE**

<table>
<thead>
<tr>
<th>GOAL TO ACHIEVE SUB-PRIORITY</th>
<th>School will retain and promote 4th - 8th grade students.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTIONS TO ACHIEVE GOAL</td>
<td>School will offer an academically engaging learning environment for all, have a culture of high expectations and high support, a nurturing environment, and connected school community.</td>
</tr>
<tr>
<td>MEASURABLE OUTCOME</td>
<td>90% of the 7th and 8th grade classes will be comprised of students who were enrolled at school the prior academic year.</td>
</tr>
<tr>
<td>BASELINE PERFORMANCE LEVEL</td>
<td>None.</td>
</tr>
<tr>
<td>METHODS OF MEASUREMENT</td>
<td>Student re-enrollment documentation as verified by our student information system and CALPADS.</td>
</tr>
</tbody>
</table>

**SUB-PRIORITY D – HIGH SCHOOL DROPOUT RATES**

**GRADE LEVELS NOT APPLICABLE TO SCHOOL**

**SUB-PRIORITY E – HIGH SCHOOL GRADUATION RATES**

**GRADE LEVELS NOT APPLICABLE TO SCHOOL**

**STATE PRIORITY #6— SCHOOL CLIMATE**

School climate, as measured by all of the following, as applicable:

A. Pupil suspension rates

B. Pupil expulsion rates

C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness

**SUB-PRIORITY A – PUPIL SUSPENSION RATES**

<p>| GOAL TO ACHIEVE SUB- | School will maintain a low annual suspension rate. |</p>
<table>
<thead>
<tr>
<th>PRIORITY</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTIONS TO ACHIEVE GOAL</td>
<td>Teachers will be trained in and held responsible for consistent use of the school’s discipline policy and positive behavior supports. Teachers and administrators will proactively engage parents in discussion regarding student behavior. Principal and Assistant Principal work with teachers and families to manage student behavior issues and concerns.</td>
</tr>
<tr>
<td>MEASURABLE OUTCOME</td>
<td>Annually, 5% or fewer of all enrolled students will be suspended.</td>
</tr>
<tr>
<td>BASELINE PERFORMANCE LEVEL</td>
<td>None.</td>
</tr>
<tr>
<td>METHODS OF MEASUREMENT</td>
<td>Annual School Accountability Report Card; Monthly student performance Board dashboard; CALPADS Report.</td>
</tr>
</tbody>
</table>

**SUB-PRIORITY B – PUPIL EXPULSION RATES**

| GOAL TO ACHIEVE SUB-PRIORITY | Charter School will maintain a low annual expulsion rate. |
| ACTIONS TO ACHIEVE GOAL | Teachers will be trained in and held responsible for consistent use of the school’s discipline policy and positive behavior supports. Teachers and administrators will proactively engage parents in discussion regarding student behavior. Head of School and DCI work with teachers and families to manage student behavior issues and concerns. School will utilize SST process. |
| MEASURABLE OUTCOME | Annually, 2% or fewer of enrolled students will be expelled. |
| BASELINE PERFORMANCE LEVEL | None. |
| METHODS OF MEASUREMENT | Annual School Accountability Report Card; Monthly student performance data Board dashboard; CALPADS Report. |

**SUB-PRIORITY C OTHER – SCHOOL CONNECTEDNESS**

| GOAL TO ACHIEVE SUB-PRIORITY | Students, parents and teachers will feel a sense of community and connectedness. |
| ACTIONS TO ACHIEVE GOAL | Students actively participate in homeroom/advisory activities throughout the school year in their classroom. Meetings, morning
huddle, and Professional Development opportunities for teachers. A variety of fun and engaging *Cafecitos* and other family engagement events will further enhance family’s sense of belonging and community. Valiente College Preparatory will devise and administer satisfaction surveys to parents, students, and teachers annually.

<table>
<thead>
<tr>
<th>MEASURABLE OUTCOME</th>
<th>Annually, an approval rating of 90% or higher on student and family surveys.</th>
</tr>
</thead>
<tbody>
<tr>
<td>BASELINE PERFORMANCE LEVEL</td>
<td>None.</td>
</tr>
<tr>
<td>METHODS OF MEASUREMENT</td>
<td>Survey reports.</td>
</tr>
</tbody>
</table>

### STATE PRIORITY #7— COURSE ACCESS

The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.

“Broad course of study” includes the following, as applicable:

- Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)
- Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C.§51220(a)-(i))

<table>
<thead>
<tr>
<th>GOAL TO ACHIEVE PRIORITY</th>
<th>Students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to and enroll in our academic and educational program as outlined in the school’s charter.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTIONS TO ACHIEVE GOAL</td>
<td>All core academic content areas will be available to all students, including student subgroups, at all grade levels.</td>
</tr>
<tr>
<td>MEASURABLE OUTCOME</td>
<td>Annually, 100% of students, including all student subgroups, will have access to and enroll in all core content areas available. Non-core content areas will be available to all students on track to successfully complete core coursework.</td>
</tr>
<tr>
<td>BASELINE PERFORMANCE LEVEL</td>
<td>None.</td>
</tr>
<tr>
<td>METHODS OF MEASUREMENT</td>
<td>Student, teacher, course, and grade level schedules</td>
</tr>
</tbody>
</table>

### STATE PRIORITY #8— STUDENT PERFORMANCE

...
<table>
<thead>
<tr>
<th>SUB-PRIORITY A – INTERNAL ASSESSMENT</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GOAL TO ACHIEVE SUB-PRIORITY</strong></td>
<td>Students demonstrate expected growth on Trimester exams.</td>
</tr>
<tr>
<td><strong>ACTIONS TO ACHIEVE GOAL</strong></td>
<td>Teachers receive and analyze data dashboards with past student performance and expectations for future performance. Teachers/leaders utilize weekly PD time to augment instructional activities and efforts based on students’ expected performance relative to the proficiency standard.</td>
</tr>
<tr>
<td><strong>MEASURABLE OUTCOME</strong></td>
<td>Growth and achievement on internal assessments. 75% of students scoring non-proficient on Trimester 1 exams will demonstrate growth by scoring at least 5 percentage points higher on Trimester 2 and 3 exams.</td>
</tr>
<tr>
<td><strong>BASELINE PERFORMANCE LEVEL</strong></td>
<td>None.</td>
</tr>
<tr>
<td><strong>METHODS OF MEASUREMENT</strong></td>
<td>Valiente College Preparatory Trimester exams, wherein student growth and achievement are categorized or scored based on performance standards.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SUB-PRIORITY B - GROWTH</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GOAL TO ACHIEVE SUB-PRIORITY</strong></td>
<td>Students demonstrate expected growth and achievement on CAASPP.</td>
</tr>
<tr>
<td><strong>ACTIONS TO ACHIEVE GOAL</strong></td>
<td>Teachers receive and analyze data dashboards with past student performance and expectations for future performance. Teachers/leaders utilize weekly PD time to augment instructional activities and efforts based on students’ expected performance relative to the proficiency standard.</td>
</tr>
<tr>
<td><strong>MEASURABLE OUTCOME</strong></td>
<td>Consistent with state requirements, all students will reach growth expectations.</td>
</tr>
<tr>
<td><strong>BASELINE PERFORMANCE LEVEL</strong></td>
<td>None.</td>
</tr>
<tr>
<td><strong>METHODS OF MEASUREMENT</strong></td>
<td>CAASPP Reports.</td>
</tr>
</tbody>
</table>

| SUB-PRIORITY C – INTEGRITY AND ETHICS |  |
All students will demonstrate a commitment to the school’s mission in general and in particular a commitment to leading lives of scholarship and integrity.

Students in each grade level participate in trimester Ethics course. A.M. and P.M. homeroom discussions are utilized as opportunities to discuss and reflect on school values. School “ACTS Values” displayed prominently throughout classrooms; school values are reinforced through reflections for disciplinary infractions.

At least 75% of respondents on parent and student surveys will rate the school highly on measures of concern for students’ character and integrity.

None.

Annual student and parent surveys.

**Figure 13: Additional Student Outcome Measures**

<table>
<thead>
<tr>
<th>Goal</th>
<th>Measure</th>
<th>Timeframe &amp; Tool</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Demonstrate growth in reading comprehension and vocabulary</strong></td>
<td>In a cohort analysis of longitudinal growth, the average increase of percentiles per grade level cohort among students on the MAP Reading Test will average 5 percentiles per year until the average reaches 70.</td>
<td><strong>Timeframe:</strong> Administered upon enrollment for all new students, and once per trimester thereafter for all students. <strong>Tool:</strong> MAP</td>
</tr>
<tr>
<td><strong>Increase English Language Proficiency</strong></td>
<td>60% of English Learners will increase by at least one ELD level per year.</td>
<td><strong>Timeframe:</strong> Annually, September through October <strong>Tool:</strong> CELDT</td>
</tr>
<tr>
<td>Academic growth over time</td>
<td>Meet annual AYP targets as set by the State and Federal Government and the No Child Left Behind Act. Meet annual AYP targets for all significant subgroups.</td>
<td>Timeframe: Annually, May</td>
</tr>
<tr>
<td>--------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td></td>
<td><strong>Tool:</strong> CST or CAASPP-determined AYP Scores, comprehensive and subgroup</td>
<td></td>
</tr>
<tr>
<td>API</td>
<td>Within our first three years of operation, Valiente College Preparatory will exceed an API score of 700.</td>
<td>Timeframe: Annually, May</td>
</tr>
<tr>
<td></td>
<td>By year five of operation, Valiente College Preparatory will exceed an API score of 800.</td>
<td><strong>Tool:</strong> CAASPP-determined API Scores</td>
</tr>
<tr>
<td></td>
<td>In all years, Valiente College Preparatory will meet growth targets for each subgroup.</td>
<td></td>
</tr>
<tr>
<td>Enrollment</td>
<td>Our targeted enrollment for our first school year is 70 4th grade and 70 5th grade students. In all subsequent years, our target enrollment is 105 4th grade students. The waitlist for each school year will average 50% of the total students that can be admitted.</td>
<td>Timeframe: Enrollment Period closing on the third Friday of each April and Ongoing</td>
</tr>
<tr>
<td></td>
<td><strong>Tool:</strong> Enrollment and Waitlists</td>
<td></td>
</tr>
<tr>
<td>Attendance</td>
<td>Average Daily Attendance (ADA) will average over 95% for each school year.</td>
<td>Timeframe: Monthly</td>
</tr>
<tr>
<td></td>
<td><strong>Tool:</strong> Attendance Reports</td>
<td></td>
</tr>
<tr>
<td>Parent Satisfaction</td>
<td>Parent Satisfaction surveys will be sent home in the Fall and in the Spring. At least 75% of parents will complete the</td>
<td>Timeframe: Mid-year and end-of-year</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
survey and 85% of the parents surveyed will indicate a high level of satisfaction with the school.  

**Tool:** Parent/Guardian Survey

### Other Performance Targets

In addition to the LCAP-aligned goals and additional student metrics set forth above, Valiente College Preparatory will be held accountable for strong levels of organizational health. Valiente College Preparatory’s organizational health goals aim to ensure that the school maintains fiscally responsible and sustainable financial management and human resource practices throughout the year so that the organization’s leadership can focus resources and attention on driving toward ever increasing levels of instructional excellence.

*Figure 14: Organizational Health Goals & Metrics*

<table>
<thead>
<tr>
<th>GOAL: Valiente College Preparatory establishes and maintains fiscal responsibility.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>THRESHOLD:</strong></td>
<td><strong>REPORTING:</strong></td>
</tr>
<tr>
<td>Annual external audit reports demonstrate that the school meets or exceeds professional accounting standards (GAAP).</td>
<td>Annual Report of Valiente College Preparatory</td>
</tr>
<tr>
<td>Budgets for each academic year demonstrate effective allocation of financial resources to ensure effective execution of mission as measured by yearly balanced budgets submitted to LAUSD. Finance Committee reviews budget monthly.</td>
<td>Annual Report of Valiente College Preparatory</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GOAL: Valiente College Preparatory is fully enrolled, with high levels of attendance and re-enrollment.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>THRESHOLD:</strong></td>
<td><strong>REPORTING:</strong></td>
</tr>
<tr>
<td>Waiting list exceeds 50% of fourth grade enrollment annually.</td>
<td>Annual Report of Valiente College Preparatory</td>
</tr>
<tr>
<td>90% of students enrolled on the 20th day of each school year remain enrolled on the final day.</td>
<td>Annual Report of Valiente College Preparatory</td>
</tr>
<tr>
<td>90% of students completing the school year re-enroll the following year.</td>
<td>Annual Report of Valiente College Preparatory</td>
</tr>
<tr>
<td>School averages &gt;95% daily student attendance annually.</td>
<td>Annual Report of Valiente College Preparatory</td>
</tr>
</tbody>
</table>
GOAL: Board of Directors Provides Effective School Oversight.

<table>
<thead>
<tr>
<th></th>
<th>REPORTING:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Board conducts formal annual review of school leader.</td>
<td>Annual Report of Valiente College Preparatory</td>
</tr>
<tr>
<td>Board conducts annual self-evaluation to assess strengths/weaknesses.</td>
<td>Annual Report of Valiente College Preparatory</td>
</tr>
<tr>
<td>Board conducts formal annual review of By-laws and policies.</td>
<td>Annual Report of Valiente College Preparatory</td>
</tr>
<tr>
<td>Board conducts formal annual review of school’s strengths/weaknesses.</td>
<td>Annual Report of Valiente College Preparatory</td>
</tr>
</tbody>
</table>

Measuring Pupil Progress Toward Outcomes: Formative Assessment

Valiente College Preparatory teachers will assess regularly and purposefully using both formal (e.g. quizzes, tests, graded work) and informal (e.g. verbal checks for understanding) means to determine students’ strengths and weaknesses and make informed decisions regarding instruction, curriculum, and differentiation. Leaders will ensure that teachers are adequately trained to utilize assessments and are provided with adequate Professional Development (PD) opportunities to ensure teachers make excellent use of assessment data.

Interim assessments, administered at the conclusion of each trimester, will be created by the Head of School at Valiente College Preparatory, and will be composed through examining California State Standards, the CCSS, California’s released test questions, SBAC test questions, grade-level standards as outlined within our instructional scope and sequence, reading inventories and comprehension assessments, sample interim assessments from high-performing schools utilizing interim assessments, and other relevant and exemplary assessments as appropriate.62

Assessments for each school year will be produced by the Head of School with the input of the Director of Curriculum and Instruction (DCI), and over time the support of individual teachers, prior to the start of each Summer PD and available for staff to reference in designing their unit and lesson plans for the year. Assessments will be timed and consist of a combination of multiple-choice items and performance-based open-response questions. Performance on the comprehensive assessment will comprise a minimum of 20% of students’ grades each trimester.

62 Sample assessments reviewed and analyzed by the Head of School in the process of developing interim assessments for Valiente College Preparatory include those developed by The Achievement Network (http://www.achievementnetwork.org/) Smarter Balanced Assessment Consortium (http://www.smarterbalanced.org/sample-items-and-performance-tasks/) Uncommon Schools (http://www.uncommonschools.org/) and the Partnership for Assessment of Readiness for College and Careers (http://www.parcconline.org/).
Assessments utilized by Valiente College Preparatory will include criterion-based (state assessments and reading level assessments), nationally normed (national assessments) and value-added (teacher created assessments).

**Assessments, Data, and Timelines**

*Figure 15: Assessments*

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Content Area</th>
<th>Purpose(s)/Use(s) of Data</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>NWEA MAP</td>
<td>Reading</td>
<td>Measures Growth Over Time or longitudinal growth for individual students and cohorts of students over multiple years</td>
<td>For all students new to the school during summer orientation; once per trimester for all students, grades 4-8</td>
</tr>
<tr>
<td></td>
<td>Language</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Math</td>
<td>Compares Growth Over Time to national norms and thus to growth of a national cohort</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Language Arts</td>
<td>Factors significantly (minimum of 20%) in students trimester grades; factor in promotion</td>
<td></td>
</tr>
<tr>
<td>Internally-created, standards-based interim (Trimester) assessments</td>
<td>Math</td>
<td>Establishes baseline achievement levels on state standards in core content areas</td>
<td>At the conclusion of each Trimester (3 times per year)</td>
</tr>
<tr>
<td></td>
<td>Science</td>
<td>Measures progress in core content areas between annual standardized tests</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Social Science</td>
<td>Informs revisions to instructional practices and methodologies as standards are taught, assessed, and re-taught throughout year</td>
<td></td>
</tr>
</tbody>
</table>

**Published Assessment Tools**
<table>
<thead>
<tr>
<th>Textbook publisher-created quizzes, chapter and unit tests</th>
<th>Math</th>
<th>Measures student mastery of standards learned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
<td></td>
<td>Resulting data used to target skills and students for small group instruction</td>
</tr>
<tr>
<td>Social Science</td>
<td></td>
<td>Every two to four weeks</td>
</tr>
<tr>
<td>Timed math drills (increasing in difficulty for grades four through algebra)</td>
<td>Math</td>
<td>Determines annual baseline for mastery of grade-level appropriate math facts/mental calculations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Monitors growth over the year</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Data used to group students for targeted small group instruction</td>
</tr>
<tr>
<td>Accelerated Reader</td>
<td>Independent reading</td>
<td>Monitors comprehension of books read independently</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Track level and quantity of books read</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Data used to measure students effort and growth over time</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Weekly until students</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Consistently demonstrate mastery of all time-tested skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Varies, based on book length and individual student 63</td>
</tr>
</tbody>
</table>

**Teacher-Created, Standards-Aligned Assessments**

<table>
<thead>
<tr>
<th>Do Nows</th>
<th>Homework</th>
<th>All</th>
<th>Used to check for understanding on daily basis</th>
<th>Daily</th>
</tr>
</thead>
</table>

63 Students take individual Accelerated Reader quizzes after completing an independent reading book. The quizzes typically take no more than ten minutes to complete. The frequency with which students take quizzes will vary with reading level; for example, a struggling or beginning reader might read two picture books per day, while a middle-school student reading on grade level might take a week (or more) to complete a chapter book of several hundred pages.
| Exit tickets | Used to make immediate instructional adjustments to remediate any deficits prior to more formal assessments |
| Projects/major writing assignments | All | Used to track student mastery of grade-level standards |
| Vocabulary tests | All | Used to group students for targeted small group instruction and after-school tutoring |
| Standards-based quizzes and tests (including chapter and/or unit tests) | All | Comprises >75% of student’s grade in course: factor in promotion |
| Cumulative midterm exams | All | Evaluates and monitors student mastery of visual and performing arts standards using standards-based rubrics for each grade; evaluates student mastery of ethics components; evaluates student physical fitness. |
| Final project and/or performances | Visual & Performing Arts; Ethics; Physical Fitness | At least once per trimester |

Summative/Comprehensive assessments will be used at the conclusion of each trimester (i.e. three times each year). These assessments will be produced during Summer PD days by the Head of School, through collaboration with other school leaders and use of examples from other schools, and with the support of instructional staff over time, in a format consistent with state testing, to ensure that students are mastering content throughout the course of the year. Norm-referenced assessments, such as MAP, will be used to gauge student achievement in comparison to national peer groups. Use of these assessments is outlined in the table below.

**Figure 16: Summative/Comprehensive Assessments**

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Trimester</th>
<th>Timeline 2015-2016</th>
<th>Use of Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scholastic Reading</td>
<td>Trimester One</td>
<td>● August</td>
<td>To identify student lexile</td>
</tr>
<tr>
<td>Inventory (SRI)</td>
<td>levels</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------</td>
<td>--------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAP (administered each trimester)</td>
<td>August</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CELDT</td>
<td>September, October</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Midterm Exam 1</td>
<td>October 7-8&lt;sup&gt;64&lt;/sup&gt;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trimester 1 Comprehensive Exam</td>
<td>November 19-20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAP (administered each trimester)</td>
<td>Trimester Two</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Midterm Exam 2</td>
<td>January 20-21</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trimester 2 Comprehensive Exam</td>
<td>March 2-3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAP (administered each trimester)</td>
<td>Trimester Three</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Midterm Exam 3</td>
<td>April 27-28</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trimester 3 Comprehensive</td>
<td>June 13-14</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

64 Exact dates will change year to year to accommodate weekends and holidays but timeframes will remain generally consistent.
<table>
<thead>
<tr>
<th>Exam</th>
<th>Comprehensive Exam above</th>
</tr>
</thead>
<tbody>
<tr>
<td>California Standards Test (or as replaced by Common Core SBAC exams under CAASPP)</td>
<td>May 4-8  Federal and State accountability measurement of academic achievement based on State standards.</td>
</tr>
<tr>
<td>Physical Fitness Testing (PFT)</td>
<td>April  Measure Fitness and CA fitness requirements.</td>
</tr>
</tbody>
</table>

Valiente College Preparatory will assign homework to students on a nightly basis. The homework will be meaningful and will serve an important purpose of extending the learning that goes on in the classroom. Homework has developmental benefits as well as academic benefits. It helps develop students’ responsibility, time management, and independent problem solving skills. The development of these skills is essential to a student’s success at Valiente College Preparatory and to excelling in college.

Each night, students are expected to complete all homework in a thorough manner paying attention to detail and quality. Every morning during homeroom, student homework assignments will be checked. Students with incomplete or missing homework assignments receive deductions on their ACTS Report and will be automatically assigned for Homework Club for that day in lieu of Enrichment and Independent Reading (DEAR) periods.

Parents/guardians must be aware and supportive of their child’s efforts with homework. Parents/guardians are expected to actively check and review their child’s homework each night and to let teachers know if their child is struggling.

If a student misses four homework assignments in one trimester, parents will be required to participate in a conference to develop a plan for ensuring homework completion.

**Data Analysis and Reporting**

The Valiente College Preparatory Board of Directors will approve a school accountability plan that sets goals and measures for student achievement annually. The school accountability plan will measure the extent to which students demonstrate that they have obtained the skills, knowledge, and habits specified in this charter petition. The Academic Accountability Committee will be comprised of a sub-group of Board members appointed by the Board, and holds the Head of School accountable for student achievement and will work closely with the Head of School to ensure that students are making progress toward all goals. The Academic Accountability Committee will report on matters of student achievement to the Board through an Academic Achievement Dashboard, which will include all of the following information:

- Student enrollment data
- Parent engagement data
- Student recruitment data, by month
- Student enrollment and attendance, by month
- Staff attrition and vacancies, by month
• Student attrition, by month
• State assessment scores
• Nationally normed assessment scores
• Interim assessment scores
• Student grade data, by quarter
• Homework completion data, by month
• Tutoring participation data, by month
• Suspension and expulsion data, by month

The Academic Achievement Dashboard is reviewed during monthly board meetings and published for Board members within the monthly board packet. Board meetings, the Academic Accountability Report, and other Board documents will be prepared and conducted in full compliance with the Brown Act.

Curricula, materials, and instructional strategies will be identified and selected by Valiente College Preparatory’s Head of School. Members of the Academic Accountability Committee, teachers, parents, students, and other school staff may consult with and provide advice and suggestions to the Head of School regarding curriculum and instruction. This process will consider prior student achievement results, Common Core and California State Standards, research-based best-practices, and leading insights into implementation of CCSS and California State Content Standards.

Student outcome goals may be modified annually based on adjustments to State and/or Federal accountability goals. Such changes in student outcome measures must be approved by the Valiente College Preparatory Board of Directors.

**Grading, Progress Reporting, and Promotion/Retention**

**Grading Policy**

Students will receive letter grades for each completed class. The letter grades represent a performance descriptor (like outstanding, good, etc.) and are assigned to the quality of work a student completes. Grades of 64 or below are marked as a course Failure and indicate that a class has not been completed for credit.

*Figure 17: Grading Policy*

The following grades describe a percentage of successful work from each student:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
<th>Description</th>
<th>Numerical Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>A</td>
<td>Outstanding</td>
<td>4.0</td>
</tr>
<tr>
<td>80-89</td>
<td>B</td>
<td>Good</td>
<td>3.0</td>
</tr>
<tr>
<td>70-79</td>
<td>C</td>
<td>Satisfactory</td>
<td>2.0</td>
</tr>
<tr>
<td>65-69</td>
<td>D</td>
<td>Warning</td>
<td>1.0</td>
</tr>
<tr>
<td>0-64</td>
<td>F</td>
<td>Failure</td>
<td>0.0</td>
</tr>
</tbody>
</table>
Progress Reporting

Valiente College Preparatory will provide comprehensive Progress Reporting to families at the conclusion of each trimester, whereupon they are given a grade which reflects the quality of their work from the preceding trimester. During the last week of each trimester, students will take comprehensive exams. These exams will be designed by teachers in collaboration with the Head of School and will directly evaluate students’ mastery of the curriculum.

Students receive a report card for each trimester, which includes a summary of their academic work. Report cards are provided to parents/guardians at the parent conference night, to be held within ten days following the conclusion of trimester one and two. Parent/Guardian attendance at the Parent Conference nights is required to receive the report card for each of the first two trimesters. The trimester three report card will be mailed the week following the last day of school, unless a student is in summer school.

Progress reports will be issued to all students three times each trimester. Students bring progress reports home, and they must be reviewed with parents/guardians, signed to indicate they have been discussed, and returned to school. Students who do not return the Progress Report Signature Card will receive a five point deduction on their ACTS Report each day the Signature Card is not returned.

Promotion and Retention Policy and Procedures

We believe that students should only be promoted when they have demonstrated mastery of academic standards. Valiente College Preparatory is founded upon the understanding that promoting students to the next grade because of their age, not their readiness to do the work, is not beneficial to students. Thus, one of the most critical and distinctive aspects of Valiente College Preparatory’s academic program is its promotion policy. To build a culture of learning and achievement, and to ensure students demonstrate readiness for the next grade level, we will use a strict and simple promotion policy.

Students must earn a 65% or higher in order to pass their classes. All students who fail one or two core classes (reading, math, science, and social studies) will be eligible for summer school and must demonstrate readiness by earning a 65% or higher on a comprehensive assessment in each class that they failed at the completion of Summer School. Students who fail one or more summer school tests will be retained. All students that fail three or four core classes (reading, math, science, and social studies) are not eligible for Summer School and instead, will be automatically retained in the grade.

Element 4: Governance

General Provisions

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

Valiente College Preparatory shall comply with the Brown Act and the Public Records Act.
All employees and representatives of Charter School, including members of the [Charter School’s] governing board, members of school or governing board committees or councils, school administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD’s charter school policies, regarding ethics and conflicts of interest.

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

Charter School shall send to the CSD copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the CSD copies of all board meeting minutes within one week of governing board approval of the minutes.

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

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

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

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

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


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

**Legal and Policy Compliance**

Valiente College Preparatory shall comply with all applicable federal and state laws and regulations, and District policy as it relates to charter schools.

**Responding to Inquiries**

Valiente College Preparatory, including its nonprofit corporation, shall promptly respond to all inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Valiente College Preparatory, including its nonprofit corporation, acknowledges that it is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General.

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

**Notification of the District**

Valiente College Preparatory shall notify the Charter Schools Division in writing of any citations or notices of workplace hazards, investigations by outside regulatory or investigative agencies, lawsuits, or other formal complaints, within one week of receipt of such notices by Valiente College Preparatory. Charter School shall also notify the CSD in writing of any internal investigations within one week of commencing investigation.
Transfer of student records

When a student transfers for any reason from Charter School to any other school, Charter School shall transfer the student’s complete cumulative record within 10 school days of receiving a records request from the receiving school. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 16.

Governance Structure

Figure 18: Organizational Chart

Solid lines on the organizational chart indicate a reporting and evaluative relationship. Dotted lines represent reporting, input, and cooperation.

The Board of Directors will have the ultimate authority as the governing body of the school. The Board will be governed by its bylaws. The Board will hold the charter, will be legally and ethically responsible for the governance of the school, and will be held accountable by the State of California for the financial, legal, and academic operation of the school.

The Board and Head of School will work together to ensure that the governing functions of the Board and the management functions of the Head of School and the administration are clearly defined and separated. The Head of School will be hired by the Board and will report monthly on all financial documents and all academic data using a dashboard with relevant and agreed upon data points. The Board will set goals and define expectations; the Head of School will implement
and manage daily operations and will report directly to the Board. All other staff members will be hired by and report to the Head of School or the designees of the Head of School.

The following outlines specific board responsibilities: (a) define and refine the organization’s mission, vision, and direction; (b) recruit, hire, set compensation for, support, and evaluate the Head of School; (c) ensure effective organizational planning; (d) ensure adequate resources for short and long term sustainability; (e) determine, monitor, and strengthen the organization’s programs and services; (f) build and expand the organization’s public standing; (g) maintain accountability and ensure legal integrity; (h) assess Board performance; and (i) recruit and position new Board members.

To support the work of the Board and maximize our effectiveness, we plan to work with Building Excellent Schools for continuing support on Board Development, and are exploring the possibility of working with ExED to ensure excellent budgetary oversight, organizational success, and sustainability.

The Valiente College Preparatory Board of Directors will consist of at least seven and no more than fifteen voting members, and maintain an odd number for voting purposes. A representative from LAUSD may sit on the Valiente College Preparatory Board as a non-voting member. The board will have a committee structure (Governance, Finance and Academic Accountability) and officers (Chair, Vice-Chair, Treasurer, and Secretary).

Job descriptions of Board officers are provided below:

- **Chair**: It shall be the duty of the Board Chair to preside at all meetings to guide the Board in the enforcement of all policies and regulations relating to Valiente College Preparatory and to perform all other duties normally incumbent upon such an officer. The Chair will help direct and mediate Board discussions with respect to organizational priorities and governance concerns and ensure that the Board engages in a self-evaluation at least once a year. In addition, the Board Chair will work with the board officers and committee chairs to develop the agendas for Board meetings.

- **Vice-Chair**: In the Board Chair’s absence, the Vice Chair shall fulfill the responsibilities of the Board Chair, (including, presiding at meetings of the Board and serving as an ex-officio member of committees). In addition, the Vice Chair shall work closely with the Chair to guide the Board in the enforcement of all policies and regulations relating to Valiente College Prep.

- **Treasurer**: The Treasurer shall have a general understanding of financial record keeping, accounting systems, and financial reports and shall work with the management of Valiente College Preparatory to ensure that appropriate financial reports are made available to the Board on a timely basis. The Treasurer shall also assist in presenting the annual Valiente College Preparatory budget to the Board for review and approval and shall review the annual audit and answer Directors’ questions regarding the audit. In addition, the Treasurer will ensure that current records are maintained to reflect the financial condition of Valiente College Prep.

- **Secretary**: The Secretary shall ensure that all actions of the Board are documented. The Secretary shall, in advance of all meetings of the full Board and Committees, serve or cause to be served all notices of Valiente College Preparatory and ensure that written agendas and support materials are provided to all members. The Secretary shall ensure that written minutes are provided to Directors within the specified time, approved
minutes are filed, and official attendance and votes of Directors are maintained in accordance with procedure and adherence to the Brown Act.

All Board Members of Valiente College Preparatory will receive a job description and sign member expectations agreeing to uphold the mission and vision of the school, advocate for Valiente College Prep, and ensure organizational viability, student achievement, and faithfulness to the terms of our charter. While all Directors will share common roles and responsibilities, those specific to a particular Director will stem from their professional skill set, expertise, and role(s) in the community. Accordingly, Valiente College Preparatory’s Board will include several committees to maintain oversight of both its own efficacy and school operations. Committees such as Governance, Finance, and Academic Accountability, will afford each Director the opportunity to apply their talents to key organizational areas. The Head of School may serve as an ex-officio member of each Board Committee, except the Governance Committee, but may not vote on any committee.

**Governance Committee**

The primary responsibilities of the Governance Committee will be to: identify, recruit, and nominate persons to serve as members and officers of the Board of Directors; provide development opportunities for Board membership; and oversee a Director-performance review process to ensure optimum performance. Identification of well-qualified candidates will result from a carefully planned process designed to obtain influential, knowledgeable, and representative leadership for the organization. The specifics of these responsibilities will include:

- Determining what skills sets and areas of expertise are needed to strengthen the Board
- Keeping an on-going list of prospective nominees
- Developing a tentative slate of nominees when a vacancy exists on the board
- Recruiting strong candidates
- Developing a final slate of nominees
- Providing ongoing orientation to Directors
- Overseeing Director assessment process to ensure optimum performance

For a variety of reasons, at-large vacancies may occur on the Board during the period between elections. When these occur, it is the responsibility of the Governance Committee to recommend a suitable candidate for appointment by the Board to fill the vacancy.

**Finance Committee**

The Finance Committee will coordinate the Board’s responsibility for financial oversight by recommending policy to the Board, interpreting it for the staff, and monitoring its implementation. The committee will also provide Board oversight of the organization’s financial audit.

The specifics of these responsibilities will include:

- Monitoring the organization’s financial records
- Reviewing and overseeing the creation of accurate, timely, and meaningful financial statements to be presented to the Board
- Reviewing the annual budget and recommending it to the full Board for approval
• Monitoring budget implementation and financial procedures
• Monitoring budget assets
• Monitoring compliance with federal, state, and other reporting requirements
• Helping the full Board understand the organization’s finances

The Committee also will recommend the auditor for full Board approval and will review the audit.

The Board Treasurer will chair this Committee. Committee members will have a strong background in accounting, finance, or business.

**Academic Accountability Committee**

The Academic Accountability Committee will monitor the school’s progress toward all goals as established in the Accountability Plan and will ensure sufficient controls, measures, and supports to reach those goals.

The main responsibilities of the Academic Accountability Committee will include:

• Reviewing the adequacy of the organization’s internal control structure
• Reviewing the activities, organizational structure, and qualifications of the internal audit function (if applicable)
• Reviewing the policies and procedures in effect for the review of executive compensation and benefits
• Examining the school’s education program and its effectiveness
• Reviewing and analyzing the standardized test scores of Valiente College Prep
• If necessary, instituting special investigations and, if appropriate, hiring special counsel or experts to assist
• Performing other oversight functions as requested by the full Board

**Governing Board Composition and Member Selection**

Lead Petitioner Jacob Wertz began recruiting Founding Board members in the fall of 2013. Meetings of initial Board members began in October, 2013. Members have been fulfilling their duties to Valiente College Preparatory through monthly board meetings, ongoing community outreach efforts, reviewing all components of the charter application, and a variety of other school development tasks, based on each member’s relevant expertise. The Founding Board has been trained to provide active and effective oversight of the school by charter school and governance experts from Building Excellent Schools.

Upon approval, members of the Founding Board will transition to the governing Board of Directors. We intend that Lead Founder and Petitioner, Jacob Wertz, will serve as the Founding Head of School, and that, at the time of charter authorization, the Board of Directors will hold an official vote to approve the hiring of the Head of School and will approve the inaugural slate of officers, to include Chair, Vice Chair, Secretary and Treasurer.

The Founding Board is made up community members with a wide range of areas of professional experience and expertise, all of which lend support to the development of Valiente College Prep, including education, law, finance, development, non-profit management, strategic planning, and community development and community outreach.
Mr. Ruthven Bonaparte

Ruthven “Rudi” Bonaparte brings finance and strategic planning expertise to the Founding Board of Valiente College Prep. He currently manages the Business Intelligence division of Riot Games, a Santa Monica-based video game publisher. Riot Games publishes League of Legends, which Forbes magazine identified in 2012 as the "Most Played Computer Game in the World." Prior to joining Riot Games, Mr. Bonaparte managed the Insights team at Teach For America where he provided strategic and tactical consulting services to senior leadership, and worked as a Consultant with Mercator Partners, LLC, providing strategic analysis to a client list comprised of major multinational media and telecommunications corporations. Mr. Bonaparte holds a Bachelor's Degree in Government from Harvard University and a Masters in Business Administration from the Kellogg School of Management at Northwestern University.

Dr. Pedro Cevallos

Pedro Cevallos brings nonprofit management, teaching, charter school development, and strategic planning expertise to the Founding Board. He is the Founder and Executive Director of College Bridge, a nonprofit educational organization which assists children and families in California through academic preparation, tutoring, test preparation, college planning, after school academic enrichment, parent education programs, and program evaluation services. Through College Bridge, Dr. Cevallos leads the pilot program of South Los Angeles Math Project (SLAM) which connects professors from California State University Los Angeles to teach mathematics at one LAUSD high school. Dr. Cevallos earned his Doctor of Education degree in Educational Leadership and Entrepreneurship at UCLA, with a thesis exploring the challenges of charter school scale-up, based on research of Green Dot Public Schools in Los Angeles. Prior to beginning the Ed.D. program, Dr. Cevallos taught for four years in the School District of Palm Beach County, and worked in Business Development for the education publisher Pearson. Dr. Cevallos also holds a Master’s of Science Degree in Curriculum and Assessment from Pennsylvania State University and a Bachelor’s of Science Degree in Secondary Social Science Pedagogy from Florida International University.

Ms. Leanne Huebner

Leanne Huebner brings nonprofit entrepreneurship, fundraising, and finance expertise to the Founding Board of Valiente College Prep. She began her career on Credit Suisse First Boston, where she advised large multinationals on credit issues. In 1991, she helped found Minds Matter, a nationwide mentoring nonprofit that has assisted more than 1,000 low-income youth. Huebner is the Founding Board Vice President of Minds Matter of Los Angeles, which was named Non-Profit of the Year by the Los Angeles Business Journal in 2010. To date, more than 90 percent of Minds Matter graduates have achieved a bachelor’s degree. Ms. Huebner is Vice President of Communications and Executive Board member for the Manhattan Beach Education Foundation, which raises more than $5 million a year to support public education. Leanne has been recognized as 2013 Woman of Distinction Award by the California State Assembly District and Soroptomist International, as well as 2014 “Woman of the Year” by the California Legislative Women’s Caucus and Assemblymember Al Muratsuchi for her civic leadership and community involvement. She is the parent of two young children currently enrolled in public schools in the Los Angeles area. She holds a Master’s in Business Administration from Harvard Business School and a Bachelor’s of Science in Economics from the Wharton School at the University of Pennsylvania.
Ms. Alice Huguet

Alice Huguet brings expertise in curriculum, instruction, and charter school governance to the Founding Board of Valiente College Prep. She is currently a Dean’s Fellow, research associate in the Center on Educational Governance, and Ph.D. Candidate in Urban Education Policy at the University of Southern California’s Rossier School of Education. Previously, she served as a Founding Teacher at Valor Academy Charter School in Arleta, California. Valor Academy was founded by a Building Excellent Schools Fellow and employs a similar model as the proposed model for Valiente College Prep. Prior to joining the Founding Team of Valor Academy, Ms. Huguet taught sixth grade English, social studies, and music in a Los Angeles Unified School District middle school. She was a 2006 Teach For America Corps Member and holds a Bachelor’s Degree in Political Science from the University of Oregon and a Master’s Degree in Elementary Education from Loyola Marymount University.

Mr. Leandro Otero

Leandro Otero is a native Southern California resident who brings expertise in community relations and human resources to the Founding Board of Valiente College Prep. He is Director of School and District Partnerships for Teach For America Los Angeles, directing the organization’s relationships with Los Angeles Unified School District and over 50 charter schools in Los Angeles. Previously, he led teacher recruitment for the Alliance for College Ready Public Schools, leading efforts to identify and recruit talented new teachers for 21 charter public schools in Los Angeles. He began his career in education as a Teach For America Corps Member in Philadelphia, Pennsylvania, teaching in the School District of Philadelphia. He holds a Bachelor’s Degree in Political Science from California State University – Fullerton, and a Master’s of Science in Education from the University of Pennsylvania.

Ms. Hallie Preston

Hallie Preston brings expertise in human resources, school development, and finance to the Founding Board of Valiente College Prep. She is currently a dual Masters in Public Policy and Masters in Business Administration student at the UCLA Anderson School of Management and Luskin School of Public Affairs. Previously, she was the Director of the Cate Fund and Director of Alumni Relations at the Cate School, an independent school in Carpinteria, California. In her role, she directed a $1.7 million annual fund campaign, coordinated school fundraisers and events, conducted marketing campaigns, and coached lacrosse. Prior to her work at the Cate School, Preston worked for Carney, Sandoe & Associates as a Western Region Associate, providing search and placement for teachers and school administrators. Ms. Preston holds a Bachelor’s of Science Degree in Environmental Science from Bates College.

Mr. Benjamin Sadun

Los Angeles native Benjamin Sadun brings expertise in law to the Founding Board of Valiente College Prep. He is admitted to the State Bar of California and is currently an Associate and member of Business Trial and Litigation Practice at the Century City offices of O’Melveny & Myers, LLP, an international law firm. His work at O’Melveny & Myers focuses primarily on complex antitrust litigation and entertainment litigation. Previously, Mr. Sadun held legal internships with the United States Attorney’s Office for the Eastern District of New York, the Legal Assistance Foundation of Metropolitan Chicago, and Kirkland & Ellis, LLP. He holds a
Bachelor’s Degree in Political Science from Northwestern University and a Juris Doctorate from Harvard Law School.

Ms. Deena Williams

Deena Williams is a Los Angeles native who brings expertise in human resources and community development to the Founding Board of Valiente College Prep. She is the Deputy Director for Recruitment of the Broad Superintendents Academy at the Broad Center for the Management of School Systems. She identifies and recruits talented executives to enter a training program which prepares them to lead state education systems, large urban public school systems, and large charter management organizations. Previously, she served as an Admissions Director for MBA admissions at the Kellogg School of Management at Northwestern University. She began her career in finance with the Walt Disney Internet Group. She holds a Bachelor’s Degree in Industrial and Systems Engineering from the University of Southern California, and a Master’s in Business Administration from the UCLA Anderson School of Management.

Board Member Selection

Valiente College Preparatory will have a Board of Directors that ensures the school is a strong organization and remains faithful to its mission. The Board will be composed of seven to fifteen members representing a variety of skill sets and expertise in law, real estate/facilities, finance, accounting, marketing and public relations, governance, education, community development, human resources and strategic planning, unified in their commitment to the mission of Valiente College Preparatory. Some individuals may encompass several areas of expertise. Lead Founder Jacob Wertz has conducted an extensive search to identify and recruit members of a Founding Board who, upon authorization, will transition to become the Board of Directors. The members of our Founding Board represent the vast majority of our desired areas of expertise. After authorization, the Governance Committee will take on the work of meeting prospective Board members and interviewing them, and will bring appropriate candidates to the full Board for consideration and vote as vacancies on the Board arise. Each Board of Directors member will serve a maximum of two consecutive three-year terms.

Governance Procedures and Operations

Board meetings will take place at least once a month, at least ten months each year (a meeting will be scheduled for each month of the year excluding July and December), and will operate in full compliance with the Brown Act. Additional meetings may be called as necessary, and will also abide by all provisions of the Brown Act.

Board Meetings will take place at the school site or a designated space announced at least one week prior to the scheduled meeting.

An annual calendar of board and committee meetings will be established within one month of authorization. Calendars for subsequent years will be established in June of each year.

Dates for the next upcoming four Board Meetings will be posted on the school website, and printed on a schedule posted in a visible location near the school’s front entrance. Agendas for Board meetings will be distributed by email to Board members and posted on the school website a minimum of 96 hours prior to each Board Meeting. Board Actions will be recorded by the Board Secretary and kept on file at the school for public viewing.
Board Decision Making Procedures

Board decision-making procedures are described fully in the Board’s bylaws. A majority of the Directors then in office shall constitute a quorum. All acts or decisions of the Board will be by majority vote of the Directors in attendance, based upon the presence of a quorum, unless a majority vote of the entire Board is otherwise required under the California Corporations Code, as specified in these bylaws. Should there be less than a majority of the Directors present at any meeting, the meeting shall be adjourned. Directors may not vote by proxy.

Stakeholder Involvement

Involvement of parents, family members, and other community stakeholders with the Valiente College Preparatory Board of Directors will be ensured by:

- Creation of a Valiente College Preparatory Parent Advisory Council, whose chair will provide advisory input to the Head of School and the Board of Directors regarding the school’s educational program and other student and family concerns.
- *Cafecitos* (informal parent meetings hosted by members of the school leadership team) held on the Third Thursday of each month during the school year.65
- Posting of Board agendas and minutes in a location on the school site accessible by parents (such as a school lobby or main office) and on the school’s website
- Mid-Year and End-of Year Family Satisfaction Surveys
- Annual Special Education program surveys for families with students receiving Special Education program services (IEPs and 504s)

Teachers and other school employees will have ample opportunity to provide advisory input to the Head of School and other school administrators regarding the school’s educational program during weekly Professional Development time, full-day Professional Development sessions scheduled throughout the year, and in individual meetings scheduled at teacher’s request.

65 *Cafecitos* have been observed by Lead Founder, Building Excellent Schools Fellow, and proposed Head of School Jacob Wertz as an integral part of school and family culture at Endeavor College Preparatory Charter School, which was named a California Distinguished School in 2012. The practice is also implemented at other high-performing Los Angeles charter schools including Equitas Academy. For more information, please see [www.equitasacademy.org](http://www.equitasacademy.org), and [www.endeavorcollegeprep.org](http://www.endeavorcollegeprep.org) respectively.
Element 5: Employee Qualifications

Equal Employment Opportunity

Valiente College Preparatory acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender 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, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

NCLB and Credentialing Requirements

Valiente College Preparatory shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers meet the requirements for employment set forth in California Education Code section 47605(l). Teachers of core and/or college preparatory subjects, and special education teachers, must hold and maintain a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in a non-charter public school would be required to hold in the same assignment. Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

Employee Positions and Qualifications

Valiente College Preparatory Charter School (“Valiente College Preparatory”) will comply with the California Charter Schools Act with respect to teacher certification.

In year one of operation, the staff will include: the Head of School, Director of Curriculum and Instruction, Office Manager, Special Needs Coordinator, and Teachers. At full capacity, the staff will include: the Head of School, Office Manager, Director of Curriculum and Instruction, Director of Operations, Dean of Students, Special Needs Coordinator, and Teachers. In all years during the term of the charter, the school will be supported by a financial back-office vendor.

Due to the “slow growth” model of the proposed charter school, job summaries, position descriptions, and job responsibilities are subject to change at any time and are subject to District approval pursuant to material revision/amendment procedures. A single individual may assume the responsibilities of more than one position for which he or she may be qualified as determined by their resume, job performance, interview and cover letter, especially during the school’s early years. We recognize that as Valiente College Preparatory grows, the organizational chart and job descriptions may vary based upon the needs of our students and the continued growth of our educational program.
Valiente College Preparatory 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.

**General Qualifications**

**Administrators**

Management at Valiente College Preparatory should possess leadership abilities, a comprehensive educational vision that is consistent with the mission of the school, skill in hiring and supervising excellent teachers, a familiarity with charter schools and the target population, technological facility, and management experience.

The minimum criteria for administration candidates include:

- Bachelor’s degree (M.A. or Doctorate preferred)
- Minimum of three years in a position of educational leadership
- Positive references and good reputation
- Administrative credentials preferred

**Staff**

The Valiente College Preparatory staff will ideally have a wide range of skills and leadership qualities, teaching and administrative experience, cultural and ethnic backgrounds, and be as reflective of the Los Angeles community and the student body as possible. It is equally important that staff members are committed to the mission of the school and will contribute positively.

General qualifications will include:

- Ability to work with others in a team
- Flexibility
- Experience with technology
- Strong written and verbal communication skills
- Administrative skills
- Interest in seeking out productive collegial interaction and professional growth
- Exemplification and embodiment of the school’s core values of integrity, perseverance, dignity, pride, respect and compassion
- Ability to successfully work with target population

**Teachers**

Pursuant to Education Code section 47605 (l) all teachers at Valiente College Preparatory will be required to hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. Flexibility will be granted only in accordance with Education Code Section 47605(l) for teachers in non-core courses.

A teacher of core academic subjects must have:
• Bachelor’s degree
• CA teaching credential or have an Preliminary Certificate/Credential for no more than three years while actively working toward completion of CA credential, highly qualified according to NCLB, and demonstrated expertise
• Demonstrated classroom and subject matter competence
• Background Clearance from FBI/DOJ
• TB clearance

Job Descriptions

The following job descriptions outline the key positions at the school, including their qualifications and responsibilities. Job descriptions will be revised as necessary to reflect the needs of the school.

• Head of School
• Director of Curriculum and Instruction
• Dean of Students
• Director of Operations
• Special Needs Coordinator
• Teachers and Enrichment
• Office Manager

Head of School

The Head of School’s responsibilities include management of all areas of the school including academic achievement, personnel management and financial oversight.

Leadership Skills and Characteristics

• Embody, advocate, and operationalize the mission, vision, and strategic direction of Valiente College Preparatory
• Create, monitor, and sustain a school culture of academic rigor through clear expectations of students, families, faculty, and leadership team
• Demonstrate a strong passion for education by developing mission-driven programs and policies
• Advocate on behalf of the students, families, and faculty in a way that is consistent with the mission of the school
• Achieve dramatic and consistent improvement in student academic performance
• Provide the essential data, relevant reports, and information necessary to govern the school in a timely manner
• Knowledge of budgetary planning and accounting principles
• Proven understanding of statistical data and analysis
• Proven effectiveness in community relationships and acquiring sponsorship from private sectors
• Knowledge of educational and regulatory compliance at all governmental levels
• Support the professional development and growth of faculty and administrative staff
• Communicate as the primary spokesperson for the school and advocate to all external audiences including investors, media, community partners, government, organizations, and local leaders
• Comply with the charter, accountability requirements, and all relevant law

Administrative Duties

• Provide day–to-day leadership of the school
• Recruit, appoint, support, manage, and evaluate the Director of Curriculum and Instruction and Director of Operations
• Recruit, hire, evaluate, and terminate all staff members
• Manage leadership team
• Recruit and enroll students, including facilitation of public lottery
• Along with the Director of Curriculum and Instruction, lead community meetings, faculty meetings, and school leadership meetings
• Administer, teach, and lead professional development when appropriate
• Use data driven analysis to evaluate teacher performance and student academic achievement
• Provide all necessary resources, training, and materials for the staff to effectively raise student academic achievement
• Sets goals and objectives, evaluate performance, and develop growth/skill strengthening plans for the Director of Curriculum and Instruction and staff
• Recommend staffing levels and budgetary priorities to the Board of Directors
• Provide leadership and empower Director of Curriculum and Instruction and staff to achieve both measurable and intangible academic deliverables
• Document and disseminate the school’s academic and operational processes
• Develop and implement fundraising initiatives that contribute to student and staff development and meet school’s financial commitments
• Mediate and manage school-related conflicts
• Handle employment and dismissal of personnel, salaries and contracts, job assignments and performance evaluation, and orientation and training
• Establish budgets and plans to ensure that school meets its financial commitments to its students, staff, and community
• Lead and resource the application process for governmental funding, including grants
• Interface with community and business leaders to achieve academic, marketing, and financial goals for the school and to share best practices
• Work to ensure the school’s commitment to diversity and visibility within the urban community
• Manage and allocate the finances of the school (budget, cash flow, development, grants, contracts, bonuses, etc.) prudently and efficiently to maximize student achievement
• Work with the Board and its Committees to marshal resources for capital improvements and a permanent facility, for extracurricular curricular opportunities, and supplemental academic programs
• Ensure the accuracy of all financial documents in conjunction with the operation of the school including budgets, cash flow statements, expenditures, revenues, payroll, benefits, taxes, etc.
• Perform and execute any other tasks as assigned by the Board of Directors
Qualifications and Experience

- Strong commitment to the mission and vision of the school
- Experience in education, strategic planning, staff development, board relations, financial management, and operations
- Motivational and energetic leader who is committed to excellence
- Solutions-oriented strategic thinker who has overcome complex organizational challenges
- Unwavering in pursuit of excellence even in the face of difficult opposition and challenges
- Results-driven educational leader with a commitment to standards-based curriculum and the use of data and assessments to drive instructional decisions
- Teaching experience in urban areas with marked and measurable success
- Fundraising experience with a history of cultivating and securing financial support from individuals, foundations, and corporations
- Experienced public speaker
- Well-developed technical and persuasive writer

Director of Curriculum and Instruction

The Director of Curriculum and Instruction provides instructional leadership for the ultimate academic success of the school.

Leadership Skills and Characteristics

- Embody, advocate, and operationalize the mission, vision, and strategic direction of the school’s academic program
- Create, monitor, and sustain a school culture of academic rigor through clear expectations of students, families, faculty, and administrators
- Advocate on behalf of the students, families, and faculty in a way that is consistent with the mission of the school
- Achieve dramatic and consistent improvement in student academic performance
- With the Head of School, recruit, interview, select, evaluate, and retain outstanding instructional staff
- Support the professional development and growth of faculty
- Administer, teach and lead professional development when appropriate
- Design and implement a coherent research-based curriculum in the core subjects
- Along with the Head of School, lead community meetings, faculty meetings, and administrative meetings
- Comply with the charter, accountability requirements, and all relevant laws
- Provide all relevant data, reports and information to the administrative team
- Advise the Head of School regarding monthly reports to the Academic Accountability Committee
- Create, monitor, and sustain a disciplined culture of high academic and behavioral standards
- Support the needs of the faculty in reaching the goal of all children learning
- Work collaboratively with the Head of School
• Observe teachers on a regular basis and provide detailed feedback both written and oral, formal and informal

Administrative Duties

• Develop school systems and structures that will maximize student learning
• Evaluate academic achievement through detailed data analysis and present that information to faculty and administrators in an easily accessible format
• Provide all necessary resources, training, and materials to the teaching staff to effectively raise student academic achievement
• Assist in student recruitment and family outreach
• Set and monitor grading policies and practices, classroom structures, and teaching methodologies to ensure school wide consistency
• Design the school’s academic standards, benchmarks, assessments, and curriculum to align with state and national standards
• Assist in the planning and implementation of the teacher summer professional development
• Coordinate administration to students of all standardized evaluations including six-week assessments, CST tests, CELDT and national norm-referenced exams
• Document and disseminate the schools’ curriculum units and academic processes
• Mediate and manage conflicting demands of the teaching staff
• Establish personnel policies and standards of conduct in conjunction with the administrative team
• Set and monitor the teaching schedule for the core faculty
• Prepare and submit timely reports and evaluations to all external agencies and funding sources as required
• Serve as the substitute teacher as needed
• Perform other tasks as assigned by the Head of School

Qualifications and Experience

• Strong commitment to the mission and vision of the school
• Experienced in education, strategic planning, and staff development
• Motivational and energetic leader who is committed to excellence
• Unwavering in pursuit of excellence even in the face of difficult opposition and challenges
• Results-driven educational leader with a commitment to standards-based curriculum and the use of data and assessments to drive instructional decisions
• Teaching experience in urban areas with marked success and quantifiable and objective student performance gains that surpass state averages
• Proven ability to work collaboratively with a diverse team of teachers
• Analytical problem-solver and solutions-oriented strategic thinker who overcomes difficult organizational challenges
• Three to five years of urban teaching and educational leadership experience is preferred
• Special Education Credential emphasis preferred

Dean of Students

The Dean of Students cultivates a safe and secure learning environment for all students.
Leadership Skills and Characteristics

- Cultivate a safe environment for learning, including ensuring that student conduct is maintained and discipline is enforced fairly and consistently
- Support the Head of School and Director of Curriculum and Instruction in providing professional development and growth of faculty
- Administer, teach, and lead professional development when appropriate
- Comply with the charter, accountability requirements, and all relevant laws
- Work collaboratively with the Head of School

Administrative Responsibilities

- Supervise the consistent and fair administration and tracking of student conduct and discipline data
- Create, implement, and evaluate programs that increase student motivation and reduce disciplinary referrals
- Provide all relevant data, reports, and information to the administrative team
- Advise and assist the Head of School regarding monthly reports to the Academic Accountability Committee relating to student discipline
- Investigate and resolve all student disciplinary matters
- Serve as liaison to parents and facilitate parent education and involvement, including reinforcing the need for parents to support the school’s policies and practices for student discipline, dress code, homework, and events
- Coach teachers on classroom behavior management techniques
- Assist in making formal reports to the Board of Directors on student conduct, school safety and related matters
- Implement policies and procedures for student dress code, discipline and other policies related to maintaining a positive school culture of learning and achievement
- Facilitate faculty and staff development related to school culture and consistent enforcement of student discipline
- Organize events including home visits, cafecitos, and parent conferences
- Undertake administrative and instructional duties as the Director of Curriculum and Instruction may assign

Qualifications and Experience

- Strong commitment to the mission and vision of the school
- Savvy and solutions-oriented communicator who overcomes difficult organizational challenges
- Experienced in education, strategic planning, and staff development
- Motivational and energetic leader who is committed to excellence
- Unwavering in pursuit of excellence even in the face of difficult opposition and challenges
- Proven ability to work collaboratively with a diverse team of teachers
- Three to five years of urban teaching and educational leadership experience is preferred
- Spanish-language fluency is preferred
**Director of Operations**

The Director of Operations ensures that systems, procedures, and tools are designed and executed to maximize opportunities for student learning.

**Leadership Skills and Characteristics**

- Administer, teach, and lead professional development when appropriate
- Comply with the charter, accountability requirements, and all relevant law
- Provide all relevant data, reports, and information to the administrative team
- Advise the Head of School regarding monthly reports to the Academic Accountability Committee and Finance Committee relating to school revenues and expenses
- Work collaboratively with the Head of School
- Promote and maintain a positive and effective school climate by ensuring that all interactions with staff, students, parents, and the public at large are prompt, efficient, helpful and friendly

**Administrative Responsibilities**

- Manage the enrollment, transfer, discharge, and readmission process for students and the preparation of related records and files
- Prepare student enrollment and attendance reports
- Supervise the maintenance of student records, including assessment results, test scores, discipline citations, medical reports and records, and other documents
- Supervise student medication dispensation and injury reports
- Obtain, receive, and distribute or store classroom, school office and teacher work room materials and supplies; maintain ongoing inventory; process packing slips
- Maintain school web site and social media
- Assist in writing, publication, and distribution of weekly school newsletter
- Prepare and maintain purchase orders and other expense records
- Approve, log, and monitor expenditures; resolve discrepancies; and ensure expenditures are within budget allowances for the month and year
- Organize interview process for hiring certificated and classified staff
- Hire, train, and evaluate classified staff including Office Manager
- Prepare and process facility use agreements
- Monitor facility cleanliness, orderliness, and wear and tear; manage processes for facility clean-up or improvement
- Manage all aspects of the school food program, including collection of student forms and evaluation of vendors
- Perform other duties as assigned by Head of School

**Qualifications and Experience**

- Strong commitment to the mission and vision of the school
- Analytical problem-solver and solutions-oriented strategic thinker who overcomes difficult organizational challenges
- Experienced in education, strategic planning, and staff development
- Motivational and energetic leader who is committed to excellence
- Proven ability to work collaboratively with a diverse team of teachers
- Two years of experience in a school-based operations position
- Three to five years of urban teaching and educational leadership experience is preferred

**Special Needs Coordinator**

**Leadership Skills and Characteristics**

- Support the Director of Curriculum and Instruction in providing professional development and growth of faculty
- Administer, teach, and lead professional development when appropriate
- Comply with the charter, accountability requirements, and all relevant law
- Provide all relevant data, reports, and information to the administrative team
- Advise the Head of School regarding monthly reports to the Academic Accountability Committee relating to Special Needs population
- Work collaboratively with the Head of School
- Foster a school culture and community which embraces and celebrates all students

**Administrative Duties**

- Increase student achievement via quality instructional methods
- Design instruction, both individual and small group, which parallels the general education assessments curriculum
- Monitor student progress, participating in review and revision of IEP, as appropriate
- Ensure that students have appropriately written IEPs
- Develop and implement plans following a process that reviews and considers all relevant factors including assessment data, curriculum-based measurements and input from all team members
- Monitor the plan to ensure program compliance: that required timelines are being observed; that direct services, accommodations, modifications and other services indicated on the plan are being implemented across all school settings; and that the student is benefitting from the services provided
- Coordinate the provision of all specialized services at the school, including IEPs, 504 plans, and English Learners
- Coordinate the school’s SST (Student Success Team) process and lead SST meetings when appropriate
- Coordinate the school’s CELDT, RFEP, and related assessments and systems for supporting and re-classifying English Learners
- Provide all necessary resources, training, and materials to the teaching staff to effectively raise academic achievement of students requiring specialized services, including English Learners
- Assist in student recruitment and family outreach
- Design the school’s academic standards, benchmarks, assessments, and curriculum to align with state and national standards
- Assist in the planning and implementation of Summer PD
- Prepare and submit timely reports and evaluations to the Head of School and all external agencies and funding sources as required
- Teach as needed
- Perform other tasks as assigned by the Head of School
Qualifications and Experience

- Valid Special Education Credential
- Strong commitment to the mission and vision of the school
- Experienced in education, strategic planning, and staff development
- Motivational and energetic leader who is committed to excellence
- Unwavering in pursuit of excellence even in the face of difficult opposition and challenges
- Results-driven educational leader with a commitment to standards-based curriculum and the use of data and assessments to drive instructional decisions
- Teaching experience in urban areas with marked success and quantifiable and objective student performance gains that surpass state averages
- Proven ability to work collaboratively with a diverse team of teachers
- Analytical problem-solver and solutions-oriented strategic thinker who overcomes difficult organizational challenges
- Three to five years of urban teaching and educational leadership experience is preferred
- Spanish language fluency is preferred

Teachers and Enrichment

Valiente College Preparatory teachers are relentless in their aim to see student growth and work to hone their skills as effective teachers in the classroom.

Leadership Skills and Characteristics

- Embody and advocate the mission, vision, and strategic direction of the school
- Work closely with the Director of Curriculum and Instruction to develop and implement strategies for all students to reach success
- Reinforce school-wide rules and expectations in the classroom and lesson plans
- Communicate effectively and maintain strong relationships with students, families and colleagues
- Assist in the design and implementation of research-based curriculum
- Maintain the school culture of high academic and behavioral expectations through continuous reflection
- Use the detailed data analysis of student performance to inform best practices
- Be able to work cooperatively with colleagues
- Knowledge of how to integrate and plan CA Standards-Based lessons and curriculum

Administrative Duties:

- Assist in student the arrival and departure, transitions between class periods, and lunch periods
- Complete lesson plans and submit to Director of Curriculum and Instruction in a timely manner
- Providing supervision before- and after-school and at lunch and/or recess as assigned in order to maintain student safety
- Planning and delivering thorough, challenging, standards-based lesson that ensure all students master required content
• Assessing students daily through informal measures and at least one formal test or quiz each week
• Creating comprehensive chapter and/or unit tests, as well as cumulative final exams
• Reinforcing school-wide rules and expectations in classrooms and elsewhere on campus
• Reflecting continually in order to ensure a culture of high academic and behavioral standards
• Communicating effectively with students, parents, and colleagues
• Using detailed data analysis of student performance to inform best practices
• Identifying students who are academically at risk and initiating effective intervention strategies
• Complete any other tasks assigned by Director of Curriculum and Instruction or Head of School

Qualifications and Experience

• California Teaching Credential
• Successful manager of an urban classroom who has used structure and high expectations to drive student success
• Experienced classroom teacher with demonstrated quantifiable and objective student performance gains
• Ability to work with a variety of learning abilities, including those with special needs and low skill level in a heterogeneously grouped classroom setting
• Demonstrated ability to work well in a team, especially with parents and community members
• Analytical problem solver
• Basic understanding of data analysis
• Two or more years of teaching in an urban area preferred

Office Manager

The administrative assistant is responsible for the daily operations of the front office.

Leadership Skills and Characteristics

• Believe in the school mission that all students should be prepared to graduate college
• Exhibit strong reception skills and interpersonal skills in English and Spanish
• Independently, or in accordance with general instructions, compose correspondence concerning a wide range of subjects requiring a thorough knowledge of policies, regulations, and operational procedures
• Strong organizational skills
• Able to communicate effectively with various stakeholders (Board members, parents, students, teachers, school leadership)

Administrative Duties

• Collect and enter data into administrative databases
• Serve as a general office manager by ordering, managing, and maintaining inventory of school supplies
• Take notes in meetings and conferences and prepare accurate summaries
• Coordinate special events
• Collect and enter student attendance and make follow-up calls with families
• Coordinate school mailings
• Coordinate daily distribution of homework and detentions
• Develop and edit school newsletters
• Serve and coordinate breakfast, lunch, and snack
• Review and edit documents to ensure consistency with policies, regulations, operational procedures, formatting, grammatical construction, and punctuation
• Maintain school calendar
• Contact parents and emergency assistance agencies in the case of serious illness or injury
• Create systems to file all important school documents
• Complete other responsibilities as the Head of School and Director of Curriculum and Instruction may request

Qualifications and Experience
• Bilingual in Spanish and English Oral and Written Proficiency Required
• College degree preferred
• Previous experience as an administrative assistant
• Proficiency in all Microsoft applications
• Prior experience in urban communities preferred

Employment Policies and Procedures

Hiring Protocol

The Board of Directors will hire the Head of School. All other staffing decisions will be made by the Head of School.

Staff Recruitment and Selection Process

To ensure selection of the highest quality staff, we will implement the following staff selection process:

1. Posting of job openings (online, newspaper, through referrals, and email)
2. Use of teacher recruitment programs and career fairs
3. Request of a resume, cover letter, and short essay responses
4. Short introductory interview (in-person or by phone)
5. Sample teaching lesson followed by debrief with Head of School and Director of Curriculum and Instruction
6. Extensive interview with multiple members of the school’s existing staff
7. Verification of credential and previous employment, State and Federal background checks, and professional and personal reference checks of strong candidates
8. The Head of School will make the offer of employment to the strongest candidates

Teacher Credential Assurance

Valiente College Preparatory agrees to comply with the provisions of No Child Left Behind (NCLB) as they apply to certificated and paraprofessional employees of charter schools. It will
conform to the legal requirement that all Valiente College Preparatory teachers shall hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold.

Valiente College Preparatory will not discriminate against any employee on the basis of race, religious belief, color, sex, pregnancy, sexual orientation, age, national origin, ancestry, physical or mental disability, medical condition, marital status, or any other protected classification, in accordance with applicable law.

Valiente College Preparatory shall comply with Education Code Section 44237 and 45125.1 regarding the requirement to fingerprint and obtain background clearance before employment of staff. Prior to employment, each employee must furnish and up-to-date Mantoux Tuberculosis (TB) test result, and documents establishing legal employment status.

**Recordkeeping and Minimization of Use of Emergency Credentialed Teachers**

Valiente College Preparatory will maintain current copies of all teacher credentials and ensure that they are readily available for inspection. Valiente College Preparatory will take all steps necessary to minimize the use of teachers holding emergency credentials, including active recruitment of duly credentialed teachers through EdJoin, the California Charter School Association, the Charter School Development Center, and local newspapers. Valiente College Preparatory will seek to maintain a potential list of credentialed teachers from which to draw in the case of a teacher vacancy during the school year.

The Valiente College Preparatory Head of School or designee will ensure that credentials are processed and maintained in accordance with requirements as set forth by the Commission for Teacher Credentialing and the State’s interpretation of Highly Qualified for the purposes of compliance with No Child Left Behind. Credentials will be reviewed during the hiring process for new staff and reviewed on an annual basis for all staff. All credential materials will be kept at the school.

**Staff Compensation and Benefits**

The Head of School in consultation with the Board of Directors will develop a salary schedule for the school. This salary schedule will be based on, but not be limited to, the salary scale of the Los Angeles Unified School District, the salaries of leading private and charter schools in Los Angeles and surrounding communities, and best practices in salary schedules among national charter schools. Administrative and staff salaries will be set at the discretion of the Executive Director, based on the candidate’s experience and responsibilities. The salary of the Head of School will be set by the Board of Directors.

A comprehensive benefits package (medical, dental, and retirement) will be included as part of each full-time employee’s compensation.

**Performance Evaluation**

All Valiente College Preparatory staff will be evaluated by their supervisors once a year. Annual goals and objectives will be developed jointly by each staff member and the supervisor in accordance with the mission and vision of Valiente College Preparatory. Staff evaluations will be based on the degree to which goals and objectives have been achieved. If a staff member is having difficulties achieving his/her goals, the supervisor will provide appropriate support and training.
Procedures for Background Checks

Employees and contractors of Valiente College Preparatory will be required to submit to a criminal background check and finish a criminal record summary as required by Ed. Code 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Head of School shall monitor compliance with this policy and report to the Valiente College Preparatory Board of Directors on a quarterly basis. The Valiente College Preparatory Board Chair shall monitor the fingerprinting and background clearance of the Head of School. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.
**Element 6: Health and Safety Procedures**

**Health, Safety and Emergency Plan**

Valiente College Preparatory shall have a comprehensive site-specific Health, Safety and Emergency Plan, including the acquisition and maintenance of adequate onsite emergency supplies, in place prior to beginning operation of the charter school. Valiente College Preparatory shall ensure that staff receives annual training on Charter School’s health, safety, and emergency procedures, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. Charter School shall periodically review, and modify as necessary, its Health, Safety and Emergency Plan, and keep it readily available for use and review upon CSD request.

**Family Educational Rights and Privacy Act (FERPA)**

Valiente College Preparatory, including its employees and officers, shall comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

**Criminal Background Checks and Fingerprinting**

Charter School shall require all employees of Charter School, all volunteers who will be performing services that are not under the direct supervision of a Charter School employee, and any onsite independent contractors or vendors having unsupervised contact with students, to submit to criminal background checks and fingerprinting in accordance with state law. Charter School shall maintain on file and available for inspection evidence that Charter School has performed criminal background checks and cleared for employment all employees prior to employment, and documentation that independent contractors and vendors have conducted required criminal background checks for their employees prior to any unsupervised contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice to ensure the ongoing safety of its students.

**Immunization and Health Screening Requirements**

Charter School shall require its employees, and any volunteer, vendor, or independent contractor who may have frequent or prolonged contact with students, to be examined and determined to be free of active tuberculosis as described in Education Code section 49406. Charter School shall maintain TB clearance records on file.
Charter School shall provide for the immunization and health screening of its students, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain immunization records on file.

Additional Health and Safety Precautions

In addition to district-required health and safety precautions described above, Valiente College Preparatory will develop and implement plans and procedures to address the following concerns related to the health and safety of all students and employees:

Child Abuse; Harassment; Emergency Preparedness for Fire, Earthquake, and Other Natural Disasters; Attack, Medications; Allergens; Blood Borne Pathogens; Drug/Alcohol/Tobacco Free School; Food Services
Element 7: Means to Achieve Racial and Ethnic Balance

Court-ordered Integration

Charter School shall comply with all requirements of the Crawford v. Board of Education, City of Los Angeles court order and the LAUSD Integration Policy adopted and maintained, pursuant to the Crawford court order, by the District’s Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD.

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

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

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

The District and Valiente College Preparatory 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”). Valiente College Preparatory 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 charter school.

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

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

Federal Program Compliance

As a recipient of federal funds, including federal Title I, Part A funds, Valiente College Preparatory 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. Valiente College Preparatory understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Valiente College Preparatory 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 Program eligibility and status, if applicable; otherwise, identify and maintain roster of eligible students for the Title I Targeted Assistance School Program

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

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

Valiente College Preparatory also understands that as part of its oversight of Charter School, the District may conduct program review for federal and state compliance.

**Court-Ordered Integration**

Valiente College Prep, upon authorization, will implement a targeted, aggressive recruitment plan to ensure that, prior to our proposed August 2015 opening, we are fully enrolled with our target of 70 fourth and 70 fifth grade students and that we have a robust waitlist to guard against attrition challenges as experienced by some charter operators.

We have engaged the community deeply within the planning phases. Our community partners include:

- Southeast Community Development Corporation
- Bicycle Casino Community Foundation
- St. Francis Medical Center

Outreach strategies will take place immediately following authorization until August 2015. Valiente College Preparatory’s planned outreach efforts will include, but are not limited to:

- Development of marketing materials in English and Spanish
- Presentations and flyer distribution at community meetings/events:
  - Church meetings
  - City Council meetings for the cities of South Gate, Bell, Cudahy, and Huntington Park

66 Should there be need for additional languages based upon the needs of the community, we will provide further translations.
• Presentations and flyer distribution at community organizations and community centers, such as:
  o Southeast Community Development Corporation
  o St. Francis Medical Center Children’s Counseling Center
  o St. Francis Medical Center Health Benefits Resource Center
  o The Bell Community Center
  o City of Bell Technology Center
  o Leland R. Weaver Library (County of Los Angeles Public Library)
  o Bell Library (County of Los Angeles Public Library)
  o Maywood Cesar Chavez Library (County of Los Angeles Public Library)
  o Graham Library (County of Los Angeles Public Library)
  o Alma Reaves Woods – Watts Branch (Los Angeles Public Library)
  o Hermandad Mexicana Nacional – South Gate Office
  o Hermandad Mexicana Nacional – Huntington Park Office
  o Greater Emmanuel Temple
  o Sagrado Corazon y Santa Maria Guadalupe Catholic Church
  o Ebenezer Baptist Church
  o Saint Helen’s (Santa Elena) Church
  o St. Gertrude Church
  o St. Matthias Church
  o Southland Christian Church
  o Los Amigos Golf Course (Los Angeles County Department of Parks and Recreation)
  o Ernest Debs Park
  o South Gate Park

In addition, we will engage the community through a number of venues and events, including but not limited to, greeting and speaking with families at local businesses, grocery stores, WIC centers, libraries, and restaurants; engaging in community events, fairs, and carnivals; holding information tables at shopping centers, social services agencies, housing projects, faith-based organizations, medical centers, and apartment complexes. In addition, we will employ the following approaches:

• Presentations and flyer distribution at adult classes, such as those held at local public libraries, park and recreation centers, etc.
• Open Houses and informational meetings at the school site
• Outreach to local television, radio, and print media reporters
• Advertisements in local newspapers, local organization newsletters, and local radio stations:
  o Newspapers including: *The Los Angeles Times; The Daily News; The Los Angeles Sentinel; Hoy; La Opinion*
  o Radio stations, including Spanish-language stations such as 93.9 and 96.3 FM and 930 and 1020 AM

**Achieving LAUSD Racial and Ethnic Balance Ratio**

Valiente College Preparatory will keep on file documentation of the efforts made to achieve the racial and ethnic balance, as well as an accurate accounting of the ethnic and racial balance of students enrolled in the school.
As described in our community description located in Element One and recruitment plan located in Element Seven, Valiente College Preparatory seeks to serve families in Southeast Los Angeles, with a particular emphasis on outreach and recruitment in the underserved community of South Gate. The local public school population has a large Hispanic population as well as a high socio-economically disadvantaged population. Valiente College Preparatory anticipates that our students will reflect similar socioeconomic statistics.

No admission test will be required for enrollment. Tests may be administered, after enrollment, to determine appropriate course placement for students entering after the fifth grade.

Valiente College Preparatory is committed to maintaining a racial and ethnic balance of its students that is reflective of the general population residing within the Los Angeles Unified School District’s territorial jurisdiction.

To accomplish this, Valiente College Preparatory will conduct the following recruitment efforts, outreach programs, and activities:

- Maintain student demographic data to ensure accurate accounting of racial and ethnic balance of students enrolled in the school
- Develop and distribute flyers or brochures, applications, and other recruitment materials that reflect the diversity of the community and that are in English and Spanish (the languages of the families in the surrounding neighborhood) and other languages as the community may reflect
- Use various distribution channels to enable public relations efforts to reach a wide audience, including community presentations, flyers, the school website, and/or sending out press releases to the local media
- Visit local elementary schools that will serve as feeders to Valiente College Prep

Since Valiente College Preparatory plans to be located in or near South Gate, outreach efforts will be targeted in that geographic area. This will ensure that Valiente College Preparatory’s racial and ethnic balance is reflective of the District schools nearby.
Element 8: Admission Requirements

McKinney-Vento Homeless Assistance Act

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

Non-Discrimination

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

Charter School shall not request or require submission of a student’s IEP, 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

Admission Requirements

Valiente College Preparatory Charter School (“Valiente College Prep”) will admit all pupils who wish to attend the school as outlined in Education Code, Section 47605(d)(2)(A).

Student Recruitment

Valiente College Preparatory aims to serve students in need of a high quality, public, college preparatory educational option. We are open to enrolling all students; however, as outlined in Element 7 of this petition, we have targeted our recruitment efforts in South Gate and surrounding cities in Southeast Los Angeles.

Lottery Preferences and Procedures

Preference for available spaces will be given in order of the following:

- Residents in the Los Angeles Unified School District (LAUSD) who have siblings currently enrolled in the school
• Students who reside within the boundaries of the LAUSD
• Siblings of other students who reside outside the boundaries of LAUSD
• Other California residents

No other preferences shall be given in the lottery or admissions process.

**Lottery and Enrollment Procedure**

In the event that the number of interested applicants exceeds the number of seats available, and in accordance with *California Education Code 47605(d)(2)(B)*, a random public lottery will be held.

The Head of School will begin the lottery by acknowledging students who are given preference, including siblings and students residing within the boundaries of the LAUSD.

Following the introduction and outline of the lottery process and rules from the Head of School, a neutral third party will draw student names from a container until all openings are filled and all applicants have a prioritized slot on the school’s waiting list. By the close of the lottery, all students will have either an identified seat or an identified spot on the waiting list.

Should there not be more applicants than seats available by the close of the enrollment period on the first Friday in April at 5:00 PM, all applicants will be notified in writing that they have a seat in the school, and all families will have two weeks to confirm their acceptance of the seat. We will continue to accept applications, admitting students on a rolling and first-come, first-served basis. After all seats have been accepted, we will populate our waiting list.

The timeline for enrollment procedures is as follows:

*Figure 19: Enrollment Procedures*

<table>
<thead>
<tr>
<th>Action Item</th>
<th>Timeline</th>
<th>Details</th>
</tr>
</thead>
</table>
| **Open Enrollment Period**       | First business day after January 1, 8:00 AM through first Friday in April, 5:00 PM | • Families complete application form, and submit – either in person or via mail – to Valiente College Preparatory  
• Families may attend information session |
| **Random Public Lottery**        | Second Saturday in April, 10:00 AM            | • Held if the number of applicants exceed available seats               |
| **Notification of Enrollment Status** | If a lottery takes place: within three business days of the lottery  
If no lottery takes place: within three business days of the conclusion of the Open | • Families will be notified, in writing and via U.S. mail, either of acceptance or place on waiting list |
Enrollment Period.

<table>
<thead>
<tr>
<th>Enrollment Acceptance</th>
<th>May 1</th>
<th>Families return completed acceptance form</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family Orientation Meetings</td>
<td>Held in May, June, and August</td>
<td>Families receive additional information about start of school year, bring completed enrollment paperwork</td>
</tr>
</tbody>
</table>

Families who submitted a completed application by the close of the enrollment period and its deadline of the first Friday in April at 5:00 PM will be notified in writing of the lottery’s date, time, location and rules. The date and time of the lottery will be published on Valiente College Preparatory’s website. Parents are invited but not required to attend. The Head of School will introduce the lottery and explain the process to all stakeholders. To ensure the inclusion of all stakeholders and community residents who wish to attend, the random public lottery will be conducted in both English and Spanish in a location that is widely accessible and at a time that allows the greatest number of interested individuals and parties to attend.

In the event that a lottery must be held, all interested families will receive a comprehensive letter via U.S. Postal Mail detailing the lottery process.

If a lottery need not be held, interested families will receive an offer of enrollment, along with instructions detailing how to complete and return the enrollment form, via U.S. Postal Mail.

Prior to the start of the lottery, the rules will be explained in both English and Spanish. The proposed community has a significant Hispanic population and as such, translation services will be provided. The rules of the lottery, including any preferences that will be given, will be distributed in writing in both English and Spanish and with other languages as needed.

To ensure that the lottery is conducted fairly and accurately, a multi-step process is followed. The process is outlined below.

- Student names will be printed on slips of paper and placed into a box.
- Each student’s name, as drawn, will be read out loud twice by two neutral persons.
- A final check of the lottery’s results will be conducted by a third individual before the final results are announced.

The lottery will begin with students given preference under the terms of California Law and the Valiente College Preparatory charter petition. Slips will be pulled until all openings are filled; all remaining slips will be then be pulled to populate the waitlist.

In the event that a lottery needs to be held, it will be conducted on the third Saturday in April at 10:00 AM. The lottery will be conducted at the school. If the lottery is not held at the school, Valiente College Preparatory will ensure that the location is reasonably accessible to all interested stakeholders who wish to attend.

The waiting list will be established from the pool of applicants that do not receive admission to Valiente College Preparatory through the random public lottery or, if no lottery is necessary, from applicants once all seats have been accepted.
Separate lotteries for each grade level will be held. During the lottery, all applicants’ names will be called. Once the number has exceeded the number of seats available within each grade level, the waiting list for that grade level will be established. The waiting list will be used to fill student vacancies before and during the school year.

Priority on the waitlist will only be given to those students whose sibling has been enrolled into the school from the waitlist. In that instance, the sibling would move to the number one spot on the waitlist due to sibling preference.

Means of Notifying Families

Families will be notified of the status of their application within three business days of the Lottery, or three business days of the conclusion of the Open Enrollment Period, through written notice sent through the U.S. Postal Mail. The notice will state whether they have an enrollment seat or if they are on the waitlist. Families who are offered a seat will receive an enrollment form to return to the school. Families placed on the waitlist will be notified of their specific spot on that list.

If a seat becomes available during the school year, the school will contact the first family on the waiting list via telephone and offer them a seat. Should the family formally decline the seat or fail to respond to communication within two business days, the next family on the waitlist will be contacted until the seat is filled.

Waitlists will be rolled over from year to year and all additional applicants will be added to the pre-existing waitlists through the random public lottery. All families reserve the right to ask to be removed from the waitlist.

Method for Documenting Fair Execution of Lottery Procedure

All records of the lottery are made available, upon request, for public viewing. The school shall keep meticulous records of specific policies and procedures outlined for the lottery as well as a list of attendees, enrollment forms, established enrollment lists, and waitlists. The lists will be kept in a binder in the front office and will be accessible for public review and inspection upon request.

All incoming enrollment forms will be date and time stamped to ensure accuracy and equity across all applicants.
Element 9: Annual Financial Audits

The annual audit shall be conducted in compliance with the California Education Code 47605(b)(5)(I) as it is amended from time to time.

The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD, each year:

a. Provisional Budget – Spring prior to operating fiscal year
b. Final Budget – July of the budget fiscal year
c. First Interim Projections – November of operating fiscal year
d. Second Interim Projections – February of operating fiscal year
e. Unaudited Actuals – July following the end of the fiscal year
f. Audited Actuals – December 15 following the end of the fiscal year
g. Classification Report – monthly according to school’s Calendar
h. Statistical Report – monthly according to school’s Calendar of Reports

In addition:

- P1, first week of January
- P2, first week of April
i. Instructional Calendar – annually five weeks prior to first day of instruction
j. Other reports as requested by the District

Annual Audit Procedures

Valiente College Preparatory will develop and implement controls necessary to gather and prepare information for all jurisdictional and financial reporting requirements. The Head of School, Director of Operations, and Finance Committee of the Board will be knowledgeable about the California Department of Education’s audit guide (“Standards and Procedures for Audits of California K-12 Local Education Agency”).

An ad hoc Audit Committee of the Board of Directors will select an appropriate auditor through a Request for Proposal format. The auditor will have, at minimum, a CPA and experience working with educational institutions, preferably charter schools.

As required under California Education Code 47605(b)(6)(I), Valiente College Preparatory will hire an independent auditor to complete an annual fiscal audit. The Head of School will work closely with the Finance Committee and with business management partner ExED to gather and prepare information for all jurisdictional and financial reporting requirements. As such, Valiente College Preparatory’s Head of School, Director of Operations, and Office Manager will develop and implement necessary internal controls and reporting systems, and will work with the independent auditor to complete the audit.
The Head of School will review the State Controller’s list of approved educational audit providers to ensure that the selected auditor is approved to conduct charter school audits.

At the conclusion of the annual audit, the Audit Committee will review the audit. The Head of School and the Director of Operations, along with the Finance Committee and the back office business support provider, will then review any audit exceptions or deficiencies to the Valiente College Preparatory Board of Directors with the recommendations and timelines for how to resolve them. The Board will submit a report to the District, describing how the deficiencies have been or will be resolved, as well as the anticipated timelines for resolution.

Valiente College Preparatory’s fiscal audit is a public document and as such will be maintained in the school’s main office and provided to the public upon request.

Within four months of the close of the fiscal year, Valiente College Preparatory will have completed its annual audit, and a copy of the auditor’s findings will be forwarded by the Head of School to the Los Angeles Unified School District, the County Superintendent of Schools, the State Controller, the California Department of Education, and any other required agencies by the statutory deadline (December 15th).
Element 10: Suspension and Expulsion Procedures

General Provisions

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

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

Charter School shall ensure that its staff is knowledgeable about and complies with the District’s Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree.

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

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

Students with Disabilities

Charter School shall implement operational and procedural guidelines ensuring compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center.

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team, including a District representative, will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District’s Special Education Policies and Procedures Manual. Prior to recommending expulsion
for a student with a 504 Plan, Charter School’s administrator will convene a Link Determination meeting to ask the following two questions:

A. Was the misconduct caused by, or directly and substantially related to the student’s disability?

B. Was the misconduct a direct result of the Charter School’s failure to implement 504?

**Notification of the District**

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- completed “Notification of Charter School Expulsion” [form available from the CSD website or office], including attachments as required on the form
- documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School’s policies and procedures were followed
- copy of parental notice of expulsion hearing
- copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student’s compliance for reinstatement, appeal process, and options for enrollment
- if the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
- if the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
  A. Was the misconduct caused by, or directly and substantially related to the student’s disability?
  B. Was the misconduct a direct result of Charter School’s failure to implement 504 Plan?

Notwithstanding the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the Superintendent of the student’s district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code sections 49068 (a) and (b).

**Outcome Data**
Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

**Rehabilitation Plans**

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School’s governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

**Readmission**

Charter School’s governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School’s governing board shall readmit the pupil, unless Charter School’s governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil’s parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil’s parent/guardian within a reasonable time.

**Reinstatement**

Charter School’s governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

**Gun Free Schools Act**

Charter School shall comply with the federal Gun Free Schools Act.
Discipline Foundation Policy

Valiente College Preparatory students will abide by a clear Code of Conduct based on the philosophy that classroom respect and order are essential for academic progress, that students benefit from the explicit teaching of acceptable behavior, and that having immediate and clear consequences for seemingly minor infractions guarantees that major infractions will not take place. The Code of Conduct is contained within the school’s Student and Family Handbook and provided to all family’s upon enrollment.67 Students, parents, teachers, and the Head of School will sign the Family & School Contract, which demonstrates knowledge of the Code of Conduct. The purpose of this Code is to bring absolute clarity to the expectations and consequences of student behavior so that misunderstanding is never the reason for student misbehavior.

The purpose of disciplinary consequences is to ensure that both individual students and the school community maintain complete focus on learning and growth. Inappropriate student behavior not only impacts the individual, but also exacts a cost on the larger school community. Students must understand that they are a part of a larger whole and are accountable to their peers for adhering to the values and expectations of the community. Prompt resolution of problems and student/family solutions to inappropriate behavior is expected.

Disciplinary action, depending upon the nature of the action and/or referral, may include but is not limited to: re-teaching, demerits, detention, parent notification, a written assignment, lunch or enrichment detention, community service, in-class suspension, out-of-school suspension, or expulsion.

All decisions regarding in-class suspension, out-of-school suspension, and expulsion will be made by Head of School. Valiente College Preparatory will make every effort to notify parents/guardians promptly of any serious disciplinary action and will do so in writing whenever possible.

Progressive Discipline Ladder

All students are expected to conform to the Student Code of Conduct at Valiente College Prep, on the school premises, and while in transit to or from school. Students are subject to the school’s disciplinary process when they fail to do so.

When students violate the Code of Conduct there are associated consequences that are outlined for different levels of offenses. Consequences will be determined based on the level of offense and the number of occurrences for similar offenses during the school year. The four levels of offenses are described below:

First Level: Demerit

A demerit is a mark for deficiency or misconduct. Three demerits during a 50-minute class period result in an office referral and a detention. Demerits result in deductions from the weekly ACTS Points which may result in the loss of privileges (i.e. field trips, special events).

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67 Per the District’s request in the Charter School RFP, the Family and Student Handbook is not attached in the appendices. It is available upon request, and upon authorization will be available on our school website.
Second Level: Detention

Students earn a detention when they receive an Office Referral. Detentions are served by students being excluded from social activities and enrichment lessons during lunch and enrichment period.

Third Level: Suspension

If actions taken at Levels 1-2 have not corrected the inappropriate behavior, or, if the student has consistently engaged in lower-level infractions or in serious acts of misconduct, the Head of School may place the student on In-Class Suspension for one or more school days. Valiente College Preparatory’s ‘In-Class Suspension’ system outlined in the Suspension Procedures below functions as an alternative to suspension, as it enables students to access the classroom while effectively isolating them from opportunities to disrupt or disturb the school community. As a part of the suspension, the student will be required to demonstrate positive behavior in order to be removed from In-Class Suspension.

If In-Class Suspension fails to correct the inappropriate behavior, or, if the student engaged in serious act(s) of misconduct, the Head of School may suspend the student from school, not to exceed ten school days. As a part of the suspension, the student will be required to complete all missing academic work and write an apology to the classroom or school community.

Fourth Level: Expulsion

If actions taken at Levels 1-3 have not corrected the inappropriate behavior, or, if the student engaged in serious act(s) of misconduct, the Head of School may recommend that the student be recommended for expulsion.

Progressive discipline levels may be skipped for serious acts of misconduct at the discretion of the Head of School.

Grounds for Suspension and Expulsion

Grounds for Suspension

As specified in California Education Code Section 48900, a student may be recommended for suspension or expulsion if he or she:

- Caused, attempted to cause, or threatened to cause physical injury to another person
- Willfully used force or violence upon the person of another, except in self-defense
- Possessed, sold, or otherwise furnished any firearm, knife, explosive or other dangerous object, unless, in the possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, which is concurred on by the Head of School or the designee of the Head of School
- Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind
- Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or
otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant
• Committed or attempted to commit robbery or extortion
• Caused or attempted to cause damage to school property or private property (includes, but is not limited to, electronic files and databases)
• Stolen or attempted to steal school property or private property (includes, but is not limited to, electronic files and databases)
• Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel (exception made for use or possession by a student of his or her own prescription products)
• Committed an obscene act or engaged in habitual profanity or vulgarity
• Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code
• Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties
• Knowingly received stolen school property or private property (includes, but is not limited to, electronic files and databases)
• Possessed an imitation firearm
• Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code
• Harassed, threatened, or intimidated a student who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that student from being a witness or retaliating against that student for being a witness, or both
• Engaged in, or attempted to engage in, hazing, as defined in Section 32050
• Aided or abetted, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person (suspension only)
• Committed sexual harassment
• Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.
• Engaged in harassment, threats, or intimidation directed against school District personnel or students, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of either school personnel or students by creating an intimidating or hostile education environment
• Made terrorist threats against school officials, school property, or both
• Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel

Valiente College Preparatory shall have disciplinary jurisdiction at all times on the school grounds, at school-sponsored events regardless of location, and at times when students are in transit to or from school before or after the school day.
Grounds for Expulsion

Students will receive a mandatory recommendation for expulsion for any of the following reasons, as specified in Education Code Section 48915, unless the Head of School finds that expulsion is inappropriate, due to the particular circumstance:

- Causing serious physical injury to another person
- Possession of any firearm, knife, explosive, or other dangerous object
- Unlawful possession of any controlled substance listed in Chapter 2 of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind
- Robbery or extortion
- Assault or battery upon any school employee
- Committing or attempting to commit a sexual assault or sexual battery as defined in Section 48900 of the Education Code

Students are subject to mandatory expulsion from Valiente College Preparatory for any of the reasons as specified in the Education Code Section 48915(c) and the Federal Gun-Free Schools Act of 1994. It is a federal mandate that a school expel, for a period of not less than one year (except on a case-by-case basis), any student who is determined to have brought a firearm to school.

Valiente College Preparatory shall have disciplinary jurisdiction at all times on the school grounds, at school-sponsored events regardless of location, and at times when students are in transit to or from school before or after the school day.

Suspension Procedures

Valiente College Preparatory believes very strongly in establishing a school culture in which all students are safe and able to learn. We also believe that learning time is sacred, and that many misbehaviors can be corrected in class. However, behavior that is continually disruptive or listed among those detailed above may warrant suspension or expulsion, which occurs through the following steps:

Step 1: Informal Conference.

The Head of School holds the sole authorization to suspend students. Suspension shall be preceded by an informal conference conducted by the Head of School with the student and the student’s parents. The conference may be omitted if the Head of School determines that an emergency situation exists. An “emergency situation” involves a clear danger to the safety or health of students or school personnel. If the student is suspended without a conference, the parents will be notified of the suspension and a conference will be conducted as soon as possible.

Step 2: Determination of Length and Placement of Suspension.

The length and placement of the student’s suspension will be determined by the Head of School, based on the severity of the offense(s), as evidence by witness statements, physical evidence, and other relevant factors.

Valiente College Preparatory believes that a student should not be removed from the general class environment unless his or her presence is a continual distraction to others or they are at risk of harming themselves or others. In-Class Suspension allows students access to the curriculum in
the classroom environment while being separated from the school community. A student assigned to In-Class Suspension will sit at a designated desk in the classroom, physically separated from his or her peers. In addition, a student assigned to In-Class Suspension must:

- Check in with the Head of School prior to the start of each day
- Attend all classes, receive academic instruction, and complete all class work and homework
- Not communicate with any other students throughout the day, including during breaks and lunch
- Not participate in class activities
- Not attend field trips, dances, or other school activities if these occur during the suspension period
- Write a letter of apology to his or her class and read it aloud to his or her classmates on the final day of In-Class Suspension

The number of days a student must serve In-Class Suspension will be aligned with the severity of the behavior, but will not exceed ten days.

If a student is a continual distraction to others or poses a risk to self or others, that student may be assigned Out-of-School Suspension. The length of suspension for students may not exceed a period of five continuous days unless an administrative recommendation has been made and agreed to by the student’s parent/guardian. If a student is recommended for a period of suspension exceeding five continuous days, a second conference will be scheduled between the parent/guardian and the Head of School or the Head of School’s designee to discuss the progress of the suspension upon the completion of the tenth day of suspension. A student may be suspended from school for not more than twenty school days in any school year; however, this restriction on the number of days of suspension does not apply when the suspension is extended pending an expulsion.

Arrangements shall be made to provide the student with classroom material and current assignments to be completed at home during the length of the suspension.

**Step 3: Notice to Parents**

At the time of the student’s suspension, a school employee shall make a reasonable effort to contact the student’s parents by telephone or in person. Initial contact will be followed by a written notice, which will state the specific offense committed by the student, as well as the date and time the student may return to school. If the school officials wish to confer with the parents regarding matters pertinent to the suspension, the school may require that parents must respond without delay, and that a violation of school rules can result in expulsion from school.

A student may not be suspended more than 10 days for any single offense. Students may not be suspended for more than twenty days within one academic year.

In-Class Suspensions provide students with full opportunities to access their education in the classroom. Parents of students on Out-of-School Suspension must arrange for students to receive and complete all missed classwork and homework. Missed assignments must be completed and returned upon the student’s return to school.

Suspensions pending the outcome of an expulsion process shall follow the same procedures as all Out-Of-School Suspensions. All reasonable efforts will be made to complete the Expulsion
Procedures within ten school days of the Suspension. During an appeal of an Expulsion determination, the student will be on Out-of-School Suspension.

**Expulsion Procedures**

Expulsion Procedures are an extension of the Suspension Procedures outlined above. If a students’ behavior is deemed by the Head of School to warrant an expulsion, the following procedures shall be extended from Steps 1-3 in the Suspension Procedure above.

**Step 4: Recommendation for Expulsion**

If the Head of School recommends expulsion, the student and the student’s parents will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. This determination will be made by the Head of School.

Upon this determination, the student’s suspension will be extended pending the results of an expulsion hearing. Students will be recommended for expulsion if the Head of School finds that at least one of the following findings may be substantiated:

- Other means of correction are not feasible, or have repeatedly failed to bring about proper student conduct
- 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

**Step 5: Expulsion Hearing**

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. The hearing will be held within 30 days after the Head of School determines that an act subject to expulsion has occurred. The hearing will be presided over by the Governing Board. The expulsion hearing will be recorded and made available as part of the public record and a Fact and Findings document will be prepared to summarize the evidence adduced at the hearing, to substantiate the expulsion decision. Written notice of the hearing will be forwarded to the student and the student’s parents at least 10 calendar days before the date of the hearing. This notice will include:

- Date and place of the hearing
- Statement of the specific facts, charges, and offense upon which the proposed expulsion is based
- Copy of the disciplinary rules that relate to the alleged violation
- Opportunity for the student or the student’s parents to appear in person at the hearing
- Opportunity for the student to be represented by counsel
- Right to examine and acquire copies of all documents to be used at the hearing
- Opportunity to cross-examine all witnesses that testify at the hearing
- Opportunity to present evidence and witnesses on behalf of the student

Upon expulsion, written notice will be sent by the Head of School to the parents of any student who is expelled. This notice will be sent within 24 hours of the hearing, through certified overnight postal delivery, and will include:

- The specific offense committed by the student for any of the acts listed in “Reasons for Suspension and/or Expulsion”
• Notice of the student or parent obligation to inform any new district in which the student seeks to enroll of the student’s status with Valiente College Prep

In the event of a decision to expel a student, the school will work cooperatively with the district of residence, county, and/or private schools to assist with the appropriate educational placement of the student who has been expelled. Any incident of violent and/or serious student behavior shall be communicated to the district/school to which the student matriculates.

If the decision is not to expel, the student will return to classes at Valiente College Prep.

Appeal of Suspension or Expulsion

Parents will be notified in advance to enactment of the suspension or expulsion and can appeal a student’s suspension or expulsion.

The suspension of a student will be at the discretion of the Head of School or the Head of School’s designee. A suspension appeal may be made to the Head of School within the term of the suspension. Following due consideration, the Head of School’s decision regarding student suspension will be considered final.

An expulsion may be appealed within ten business days and must be submitted in writing to the Head of School; the appeal may be sent via the United States Postal Service or brought, in-person, to the school. The student will be considered suspended until a meeting is convened to hear the appeal (within 10 business days), at which time the parents must attend to present their appeal. Per California Education Code 48918, a student may be represented by legal counsel or a non-attorney adviser.

The appeal will be heard by a fair and impartial panel comprised of three or more members of the Board of Directors. An expulsion appeals hearing is convened to determine whether due process was followed in the original expulsion decision.

For a student who is not reinstated upon appeal, the family will be sent written notification of such within business three days of the hearing, including specific reasons why reinstatement was denied, and will be given a new eligibility review date.

The decision of the panel of representatives of the Board will be final.

Students expelled from Valiente College Preparatory are eligible for re-admission after a minimum of six months’ time. Expelled students must apply through the school’s standard admissions process and will receive no preferential treatment in admission. Placement tests will be administered upon re-enrollment and students will be placed according to results of these exams.

Element 11: Employee Retirement Systems

Valiente College Preparatory Charter School (―Valiente College Preparatory‖) will make any contribution that is legally required of the employer, including STRS, PARS, 403B, Social Security and unemployment insurance.

**Certificated Staff Members**

All full-time certificated employees who are eligible for retirement benefits will have the option to be covered by a 403b with a matching contribution from Valiente College Preparatory of up to $3,000 per year. Valiente College Preparatory has conservatively budgeted to account for all eligible employees maxing out their 403b matching contribution. Medicare, Social Security, and unemployment insurance coverage will be provided as well, as required by state and federal laws.

Retirement reporting will be contracted out to a qualified service provider; however, the Head of School will be responsible for ensuring that such retirement coverage is arranged. Valiente College Preparatory shall forward any required payroll deduction and related data to the Los Angeles County Office of Education (LACOE) as required by the Education Code 47611.3 and 41365.

The Charter School retains the option to elect the California State Teachers’ Retirement System (CalSTRS) coverage at a future date. Contributions will be made at the rate established by the Teacher’s Retirement Board. The Charter School will complete all required documentation (including an amendment to the charter to include the election of CalSTRS) prior to the effective date of coverage and before reporting contributions to CalSTRS.

**Classified Staff Members**

Classified positions include all positions which do not require a credential or teaching certification. Such positions include the Head of School, Director of Operations, Office Manager, and non-certified teachers in non-core subjects. Classified employees will be covered by Medicare and Social Security, and may participate in a 403b retirement contribution plan with matching up to $3,000 per year.

**Other Staff Members**

There are no staff positions other than those included in ‘Classified’ and ‘Certificated’ above, which will be covered under Valiente College Preparatory’s retirement system.
Element 12: Public School Attendance Alternatives

Pupils who choose not to attend Valiente College Preparatory may choose to attend other public schools in their district of residence or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of the District.
Element 13: Rights of District Employees

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.
**Element 14: Mandatory Dispute Resolution**

The staff and Governing Board members of Valiente College Preparatory agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and Valiente College Preparatory, 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 Valiente College Preparatory shall be resolved in accordance with the procedures set forth below:

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

   **To Charter School:** Valiente College Preparatory
   c/o School Director

   **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.
Valiente College Preparatory is deemed the exclusive public school employer of all employees of the charter school for collective bargaining purposes. As such, Charter School shall comply with all provisions of the Educational Employment Relations Act (“EERA”), and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.
Element 16: Charter School Closure Procedures

Revocation of the Charter

The District may revoke the Charter if Valiente College Preparatory 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 Valiente College Preparatory if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- Valiente College Preparatory committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- Valiente College Preparatory failed to meet or pursue any of the pupil outcomes identified in the Charter.
- Valiente College Preparatory failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Valiente College Preparatory 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 Valiente College Preparatory in writing of the specific violation, and give Valiente College Preparatory a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.

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

Closure Action

The decision to close Valiente College Preparatory, either by the governing board of Valiente College Preparatory or by the LAUSD Board of Education, must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked or non-renewed by the LAUSD Board of Education; the governing board of Valiente College Preparatory votes to close Charter School; or the Charter lapses.
Closure Procedures

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

Designation of Responsible Person(s) and Funding of Closure

Upon the taking of a Closure Action by either the governing board of Valiente College Preparatory or the LAUSD Board of Education, the governing board of Valiente College Preparatory shall immediately designate a person or persons responsible for conducting all closure procedures and activities, and determine how Valiente College Preparatory will fund these activities.

Notification of Closure Action

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

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

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

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

4. The Special Education Local Plan Area (SELPA) in which the school participates. Valiente College Preparatory shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

5. The retirement systems in which the school’s employees participate. Within fourteen (14) calendar days of the Closure Action, Valiente College Preparatory shall notify the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of this notification and correspondence to the CSD.
6. The California Department of Education (CDE). [Charter] shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.

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

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

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

1. The effective date of the school closure
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students’ school districts of residence
4. How parents and, legal guardians may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

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

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

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

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

Notification of employees and vendors shall include:
1. The effective date of the school closure

2. The name(s) and contact information for the person(s) handling inquiries regarding the closure

3. The date and manner, which shall be no later than 30 days from the effective date of school closure, by which Charter School shall provide employees with written verification of employment.

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

**School and Student Records Retention and Transfer**

Valiente College Preparatory shall adhere to the following requirements regarding the transfer and maintenance of school and student records:

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

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

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

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

5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, school payroll and personnel records, and Title I records (if applicable). Personnel records must include any and all employee records including, but not limited to, records related to performance and grievance.

7. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage.

**Financial Close-Out**

After receiving notification of closure, the CDE will notify the charter school and the authorizing entity of any liabilities the charter school owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Valiente College Preparatory 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.

Valiente College Preparatory shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Valiente College Preparatory will be the responsibility of Valiente College Preparatory and not LAUSD. Valiente College Preparatory understands and acknowledges that Valiente College Preparatory will cover the outstanding debts or liabilities of Valiente College Preparatory. Any unused monies at the time of the audit will be returned to the appropriate funding source. Valiente College Preparatory 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 Valiente College Preparatory participates, and other categorical funds will be returned to the source of funds.
Valiente College Preparatory shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

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

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

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

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of the charter school. Charter school closure procedures must also ensure appropriate disposal, in accordance with Charter School’s bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of the charter school have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. The return of any donated materials and property according to any conditions set when the donations were accepted.
2. The return of any grant and restricted categorical funds to their source according to the terms of the grant or state and federal law.
3. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

Net assets of the charter school may be transferred to the authorizing entity. If Charter School is operated by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Valiente College Preparatory shall retain sufficient staff, as deemed appropriate by the Valiente College Preparatory governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.
Valiente College Preparatory’s governing board shall adopt a plan for wind-up of the school and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the method by which the school will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.

b. File a Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).

c. Make final federal tax payments (employee taxes, etc.)

d. File its final withholding tax return (Treasury Form 165).

e. File its final return with the IRS (Form 990 and Schedule).

This Element 16 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Valiente College Preparatory’s right to operate as a charter school or cause Valiente College Preparatory to cease operation. Valiente College Preparatory and the District agree that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 16. The District therefore shall have the right to seek equitable relief to enforce any right arising under this Element 16 or any provision of this Element 16 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.
Additional Provisions

Facilities

District-Owned Facilities

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

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

In the event of an emergency, all LAUSD facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School 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**: Charter School will be restricted to using the LAUSD facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. LAUSD shall have the right to inspect LAUSD facilities upon reasonable notice to Charter School.

- **Furnishings and Equipment**: LAUSD shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
• **Leasing; Licensing**: Use of the LAUSD facilities by any person or entity other than Charter School shall be administered by LAUSD. The parties may agree to an alternative arrangement in the use agreement.

• **Minimum Payments or Charges to be Paid to LAUSD Arising From the Facilities**:  
  (i) **Pro Rata Share**: LAUSD shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter School Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

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

• **Maintenance & Operations Services**: In the event LAUSD agrees to allow Charter School to perform any of the operation and maintenance services, LAUSD shall have the right to inspect the LAUSD facilities, and the costs incurred in such inspection shall be paid by Charter School.

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

  (ii) **Sole Occupant**: If Charter School is a sole occupant of LAUSD facilities, LAUSD shall allow 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, Charter School 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. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.
Non-District-Owned Facilities

**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. Charter School shall implement any corrective actions, orders to comply, or notices issued by the authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA requirements. Charter schools are required to adhere to the program accessibility requirements of Federal law (Americans with Disabilities Act and Section 504).

**Occupancy of the Site:** The charter petitioner or developer shall provide the District with a final Certificate of Occupancy issued by the applicable permitting agency, allowing the petitioner to use and occupy the site. Charter School may not open without providing a copy of the Certificate of Occupancy for the designated use of the facility. If Charter School moves or expands to another facility during the term of this charter, 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.

**Pest Management:** Charter School shall 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:** Charter School shall 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.

**Insurance**
Insurance Requirements

No coverage shall be provided to Charter School by the District under any of the District’s self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School’s responsibility, not the District’s, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of $5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles (“Board of Education”) as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School’s insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above $15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.

2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers’ Compensation Act (Statutory Coverage). The Workers’ Compensation Insurance coverage must also include Employers Liability coverage with limits of $1,000,000/$1,000,000/$1,000,000.

3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of $1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student bus service. If Charter School provides student bus services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.

4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment or other assets. Minimum amount of coverage shall be $50,000 per occurrence, with no self-insured retention.
5. Professional Educators Errors and Omissions liability coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

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

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

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

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

Evidence of Insurance

Charter School shall furnish to the District’s Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 days of all new policies inceptions, renewals or changes, certificates or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

“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 Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to school, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.
Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys’ fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys’ fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless “the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School’s vendors, contractors, partners or sponsors.

Fiscal Matters

District Oversight Costs

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

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, Title 5 of the California Code of Regulations.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State’s adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct
any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

**Audit and Inspection of Records**

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.
- The District’s statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School’s financial information,
- Charter School’s debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School’s enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.
Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24-hour notice.

**Internal Fiscal Controls**

Valiente College Preparatory will develop and maintain sound internal fiscal control policies governing all financial activities.

**Apportionment Eligibility for Students Over 19 Years of Age**

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

**Local Control and Accountability Plan**

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